

School Name and Number : 7781 - Felix Valera Senior High School

School Performance Excellence Plan

Principal: Millie Fornell

Telephone #: _____

High School Feeder Pattern: 7781 - Felix Varela Senior

Region: Region VI

Board District #: 7 - Mr. Frank J. Cobo

Title I Budget and Waivers

— This school is receiving Title I funding and its Title I Budget is appended to this document.

— This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 7781 - Felix Valera Senior High School

2002 School Performance Grade: B

Vision/Mission/Belief Statement(s):

VISION: We, the Felix Varela community, believe that all students can learn and achieve. By challenging them with a student centered curriculum, students will perform at high levels and become lifelong learners who will succeed in an ever changing, multicultural world. Through the fostering of respect for diverse thought and innovation within a safe, nonthreatening and equitable environment, we enable our students to become productive responsible students.

MISSION: Felix Varela Senior High School provides students with a challenging and relevant curriculum that prepares them to successfully compete in the world of work and in post-secondary education. Through the fostering of respect for diverse thought and innovation, students will become productive and responsible citizens.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: Yes

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Felix Valera Senior High School

Felix Varela Senior High School (FVSHS) currently has approximately 4525 students enrolled in grades nine through twelve with an instructional and non-instructional staff of 310. Located at 15255 S.W. 96th Street, the school sits on 39 acres and serves the Hammocks and West Kendall communities. The majority of the ninth grade students attend either Hammocks Middle School or Howard Doolin Middle School. FVSHS students are from predominantly Hispanic families that have immigrated to Miami from countries throughout the Caribbean, Latin and South America. The ethnic breakdown of the student population is as follows: 81 percent Hispanic, 13 percent white Non-Hispanic, four percent Black Non-Hispanic, and two percent Asian/Indian/multiracial. Additionally, 16 percent or 448 students are in the Exceptional Student Education (ESE) program that includes courses or programs for varying exceptionalities and autistic students; and 13 percent or 460 students are in English for Speakers of Other Languages (ESOL) program. Approximately, ten percent of the students is enrolled in Advanced Placement (AP) classes. The primary educational focus of the staff at Felix Varela is to make certain that each student has an educational plan that suits his/her needs and goals. The entire staff is dedicated to pursuing excellence in the classroom, laboratory, or on the athletic field. A wide range of academic courses is offered at the regular, honors, and advanced placement level. Students have the choice of focusing elective courses in one of six academies: Aerospace and Engineering Technology; Environmental, Design and Agriscience Technology; Medical Health Technology; Business and Informational Technology; Visual and Performing Arts; and Liberal Arts Studies. Open to all students is after-school tutoring, participation in any of the 42 clubs and seven honor societies available, or playing on one of the junior or varsity athletic teams.

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 38 percent of students reaching the state required mastery level, 67 percent making annual learning gains, and 74 percent scoring in the lowest 25 percent making annual learning gains as documented by scores on the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 98 percent of students reaching the state required mastery level as documented by scores on the 2003 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 66 percent of students reaching the state required mastery level and 79 percent making annual learning gains as documented by scores on the 2003 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 49 percent of students scoring at or above the District mean scale score as documented by scores on the 2003 FCAT Science Test.

Given instruction using the Sunshine State Standards, students enrolled in Advanced Placement classes will increase their mastery of the subject area as evidenced by an increase of 5 points in the percent of such students scoring 3 or higher on the Advanced Placement examinations when percentages from May 2002 are compared to May 2003 as documented by reports generated by the College Board and the Division of Advanced Academic Programs.

The Felix Varela community believes that all students can learn and achieve and to that end the focus of Felix Varela Senior High School is to provide students with a demanding and relevant curriculum that encourages them to perform at high levels and become life-long learners. To that end, these objectives and strategies have been written by members of the Educational Excellence School Advisory Committee and the instructional staff and are designed to meet the needs of the student body. The objectives support and are in full alignment with the school's mission and vision. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Felix Varela Senior High School is the first high school in Miami-Dade County to open in the twenty-first century. The school provides a wide array of courses that are aligned with the Competency-Based Curriculum and the Sunshine State Standards to students in grades nine through twelve at the regular, honors, and Advanced Placement level. Elective programs are available in the following six academies: Aerospace and Engineering Technology; Environmental, Design and Agriscience Technology; Medical Health Technology; Business and Information Technology; Visual and Performing Arts; and Liberal Arts Studies. Students have the opportunity to focus their electives in a specific academy or to choose a Level I course from any of the academies. The school offers self-contained, resource, and mainstream classes for students with learning disabilities and varying exceptionalities. Additionally, Felix Varela offers instruction to limited English proficient (LEP) students through English for Speakers of Other Languages (ESOL) and Bilingual Core Content (BCC) classes. Innovative instructional practices are a key focus and teachers are encouraged to plan together and share best practices. Scope and Sequences have been written by departments that correlate to the Competency-Based Curriculum and the Sunshine State Standards. Additionally, CRISS strategies, Reciprocal Teaching, Bloom's Taxonomy, the Secretary's Commission on Achieving Necessary Skills (SCANS), and strategies for Exceptional Student Education (ESE) and ESOL students are included in teacher planning. Schoolwide programs such as the Comprehensive Reading Program, the mathematics and science Instructional Improvement Teams (IIT), writing and vocabulary development across the content areas, and Varela Feeder Pattern Vertical Teams enable teachers to focus collectively on common goals and activities. Alternative assessment that includes hands-on, real-life experiences is cross-curricular. A Viper Academic Blueprint has been developed to guide teachers on components of lesson planning and instruction that are emphasized schoolwide. Staff development to encourage teachers to be innovative and creative is ongoing throughout the year with the majority of facilitation being done by Varela teachers. Critical Friends Groups have been established to assist teachers in analyzing student work collaboratively and in being able to conduct peer reviews of each other's classrooms. Technology is used to enhance teacher planning and instruction, student assessment, and communication among teachers and with parents. A full service student services program offers students and parents information about subject selection, preparing for college and the world of work as well as personal counseling. A TRUST Counselor facilitates groups relevant to teenage issues, a career specialist oversees a career-computer lab and assists students in preparing for the world of work, and the CAP advisor counsels college-bound students. In addition, FVSHS recently became a satellite center for an adult education community school and classes in remediation and acceleration are offered four nights a week.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Vision: The Felix Varela Senior High School community believes that all students can learn and achieve. By challenging them with a student-centered curriculum, students will perform at high levels and become lifelong learners who will succeed in an ever changing, multicultural world. Through the fostering of respect for diverse thought and innovation within a safe, non-threatening and equitable environment, students will become productive responsible citizens. Mission: Felix Varela Senior High School provides students with a challenging and relevant curriculum that prepares them to successfully compete in the world of work and in post-secondary education. Through the fostering of respect for diverse thought and innovation, students will become productive and responsible citizens. Core Values: Felix Varela Senior High School instructional and non-instructional staff strive to provide students with a challenging and relevant curriculum that prepares them to successfully compete both in the world of work and in post-secondary educational pursuits. FVSHS promotes a learning environment that fosters equitable practices, personalizes a course of study for each student, and encourages a tone of decency throughout the building. Communication with all stakeholders is a high priority of the faculty and staff, realizing that the education of students involves the participation and commitment of the total school community. Teachers are encouraged to use innovative teaching strategies, plan collaboratively, integrate technology, and share best practices.

