
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7781 - Felix Varela Senior High School

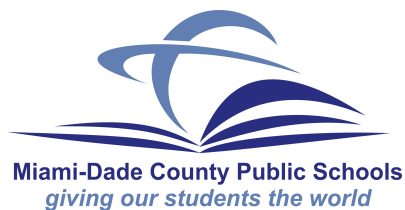
FeederPattern: Felix Varela Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Connie Navarro

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Felix Varela Senior High School

Felix Varela Senior High School (FVSHS) currently has approximately 3781 students enrolled in grades nine through twelve with an instructional and non-instructional staff of 296. Located at 15255 SW 96 Street, the school sits on 45 acres and serves the Hammocks and West Kendall communities. The majority of the ninth graders attend Hammocks Middle School. FVSHS students are from predominantly Hispanic families who have immigrated to Miami from countries throughout the Caribbean, Latin, and South America. The Felix Varela community believes that all students can learn and achieve and to that end the focus of the school is to provide students with a demanding and relevant curriculum that encourages them to perform at high levels and become life-long learners. Consequently, this School Improvement Plan (SIP) with all of its objectives and strategies has been written in collaboration with the members of the Educational Excellence School Advisory Committee (EESAC) and the faculty/staff and is designed to meet the needs of the student body. Through careful data-driven analysis, eleven specific goals and corresponding objectives have been identified. Based upon a review of student data, one specific area of concern is the fact that 50 percent of the student population has been in an English for Speakers of Other Languages (ESOL) class at one time during their academic career. This in turn correlates directly with the Reading goal of the school and is evident in the overall structure of the SIP. These objectives support and are in full alignment with the school's mission and vision as well as with the Florida Comprehensive Assessment Test (FCAT) data and the No Child Left Behind criteria.

Given instruction using the Sunshine State Standards (SSS), 51 percent of students in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of Hispanic students in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of Free/Reduced lunch students in grade nine and ten will score a Level 3 or above as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of LEP students in grade nine and ten will score a Level 3 or above as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of Students with Disabilities in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of White students in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 56 percent of LEP students in grades nine and ten will score a Level 3 or above as documented by the Mathematic scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 56 percent of Students with Disabilities in grades nine and ten will score a Level 3 or above as documented by the Mathematic scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), students will improve their writing skills as evidenced by 88% reaching the state required mastery level as documented by scores on the 2007 Florida Comprehensive Assessment Writing Test.

Given instruction using the Sunshine State Standards (SSS), 50 percent of students in grade eleven will improve their science skills as evidenced by the 2007 FCAT Science Test.

Given the data from parent logs/rosters, 4500 parents will attend school functions as evidenced by parental sign-in logs.

Given data on suspension rates, Felix Varela Senior High School will decrease the number of suspensions by 130 which is a ten percent decline during the 2006-2007 school year.

Given instructions using the National Technology standards, six trainings will be offered to teachers and documented by sign-in sheets in order to increase the use of technology within each teacher's class.

Given the data on student overall health and fitness, 72 percent of the students taking the FITNESSGRAM 8 test, will be award recipients when compared to the 2005-2006 school year.

Given the 2006 Academy database, 80 percent of students will be enrolled in one of the nine academies by their tenth grade year when compared to the 2005 database.

Given the State of Florida Return on Investment (ROI) index data, Felix Varela Senior High School will improve its ranking from the 93th percentile in 2004 to the 94th percentile on the next publication of the index.

Given the graduation rate data, Felix Varela Senior High School will increase its graduation rate by one percent to 73.6% percent when compared to the previous year's data.

In addition to the above mentioned data, Felix Varela Senior High School has evaluated the data revealed by the Organizational Performance Improvement Snapshot assessment and one area has been identified that will be addressed in the coming year. This area is the Strategic Planning aspect of the survey. In respect to the Strategic Planning category, it had only three items to review, but the results were that the faculty and staff need to have more information in regards to the entire school's organization and how it affects each individual's work. At the same time, this area revealed a concern that faculty and staff feel that their input regarding the future plans of the school is only frequently asked. Both these items will be addressed this school year by reviewing them at faculty, EESAC, and Curriculum Council meetings to ensure that all stakeholders know their role in the school and how everyone's job interfaces within the organizational infrastructure of the school.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Felix Varela Senior High School

VISION

We, the Felix Varela community, are committed to the belief that all students can learn. It is the community's shared responsibility to create an equitable and diverse environment that fosters life-long learning and respect for others. Teaching and learning are an interactive process where high expectations are held for all students and it is through relevant, meaningful, and empathetic teaching that learning takes place.