1.3 Human Resources

This item describes the people who carry out the work of the school.

FVSHS employs 256 fulltime staff members and 54 part-time staff members. Of this group, there are five administrators, 194 teachers, 20 Exceptional Student Education teachers, ten guidance counselors, one TRUST counselor, one career specialist, three media specialists, two audio-visual specialists, one network administrator, two computer specialists, 14 fulltime clerical employees, six part-time clerical employees, five paraprofessionals, three part-time

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paraprofessionals one fulltime cafeteria worker, 31 part-time cafeteria workers, 17 fulltime custodial workers, four part-time custodial workers, six fulltime security monitors, and three part-time security monitors. Of the teaching staff, 28 are first year teachers, 30 are second year teachers, and 18 are third year teachers. Approximately, fifty percent of the percent of the faculty has advanced degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

FVSHS is located at 15255 S.W. 96th Street. The school sits on 39 acres and contains 290,000 square feet of classroom, office and computer lab space. The school has six tennis courts; football, softball and baseball fields; four handball courts; six basketball courts, an 827 seat theater/auditorium complex; a 600 seat indoor air- conditioned cafeteria; an outdoor dining shelter that seats approximately 500 students; and a sports complex that includes an indoor gymnasium, weight training facilities, and varsity and personal fitness locker rooms. There are 46 security cameras throughout the facility that help to ensure a safe learning environment. The surrounding grounds are fully landscaped with many attractive trees and plants. The faculty parking lot has space for 256 cars and the student parking lot has space for 150 cars. There is a driver education range behind the school and an agriscience greenhouse and gardens adjacent to the front of the school. The new media center houses a state-of-the-art closed circuit television system. FVSHS has a 1200 node client-server network with a high-speed backbone serving computers in every classroom, the main and attendance offices, and the media center.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

FVSHS adheres to a policy of non-discrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance P.L.93-508 (Federal Laws) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and environmental requirements. The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules. Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated. The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

FVSHS serves approximately 4525 students with diverse backgrounds and needs from the surrounding Hammocks and West Kendall communities. The school is presently at 180 percent capacity enrollment. Approximately 460 or 13 percent of our student body are LEP students who receive instruction in ESOL Levels 1-4 and BCC classes. Additionally, 567 or 16 percent of the student body requires Exceptional Student Education instruction in the form of self-contained, resource classes, or mainstream classes. The ethnic/racial make-up of the student population is four percent Black Non-Hispanic, 81 percent Hispanic, 13 percent white Non-Hispanic, and two percent Asian/Indian/multiracial. Approximately 644 students or 18 percent are transported daily by Miami-Dade County School busses. The average daily student attendance is presently at 94 percent. Because the majority of students come from homes where English is not the principal language spoken, there is a great need to provide additional instruction to strengthen schoolwide reading comprehension and English language skills. Based on feeder pattern schools' statistics, the mobility rate is 25 percent. Throughout the year students enter school from foreign countries and other school districts. This poses a challenge in that the student numbers in our ESOL classes and BCC classes grow steadily throughout the year. A high percentage of the student body participates in the 42 clubs, the seven honor societies, and the junior/varsity sports teams offered. Students with special needs are strongly encouraged to participate in the extracurricular programs that are provided before-school and after-school hours.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

FVSHS realizes that communication with its stakeholders is paramount and strives to foster strong links between parents, community leaders, businesses, and institutions of higher learning through various activities and programs. Together with the PTSA and the student service department, several evening programs

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for parents are presented throughout the year covering such topics as preparing for standardized tests, college preparation, subject selection, and teenage issues. Parents are also invited to attend PTSA and EESAC meetings, log onto the school's website, and use ParentLink. Dade Partners are invited to speak at the annual Career Fair and visit classes to lead discussions. The Viper Volunteer Program affords parents the opportunity to participate in and support academic, athletic and performing arts programs. Communication with feeder pattern schools is also a high priority. Each year FVSHS holds a breakfast for the administrative teams from both feeder pattern middle schools to plan the articulation calendar, and department chairs visit with middle school department chairs to review curriculum and subject selection criteria. FVSHS recently established feeder pattern vertical teams for elementary, middle and senior high teachers in mathematics and science. The school provides opportunities for feeder pattern schools and community businesses to use its facilities for their special meeting needs. Twice a week, in the evenings, FVSHS serves as a satellite for the adult education community school for Varela students and adults in the community.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The United Teachers of Dade and the Miami-Dade County School Board negotiate the benefits package received by the employees of FVSHS. The package includes a comprehensive health component as well as standard insurances and other employee selected fringe benefits. The faculty and staff at FVSHS are encouraged to and afforded the opportunity of being involved in their choice of professional development programs provided by the school site, the district, and state and national organizations. Additionally, optional development opportunities are made available through the petition of the EESAC for funds to attend conferences, workshops and trainings that further the educational goals of the school. Outstanding achievement and contributions of school community members are acknowledged at faculty and parent meetings, during morning announcements, and in the local newspapers. In addition, FVSHS newsletters highlight notable activities, events and accomplishments that are realized by faculty, staff and students. Results of the School Climate Survey show that staff morale is high and that, in general, FVSHS is regarded as an excellent place to work.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

FVSHS benefits from excellent collaboration with many members of the surrounding community. Proudly, the school has received the highest rewards for the degree and quality of its volunteer program. Complementing the volunteer program is the coordination of the articulation process with feeder pattern middle schools. Such coordination aids tremendously in facilitating a smooth transition between middle and senior high school. Further academic achievement is realized by the opening of the campus as a satellite of Palmetto Senior High Adult and Community School. This affords students with the opportunity to retake courses they have failed or take courses for acceleration. The school strives to strengthen partnerships with community businesses through a guest lecture series and a career fair. Computer companies such as CISCO and ORACLE have trained staff members and have provided the school with a venue, namely the ORACLE and CISCO Academies to train and prepare students for high-tech and high-demand careers in the informational technology industry. FVSHS was selected to pilot the Carnegie Cognitive Tutor Algebra I software program and has provided teacher training and donated software. Finally, FVSHS maintains open channels of communication to address stakeholder needs with regards to purchasing supplemental materials and the attainment of social service agency services.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Even though FVSHS has only completed its second year of operation the staff was very pleased with the school grade of "B" as FVSHS was the only high school in Miami-Dade County, to earn that grade. Student enrollment has increased from approximately 3600 last year to 4525 this school year. The staff feels that while teaching in a school this large brings with it certain challenges, they are prepared to continue the focus and vision of FVSHS and maintain high expectations and personalized instruction. Our five academies provide students with exciting career choices and preparation for college. School Climate Survey results indicate that staff, students and parents are very pleased with the school. The results were as follows: the staff gave the school an average grade of A-, with over 72.2 percent of the teachers stating that they felt the school is safe, clean, and that administrators listen to them, solve problems effectively and all personnel work as a team; students responded with an overall rating of B-, citing they felt safe in school and their teachers were knowledgeable, friendly, and helpful; and parents rated the school with an average score of B+ and reported that the school was doing an outstanding job in delivering relevant programs in a safe and supportive environment. Because of the academy approach to the elective program, FVSHS has gained some positive publicity in the community.

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FVSHS fielded its first full varsity sports program last year that helped to create a very strong sense of Viper school spirit. Seven teachers are National Board Certified teachers and several more have completed the application and are awaiting acceptance. Parents are very supportive of the academic and athletic programs, and the group of parent volunteers earned the M-DCPS' Golden Award for Volunteers for a second year in a row, and student volunteers won the Silver Award for their volunteer hours for the first time last year.

3.2 Competitors

This item explores the alternate schools available to students.

Several private schools are located in close proximity to FVSHS. The closest parochial schools are Archbishop Coleman F. Carroll High School and Belen Jesuit Preparatory School. Other private institutions nearby have been approved by the FDOE to receive vouchers should students become eligible. Magnet schools such as MAST, DASH, New World School of the Arts and Coral Reef Senior compete for students throughout Miami-Dade County. Students who live in the FVSHS boundary were given the option of staying at either Sunset Senior High or Braddock Senior High if they had older siblings enrolled. Additionally, there are specific courses and programs that Braddock Senior High and Sunset Senior High offer that FVSHS does not, and parents have the option to request curriculum transfers to these schools.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

FVSHS enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC). Two leadership groups in the school also assist the principal in making many decisions and help shape and enforce policy. The administrative team is comprised of the five administrators, the activities and athletic directors, and the Network Administrator. The Curriculum Council is comprised of department chairs, academy leaders, and the administrative team. In facilitating this approach, input from all stakeholders is considered an essential part of program development and involvement. This ongoing communication between the school leadership team and the stakeholders enables FVSHS to provide educational programs that are tailored to students' needs. Innovation is encouraged and new ideas are given every opportunity to succeed. Offering support to parents, students and the community is critical to the continued success of FVSHS. Through newsletters, PTSA meetings, and evening programs, parents are provided with information in order to help their children succeed in school and make wise decisions regarding their education. Students are offered assistance in studying and preparing for tests through schoolwide peer and professional tutoring programs. Peer mediation teams are being trained to help students with behavioral and attitudinal problems. The clerical staff and the student service department are the front line to parents who call with questions, problems and concerns. These individuals have been trained to handle parents with respect and concern and are able to channel their questions to appropriate personnel. The school's image throughout the district and the community is important, and staff feels that by making students their first priority, everything else will fall into place.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment at FVSHS is currently at 4525 in grades nine through twelve. Additionally, the ongoing building boom in the area indicates that student population growth will continue. The EESAC has determined that the increase in numbers is a concern. The committee is making a concerted effort to open channels of contact with area developers to discuss future impact. In the future, discussion is planned to revisit issues regarding the restructuring of attendance areas for FVSHS and Sunset Senior High School. The outcome of these meetings will impact future populations of FVSHS. A new high school, Ferguson High, is being built nearby and is projected to open for the 2004-2005 school year. This will help alleviate some of the overcrowding. Finally, a plan to construct a mega shopping and business complex nearby FVSHS will provide additional community support and employment opportunities for students.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

FVSHS has identified the following issues concerning challenges in learning. The transition from middle school to senior high school presents many new challenges for the freshman class. In the School Climate Survey, 30 percent of the teachers are concerned that students are demonstrating deficiencies in basic academic skills and 41 percent feel as is their students do not come prepared at the beginning of the term for the grade level they teach. It is apparent to

School Profile/ Needs Assessment: (continued)

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teachers that some students appear reluctant to spend time outside of the classroom mastering new skills or completing home learning assignments and quickly fall behind in classes. Forty seven percent of the students feel that there are too many students in their classes and that they feel that affects how much they learn. Twenty three percent of the students feel as if their teachers do not assign meaningful homework that aids in their learning. Faculty and administrators have expressed the need to help students learn to cope and deal with emotional conflicts and relationship dynamics that are very typical for the teenage student.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

A challenge facing the administration and faculty of FVSHS is in assimilating the large numbers of beginning teachers and teachers who transferred from other schools. The faculty includes 28 beginning teachers, 30 second year teachers, and 18 third year teachers. Additionally, blending the inaugural faculty with the newly hired faculty for the third year is something the administrative team is keenly aware of. Another challenge, according to the results of the School Climate Survey, is that 49 percent of the teachers are concerned about what they perceive as a lack of parental concern and support. Finally, since the building is at 180 percent capacity, workroom space is very limited for teachers to plan, make phone calls, and grade papers.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

FVSHS has identified several issues concerning relationships with internal operations and external forces. Among these are the number of classes in non-standard classrooms such as the auditorium, media center, and gym, 4525 students in a building originally designed for 2600 students, and the inadequate number of parking spaces for students and visitors. Increased student enrollment has impacted the number of custodians, cafeteria workers, and security monitors that will be needed. Another challenge will be accommodating the construction of two concrete buildings and how it will impact traffic on 152 Avenue and 96 Street, use of the nearby areas for various student activities, and the use of the covered dining shelter throughout the day.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

FVSHS has noted several areas of concern regarding challenges involving school site process improvement in instructional services provided to student who scored below a Level 3 on the FCAT in either Reading and/or Mathematics. Among these concerns are student scores on the FCAT Reading indicate that 32 percent of students scored at FCAT Achievement Level 1, and 38 percent scored at FCAT Level 2. Student scores on FCAT Mathematics show 23 percent of students scored at FCAT Level 1 and 23 percent scored at Level 1. Despite significant gains in improving collaboration and networking opportunities, teachers continue to experience feelings of isolation in terms of planning and assessing student achievement. Insufficient time to engage in action research and analyze school test scores, grade distribution and ethnic summary reports is a concern. Teachers within departments are frequently engaged in assessing their effectiveness by updating their Scope and Sequences, studying their students' grades on tests, and reviewing Grade Distribution Reports. In addition, the student services department faces a daily challenge in meeting parents, counseling students, and visiting classrooms. However, they meet often among themselves and with administration to solve problems and support one another in being effective and timely.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

FVSHS has identified several issues concerning improvement in education design and support processes. Many students seem reluctant to spend time outside the classroom to master new skills or complete home learning assignments. In order to address this need, staff will endeavor to implement creative incentives in the classroom, expand tutoring programs to enhance test preparation, and increase parental contact and involvement. Also, the close analysis of grade distribution reports and test scores will continue. The challenge of addressing tardiness to school will be resolved by expanding parental contact, reviewing the tardy policy, and a continuing the strict enforcement of policies. To alleviate concerns with regards to LEP and ESE students, additional instructional and support staff shall be contracted where needed. Pullout tutoring sessions conducted by itinerant teachers are offered to LEP students in French and Portuguese. Additionally, bilingual core teachers will be offered sixth period supplements to provide tutoring for bilingual students. Concerning a perceived lack of basic skills,

School Profile/ Needs Assessment: (continued)

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the school will implement peer and professional tutoring programs, continue to use and find other effective computer-assisted instruction programs, and implement remedial pullout sessions taught by teachers. FVSHS teachers are very committed to making what they teach in the classroom relevant to their students' lives. A large emphasis is placed on alternative assessment methods that focus on real-life, hands-on activities in the classroom. Regardless of the need being addressed, FVSHS will strive to increase parent involvement and awareness.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

FVSHS has identified various issues concerning improvement in the education delivery process. Among the instruments used to identify these issues are the School Climate Survey. Based on this study, indications are that teachers feel overloaded and overwhelmed with their workloads. In order to address this need, teachers are encouraged to plan collaboratively and share in the preparation for classes. Critical Friends Groups have been established to assist teachers in feeling connected with and supported by their colleagues. A second concern expressed was the need to develop a process by which the high percentage of instructional staff new to the building could be effectively acculturated. In order to address this concern several remedies are in place. Department chairs are encouraged to pair new teachers with teachers that were here last year. Team building exercises and activities are included in faculty and early release meetings. Finally, staff development inservices and workshops have been planned throughout the year which provide teachers with the professional support they need to continue to improve the delivery of subject matter as well as the quality time to interact with colleagues.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

FVSHS has identified several issues concerning challenges in improving relationships with internal operations and external forces. These concerns include the increased influx of immigrants this continuing to increase the projected number of total students. To address the increase of immigrant students, FVSHS will seek to hire additional staff and offer more tutoring. The administrative staff along with members of the EESAC will continue to review the limited number of parking spaces and work together to come up with viable solutions. Limiting the students who drive to school is one option already in place and conducting a lottery for distribution of parking permits is another. The construction of two concrete buildings on the southeast corner of the campus will be an ongoing challenge to accommodate the impact it has on safety issues, traffic, staff, and students. Finally, communication with parents is vital. Training parents how to use the ParentLink software program and access the school's website will be ongoing.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

FVSHS has recognized several challenges in the area of process improvement. Among these factors are student scores on the FCAT administered in March 2002 which indicate that 35 percent of the students scored at FCAT Achievement Levels 1 and 2. 42 percent scored at FCAT Achievement Level 2 on FCAT reading test, and 35 percent of the students scored at FCAT Achievement Level 2. To address and improve both FCAT reading and math scores, FVSHS in collaboration with EESAC will make available training in teaching CRISS strategies to an additional thirty Varela teachers. Targeted students will be provided with specified tutorial opportunities in and out of class. Data will be collected on these students to determine the most effective methods. Teachers will continue to use district prepared FCAT preparation materials and incorporate reading, writing and critical thinking skills as well as vocabulary development. Teachers will be afforded the opportunity to enhance interdepartmental collaboration through school-wide implementation of Critical Friends Groups (CFGs). FVSHS will endeavor to promote the exchange of tacit as well as explicit knowledge. Formats to be used in facilitating such communication will include cross-curriculum planning teams, common planning blocks, sharing of best practices, and CFG meetings. Each month, all teachers will focus on a particular Reading Benchmark, implementing various CRISS and Reciprocal Teaching strategies as well as focus on having their students write every day. Professional development will be ongoing throughout the year based on both the needs that the faculty indicates and schoolwide focus areas. In order to build a base of support for these improvements, data shall be collected, analyzed and distributed to all faculty members for review and further input will be assimilated.

School Profile/ Needs Assessment: (continued)

Advanced Academics

(Senior High Schools)

Enrollment trends in gifted, honors, and Advanced Placement (AP) classes.

Since FVSHS opened in 2000-2001, FVSHS enrollment in Advanced Placement (AP) classes has increased from six students in one AP class to approximately 425 students in 21 different AP classes for a total of 38 sections totaling about 900 AP tests. The growth can be attributed to several factors. The first being the continued encouragement of the administrative team coupled with the focused dedication of AP teachers and counselors to enroll and direct students into the AP program at FVSHS. Also, a strong foundation for student success and advancement has been built in FVSHS' honors and pacesetters programs. When students are recommended, the teachers and counselors have made sure that these students were successful and understand that they will be supported once they enter an AP class. At present, about 10 percent of the student body is enrolled in an AP class, with approximately 13 percent of the upper classroom in an AP class. This is well above the district average.

Passing rate of students on the AP examination.

In the 2000-2001 school year out of the six students enrolled in AP classes, three passed, making the passing rate 50 percent. In the school year 2001-2002, 308 students took an AP test and 137 scored a 3 or higher for a passing rate of 44 percent.

Ethnic breakdown of gifted, honors, and AP classes' enrollment as compared to the school's total population.

The ethnic breakdown of students enrolled in AP classes as compared to the ethnic breakdown of the student population is as follows: 77 percent Hispanic as compared to 81 percent, 15 percent white Non-Hispanic as compared to 13 percent, 5 percent Black Non-Hispanic to 4 percent, and 3 percent other as compared to 2 percent. From these figures, it is clear to see that FVSHS ethnic enrollment in AP classes parallels very closely the school's overall ethnic breakdown.

Recruitment procedures in place to address underrepresented groups of students in gifted, honors, and AP classes.

Since the inception of FVSHS' AP program much attention has been placed on increasing the enrollment and making certain that each student would be successful and take the AP examination(s). Teachers in regular, honors, and Pacesetter classes as well as counselors and administrators have identified students to take an AP class by using PSAT/FCAT scores and nine weeks grades. Also, certain students who may not have the scores or grades are also encouraged to take an AP class if they have demonstrated special interest and talent for a particular AP course. Additionally, it is the goal of the principal for every student at FVSHS to enroll in at least one AP class before they graduate.

Support mechanisms in place to assist under-achieving students in gifted, honors, and AP classes.

AP teachers are able to determine low-performing students by reviewing interim progress reports as well as tests/exams and grades each nine weeks. Many of the AP teachers hold regular after school tutoring sessions as well as Saturday sessions in the spring. The AP coordinator is very active in holding AP discussions with all of the AP teachers, encouraging them to brainstorm methods to assist their students in doing well. Also, all AP teachers contact parents and work with the student's counselor in holding student/parent conferences when needed.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Plan	All Grades	Sep. '01
Competency Based Curriculum (CBC)	All Grades	Sep. '01
Sunshine State Standards (SSS)	All Grades	Sep. '01
Just Read!	All Grades	Sep. '01

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	All Grades	Sep. '01
Sunshine State Standards (SSS)	All Grades	Sep. '01

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	All Grades	Sep. '01
Sunshine State Standards (SSS)	All Grades	Sep. '01
Urban Systemic Program (USP)	All Grades	Sep. '01
Mathematics and Science Literacy Bridges to Careers	All Grades	Sep. '01

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	All Grades	Sep. '01
SECME/SECME RISE	All Grades	Sep. '01
Urban Systemic Program (USP)	All Grades	Sep. '01
Sunshine State Standards (SSS)	All Grades	Sep. '01
Mathematics and Science Literacy Bridges to Careers	All Grades	Sep. '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
FL Reading Association Conference	5	Oct. 19, '01
FCAT - Reading 10	1	Nov. 01, '01
CRISS Training	25	Nov. 17, '01
FCAT Strategies	1	Nov. 20, '01
FCAT Inservice	15	Jan. 10, '02
LD/VE Staff Development "Reading the Classics"	1	Jan. 17, '02
FCAT Refresher Training	2	Mar. 01, '02
FCAT In-house Presentation	2	Mar. 06, '02
Informal Reading Inventory	2	May 05, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writing Staff Development	6	Jan. 18, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Secondary Math and Science Workshop	2	Oct. 12, '01
FCAT Math Presentation	5	Mar. 06, '01
Lucent Learning Communities	4	Mar. 25, '02
Math and Science Inservice	4	Apr. 15, '02
FAMAT State Math Competition & Convention	7	May 10, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Secondary Science and Math Workshop	2	Oct. 12, '01
Earth Space Science Conference	5	Nov. 08, '01
SECME	1	Jan. 07, '02
Science and Math Inservice	4	Apr. 15, '02
Alliance - Project Evaluation	2	May 30, '02
Ambient Workshop	6	Jun. 29, '02

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
A culture of peace and non-violence	3	Aug. 22, '01
AD Advisory Committee	2	Oct. 05, '01
OSFA - Fall Regional Training	4	Sep. 20, '01
College Board Counselor Workshop	2	Sep. 20, '01
United Way	2	Oct. 01, '01
CFG Meeting	6	Oct. 02, '01
ACT Workshop	6	Oct. 03, '01
Athletic Training Meeting	2	Oct. 03, '01
CFG Meeting	9	Oct. 05, '01
AP Workshop	23	Oct. 08, '01
Fall Athletic Workshop	2	Oct. 08, '01
Technology Conference	11	Oct. 11, '01
FBLA Training Workshop	2	Oct. 12, '01
HIV/AIDS & CPR Inservice	3	Oct. 18, '01
CRISIS Management	2	Oct. 19, '01
AP Teaching and Learning Conference	3	Oct. 22, '01
Minority Youth	5	Oct. 23, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Prof. Development for New ESOL Teachers	2	Oct. 23, '01
Staff Development for Guidance Counselors	4	Oct. 24, '01
Media Specialists Conference	2	Oct. 24, '01
Cross Country Officials	3	Nov. 01, '01
Strength Training & Conditioning Workshop	8	Nov. 06, '01
HOSA Advisor Meeting	4	Nov. 08, '01
EESAC Meeting	2	Nov. 09, '01
Office for School Reform	2	Nov. 13, '01
Student Service Retreat	5	Nov. 14, '01
PACES PGT Training	30	Nov. 14, '01
PG Colloquium	2	Nov. 16, '01
College Board	8	Nov. 27, '01
PROUD Workshop Mediation Celebration	7	Nov. 27, '01
Business Technology Education	2	Nov. 28, '01
Intel - Teach to the Future Workshop	18	Nov. 30, '01
Pacesetters Midyear Review	3	Jan. 10, '02
Staff Development	2	Jan. 16, '02
College Board Pacesetter Training	2	Jan. 17, '02
Trust Conference	2	Jan. 18, '02
New Teacher Orientation	9	Jan. 25, '02
Dade County Youth Fair Competitions	2	Mar. 07, '02
CFG Meeting	2	Mar. 18, '02
Florida Bright Futures Scholarships	2	Mar. 25, '02
DFYIT Drug Free Fest	2	Mar. 26, '02
PACES PGT Training	8	Mar. 27, '02
Track & Field Officials	3	Mar. 27, '02
Student Services Team Conference	10	Apr. 09, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Leadership Seminar	7	Apr. 25, '02
FSU Thespian Festival	5	Apr. 17, '02
PGT/Advanced Coaches Institute Seminar	6	May 03, '02
Advanced Placement Testing	4	May 09, '02
IEP's	3	May 21, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC made recommendations regarding additions to both instructional and non-instructional personnel and the purchasing of instructional materials for teachers.

Training:

The EESAC allocated funds from its budget to underwrite the cost of CRISS training. Thirty teachers participate in this training. Varela staff members facilitate these training sessions.

Instructional Materials:

The EESAC allocated funds from its budget to underwrite the cost of CRISS trainings and manuals as well as for postage to mail SACS surveys to parents and community businesses.

Technology:

The EESAC recommended that training be provided for parents in order that they be able to use Parent Link and the school's website.

Staffing:

The Principal reviewed with the EESAC the hiring process for both instructional and non-instructional staff. The Committee recommended hiring the most competent staff possible and is fully supportive.

Student Support Services:

The EESAC provides support for professional development and various other projects that promote student achievement such as Parent Link trainings and programs for parents in the evening.

School Safety and Discipline:

The EESAC has inquired as to the status of staff, student, and visitor parking, and the building of two concretables on the southeast corner of the campus, scheduled for construction in early September. Sufficient space for parking is a constant concern. The Committee is reviewing with staff viable solutions to both projects and has been very supportive.

Other Matters of Resource Allocation:

The EESAC allocated \$10,000 to underwrite CRISS training sessions for Varela teachers. The committee also set aside funds for postage to assist with the mailing of SACS surveys. Additionally, the committee has created a way for staff to submit to EESAC written proposals for which they need funding. They are presented by the budget committee and voted on at monthly EESAC meetings.

Benchmarking:

The EESAC is fully aware of how important standardized test results are for senior high school students and staff members and is involved in reviewing scores and strategies. Also, members have volunteered to help oversee the successful completion of this year's five SPEP objectives.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
B	N		

2001-2002 Results	Reading	Math	Writing	Grade Points
% Meeting High Standards	33	61	93	187
% Making Learning Gains	62	74		136
Adequate Progress of Lowest 25% in the school?	69			69
Total School Grade Points	164	135	93	392

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
2001-2002	216	207	308	44.4
2000-2001	6	0	0	0

FCAT Sunshine State Standards (SSS) (all curriculum groups)

School Data Summary: (compare the last 4 years, if available)

Grade Level: 09

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	1268	287	44	31	17	5	3	1263	288	24	26	32	15	3
2000-2001	1348	284						1351	289					

Grade Level: 10

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	1287	301	32	38	18	7	5	1285	318	19	23	26	26	6
2000-2001	714	299	37	36	15	6	5	712	320	16	25	29	24	6

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 10

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	1268	4	1	0	3	3	10	10	37	14	18	3	1
2000-2001	716	3.9	2	1	4	4	12	12	33	13	15	4	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	633	4.1	1	0	2	2	9	9	38	18	16	3	2
2000-2001	361	4	1	1	2	2	9	13	40	14	14	3	1

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	635	4	1	0	4	4	11	11	36	9	20	3	1
2000-2001	355	3.8	3	1	5	5	15	10	26	12	16	4	2

School Name: Felix Valera Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 5 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2002 FCAT Reading Test indicate that 33 percent of students have met the state required mastery level, 62 percent have made annual learning gains, and 69 percent out of the required 50 percent of the students scoring in the lowest 25 percent have made annual learning gains. However, 67 percent of students have not met the state required mastery level, 28 percent have not made annual learning gains, and 31 percent have not made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 38 percent of students reaching the state required mastery level, 67 percent making annual learning gains, and 74 percent scoring in the lowest 25 percent making annual learning gains as documented by scores on the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 38 percent of students reach the sate required mastery level, if 67 percent make annual learning gains, and if 74 percent scoring in the lowest 25 percent make annual learning gains on the 2003 FCAT as compared to the 2002 FCAT.

Evaluation:

The objective will be evaluated by scores on the 2003 FCAT Reading Test. Quarterly reports will provide formative assessments which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Escobar, Carlos		
Gomez, Pablo		
Fins, Nery		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify students who scored in lowest 25 percent on the 2002 FCAT Reading Test.	* Assistant Principal of Curriculum, Test Chair, Reading Facilitator Core Content Teachers - Grades Nine and Ten	FCAT Score Reports	Sep. '02	Jun. '03
2 . Provide intensive instruction in Sunshine State Standards to all students as well as the targeted group in small groups and by individual student.	*Reading Facilitator, Freshman Experience Teachers, Core Content Teachers	Reading Works! Curriculum, Great Source Readers, Jamestown Readers, Mastering the FCAT, Textbooks, Departmental Scope and Sequences which include CBCs/SSSs, Reading Benchmarks, District Preparatory Manuals, Assess 2 Learn, FCAT Explorer, Pre and Post Tests	Sep. '02	Jun. '03
3 . Provide opportunities for staff development in appropriate instructional strategies, as budgetary constraints allow, to all teachers.	*Assistant Principal of Curriculum, Reading Facilitator, District Reading Specialist, On-Site CRISS Trainer and Level 2 CRISS Trained Teachers	CRISS On-Site Trainings, Reciprocal Trainings, Best Practices Intra-Departmental Discussions, College Board Workshops, Pacesetter Workshops	Sep. '02	Jun. '03
4 . Provide opportunities for the inclusion of parent outreach activities, conferences, informational programs, and electronically assessed information sites, as budgetary constraints allow, to the parents and caregivers of all students as well as the targeted group.	*Assistant Principal of Curriculum, Student Service Chair, Test Chair, Student Service Staff	Parent Link Software Program, Letters Home, Parent FCAT Handouts, Student Performance Plan Parent Conferences	Sep. '02	Jun. '03
5 . Provide all students with the opportunity to explore FVSHS' five academies and the opportunity to develop career plans with the assistance of academy teachers, parents, and Student Service staff.	*Career Specialist, Student Service Staff, Academy Teachers, Media Specialists	Career Fairs, Tours of Academies, Use of the Internet, Media Center	Sep. '02	Jun. '03

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
6 . Provide opportunities for extended day and Saturday school reading tutorials, as budgetary constraints allow, to all students as well as the targeted group.	*Assistant Principal of Curriculum, Language Arts Chairs, Language Arts and World History Teachers	Reading Works! Curriculum, Jamestown Readers, Mastering the FCAT, Textbooks, Departmental Scope and Sequences which include CBCs/SSSs, Reading Benchmarks, District Preparatory Manuals, Assess 2 Learn, FCAT Explorer, Pre and Post Tests	Sep. '02	Jun. '03
7 . Provide opportunities for the appropriate technology-based interventions, as budgetary constraints allow, to all students and to the targeted group.	*Freshman Experience Teachers, Reading Teachers, Network Administrator	FCAT Explorer, Assess 2 Learn, Use of Internet, Ancillary Textbook Software Programs, Student Power Point Presentations	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Felix Valera Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 5 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Writing Test indicate that 93 percent of students have met the state required mastery level. However, seven percent of students have not met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 98 percent of students reaching the state required mastery level as documented by scores on the 2003 FCAT Writing Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 98 percent of students reach the state required mastery level on the 2003 FCAT as compared to the 2002 FCAT.

Evaluation:

This objective will be evaluated by scores on the 2003 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Escobar, Carlos		
Fins, Nery		
Gheiler, Jessica		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify students who scored below a level three on the FCAT prewriting assessment.	*Language Arts Chairs, Language Arts Teachers	FCAT Prewriting Assessment	Sep. '02	Jun. '03
2 . Provide intensive instruction in writing in small groups and by individual student, as budgetary constraints allow, to all students and to the targeted group.	* Language Arts Chair, Freshman Experience Teachers Reading Teachers Language Arts and World History Teachers	District Preparatory Manuals and Materials, Language Arts Department Scope and Sequences, Textbooks, Pre and Post Tests	Sep. '02	Jun. '03
3 . Provide opportunities for staff development in appropriate instructional strategies, as budgetary constraints allow, to all language arts teachers.	*Assistant Principal of Curriculum, Language Arts Teachers, CRISS Trainer - On Site, Language Arts District Specialist	CRISS On-Site Trainings, Workshops, Sharing of Best Practices, College Board Workshops, Pacesetter Workshops	Sep. '02	Jun. '03
4 . Provide opportunities for extended day and Saturday school writing tutorials, as budgetary constraints allow, to all students and to the targeted group.	*Language Arts Chairs, Reading Teachers, Language Arts Teachers	District Preparatory Manuals and Materials, Language Arts Department Scope and Sequences, Textbooks, Pre and Post Tests	Sep. '02	Jun. '03
5 . Provide opportunities for the inclusion of parent outreach activities, as budgetary constraints allow, to the parents and caregivers of all students as well as the targeted group.	*Assistant Principal of Curriculum, Language Arts Chairs and Teachers, Student Service Chair, Student Service Staff	Parent Link Software, Letters Home, Parent FCAT Night, Student Performance Plan Parent Conferences	Sep. '02	Jun. '03
6 . Provide all students with the opportunities to explore the purpose of professional and academic writing within the academy of their choice.	*Career Specialist, Language Arts Teachers, Academy Teachers	Career Fairs, Tours of Academies, Use of the Internet, Media Center	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Felix Valera Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 5 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Mathematics Test indicate that 61 percent of students have met the state required mastery level and that 74 percent have made annual learning gains. However, 39 percent of students have not met the state required mastery level and 26 percent have not made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 66 percent of students reaching the state required mastery level and 79 percent making annual learning gains as documented by scores on the 2003 FCAT Mathematics Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 66 percent of students reach the state required mastery level and 79 percent make annual learning gains on the 2003 FCAT as compared to the 2002 FCAT.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. Quarterly reports will provide assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Coleman, Sharon		
Williams-Ervin, Mary		
Dacosta, Leticia		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify students who scored in the lowest 25 percent on the 2002 FCAT Mathematics Test.	*Assistant Principal of Curriculum, Mathematics Chairs, Mathematics Teachers	FCAT Score Reports	Sep. '02	Jun. '03
2 . Provide intensive instruction in the Sunshine State Standards, in small groups and by individual student, as budgetary constraints allow, to all students and to the targeted group.	*Mathematics Chairs, Mathematics Teachers	Department Scope and Sequences which include CBCs/SSSs, Mathematics Benchmarks, Textbooks, Carnegie Tutor Materials and Manuals, Assess 2 Learn, FCAT Explorer, Pre/Post Tests, Graphing Calculators	Sep. '02	Jun. '03
3 . Provide opportunities for staff development in appropriate instructional strategies, as budgetary constraints allow, to all mathematics teachers.	*Assistant Principal of Curriculum, Mathematics Chairs	Carnegie Cognitive Tutor On-Site Trainings, District Mathematics Workshops, IIT Workshops, Graphing Calculator Workshops, College Board Workshops	Sep. '02	Jun. '03
4 . Provide opportunities for the inclusion of parent outreach activities, informational programs, and electronically assessed information sites, as budgetary cnstraints allow, to all parents and caregivers.	*Assistant Principal of Curriculum, Student Service Chair, Student Service Staff, Mathematics Chairs, Mathematics Teachers	Parent Link Software, Letters Home, Parent FCAT Handouts, Student Performance PLaN Parent Conferences	Sep. '02	Jun. '03
5 . Provide opportunities for extended day and Saturday school mathematics tutorials, as budgetary constraints allow, to all students as well as the targeted group.	*Mathematics Chairs, Mathematics Teachers	Department Scope and Sequences which include CBCs/SSSs, Mathematics Benchmarks, Textbooks, Carnegie Tutor Materials and Manuals, Assess 2 Learn, FCAT Explorer, Pre and Post Tests, Graphing Calculators	Sep. '02	Jun. '03
6 . Provide opportunities for the infusion of appropriate technology-based interventions, as budgetary constraints allow, to all students as well as the targeted group.	*Mathematics Chairs, Mathematics Teachers, Network Administrator	Carnegie Cognitive Tutor Software, Graphing Calculators, Interactive Mathematics Websites, Assess 2 Learn, FCAT Explorer	Sep. '02	Jun. '03
7 . Provide all mathematics students with the opportunity to explore the importance and appliction of mathematics skills as it applies to the academy of their choice.	*Career Specialist, Mathematics Teachers, Academy Teachers	Career Fairs, Tours of Academies, Use of the Internet, Media Center	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Felix Valera Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 5 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Scores of the 2001 and 2002 SAT Science Test indicate that the median score for students are the 51 percentile and 41 percentile respectively.

Objective

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 49 percent of students scoring at or above the District mean scale score as documented by scores on the 2003 FCAT Science Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 49 percent of students score at or above the District mean scale score in 2003 as compared to 2002.

Evaluation:

This objective will be evaluated by scores on the 2003 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Betancourt, German		
Fisher, Tom		
Williams-Ervin, Mary		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify a target group of students who scored below the 45 percentile mean scale score.	*Assistant Principal of Curriculum, Test Chair, Science Chairs	SAT Score Reports	Sep. '02	Jun. '03
2 . Provide intensive instruction in Sunshine State Standards, in small groups and by individual student, as budgetary constraints allow, to all students as well as the targeted group.	*Science Chairs, Science Teachers	District Preparatory Materials, Mathematics Benchmarks, Textbooks, Departmental Scope and Sequences which include CBCs/SSSs, Assess 2 Learn, FCAT Explorer	Sep. '02	Jun. '03
3 . Provide opportunities for staff development in appropriate instructional strategies, as budgetary constraints allow, for all science teachers.	*Assistant Principal of Curriculum, Science Chairs, IIT District Support Personnel	IIT Workshops, District Science Workshops, College Board Workshops, Intel Trainings, Alliance Workshops	Sep. '02	Jun. '03
4 . Provide opportunities for extended day and Saturday school reading tutorials, as budgetary constraints allow, to all students as well as the targeted group.	*Science Chairs, Assistant Principal of Curriculum, Science Teachers	District Preparatory Materials, Mathematics Benchmarks, Textbooks, Department Scope and Sequences which include CBCs/SSSs, Assess 2 Learn, FCAT Explorer	Sep. '02	Jun. '03
5 . Provide opportunities for the infusion of appropriate technology-based interventions, as budgetary constraints allow, to all science students as well as the targeted group.	*Science Chairs, Science Teachers, Network Administrator	Graphing Calculators, Intel Activities, Science Interactive Websites, Student Power Point Presentations	Sep. '02	Jun. '03
6 . Provide opportunities for the inclusion of parent outreach activities, as budgetary constraints allow, to the parents and caregivers of all students.	*Assistant Principal of Curriculum, Student Service Staff Science Chairs Science Teachers	Parent Link Software, Letters Home, Parent Conferences, Parent FCAT Handouts	Sep. '02	Jun. '03
7 . Provide all students with the opporunties to explore various science-related careers and how they correspond certain FVSHS academies.	*Career Specialist, Science Chairs, Science Teachers, Academy Teachers	Career Fairs, Science Projects, Tours of the Academies, Use of the Internet, Media Center	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Felix Valera Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 5 : Advanced Academics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 5 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results from the May 2002 administration of the Advanced Placement examinations indicate that 44 percent of students passed with a score of 3 or higher. However, 56 percent of students did not pass and scored a 1 or a 2.

Objective

Given instruction using the Sunshine State Standards, students enrolled in Advanced Placement classes will increase their mastery of the subject area as evidenced by an increase of 5 points in the percent of such students scoring 3 or higher on the Advanced Placement examinations when percentages from May 2002 are compared to May 2003 as documented by reports generated by the College Board and the Division of Advanced Academic Programs.

Definition of Adequate Progress:

Adequate progress will be achieved if 49 percent of students score three or higher on the Advanced Placement examinations in May 2003 as compared to the 2002 Advanced Placement Examinations.

Evaluation:

This objective will be evaluated by scores of the May 2003 administration of the Advanced Placement examinations.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Escobar, Carlos		
Giorgi, Sue		
Dyke, Kathy		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify any Advanced Placement student who earns below a C during any of the marking periods.	*Advanced Placement Coordinator, Advanced Placement Teachers, Student Service Staff	Grade Distribution Reports and Teachers' Individual Electronic Gradebook Rosters	Sep. '02	Jun. '03
2 . Provide intensive instruction, in small groups or by individual student, as budgetary constraints allow, to all Advanced Placement students as well as the targeted group.	*Advanced Placement Coordinator, Advanced Placement Teachers	In class, after school and Saturday tutoring materials, Use Advance Placement Preparatory Materials, Textbooks, Websites, and Manuals	Sep. '02	Jun. '03
3 . Provide opportunities for staff development in appropriate instructional strategies, as budgetary constraints allow, for all Advanced Placement teachers.	*Advanced Placement Coordinator, Advanced Placement Teachers, Assistant Principal of Curriculum	College Board, Advanced Placement Workshops	Sep. '02	Jun. '03
4 . Provide opportunities for extended day and Saturday school tutorials, as budgetary constraints allow, for all Advanced Placement students as well as the targeted group.	*Advanced Placement Coordinator, Advanced Placement Teachers, Assistant Principal of Curriculum	College Board Preparatory Manuals and Materials, Advanced Placement Criteria	Sep. '02	Jun. '03
5 . Provide all Advanced Placement students with the opportunity to investigate the various FVSHS academies, Distance Learning courses, and Dual Enrollment opportunities available to them.	*Career Specialist, Student Service Chair, Student Service Staff, CAP Advisor, Advanced Placement Teachers	Career Fairs, Tours of the Academies, Visits to the Media Center	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.