MISSION

At Felix Varela Senior High, all students can learn and achieve. By challenging them with a student-centered, relevant, and rigorous curriculum, students will perform at high levels and become life-long learners who will succeed in an ever-changing, multicultural world. By fostering respect for diverse thought and innovation within a safe, nurturing and equitable environment, we enable our students to become productive and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Tone of Decency

We foster a tone of decency within the school that explicitly stresses values of unanxious expectation, trust and decency.

School Demographics

Felix Varela Senior High School (FVSHS) currently has approximately 3781 students enrolled in grades nine through twelve with an instructional and non-instructional staff of 296. This is decrease in the student population of almost 400 students since the last school year. Located at 15255 S.W. 96th Street, the school sits on 45 acres and serves the Hammocks and West Kendall communities and was the first high school in Miami-Dade County to open in the new century. The majority of the ninth grade students attended Hammocks 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: 80 percent Hispanic, 11 percent white Non-Hispanic, 4 percent Black Non-Hispanic, and 2 percent Asian/Indian/multiracial. Additionally, 10 percent or 392 students are in the Special Education Program (SPED) that includes courses or programs for varying exceptionalities and autistic students; and 7 percent or 261 students are in the English for Speakers of Other Languages (ESOL) program. In addition, the school has created a gifted program which is comprised of 384 students, or 10 percent of the school. Approximately, 17 percent of the students, or 659 students, are 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 school provides a wide array of courses that are aligned with the Competency-Based Curriculum (CBC) and the Sunshine State Standards (SSS) at the Pre-Collegiate (regular), Pre-AP (honors), Gifted, and Advanced Placement levels. In order to facilitate teaching and learning, the school operates on an alternating block schedule with students attending three 100-minute periods daily. On "A" days, students attend periods one, three, and five while on "B" days they attend periods two, four, and six. The block schedule allows greater exploration of subject matter, hands-on simulations, and flexibility in meeting student learning styles. Students have the choice of focusing elective courses in one of the six academies: Business and Finance, Design and Architecture, Information Technology, Medicine and Health, Performing Arts, Sports Medicine, Pre-Veterinary Assisting, Visual Arts, and the ninth grade Small Learning Communities. These smaller learning communities are fashioned to help students prepare for successful careers in the workforce or at an institution of higher learning. Each academy offers career pathways, internships, and community service components which reflect the diverse professions of the new millennium. This academy structure allows students to interact with students in other academies through participation in the mandated core curriculum. Students in the upper grade levels have the additional opportunity to participate in numerous programs such as job shadowing and dual enrollment with Miami-Dade College and Florida International University. Innovative instructional practices are a key focus and teachers are encouraged to plan together and share best practices. Scope and Sequences that correlate to the Competency-Based Curriculum and Sunshine State Standards have been written by each department. Additionally, all core academic departments have designed common curriculum maps for each course in their area with Reading, Mathematics, Writing, and Science benchmarks included by nine week periods. Additionally, 75 percent of the faculty is CRISS trained. A daily forty-five minute homeroom session has been implemented. High interest student libraries have been purchased for all ninth and tenth grade English classes to assist students in improving their reading comprehension while at the same time enjoying their reading time. A school-wide Benchmark Driven Curriculum Alignment and Instruction Plan has been designed and implemented which incorporates the following components: The Viper Word of the Day, Opening Bell Ringers, Skill Tips of the Month, FCAT or AP test formats, and math and reading tutoring programs. This plan exemplifies the school's commitment to providing students with every opportunity to achieve and become life-long learners. Teachers analyze student data by utilizing Snapshot, a web-based software purchased by the school as well as comparing data from assessments in the core content areas.

In addition to the curriculum, all students can participate in activities such as after-school tutoring, fifty clubs and seven honor societies, or one of the junior or varsity athletic teams. The school is in essence a "paperless school" with the staff and students connected via the district portal. In addition, students have individualized ID and log-on passwords that allow access to computers throughout the building. Teachers use the district computer grade book and parents can view their child's grades and attendance,

among many things, through the Parent Internet Viewer.

The school has one principal, five assistant principals, three Academy Leaders, a test chairperson, two SCSI (School Center for Special Instruction) instructors, three Media Specialists, three Junior Reserve Officer's Training Corps (JROTC) instructors, a To Reach Ultimate Success Together (TRUST) counselor, a College Assistance Program (CAP) counselor, a Career Specialist, seven counselors, an athletic director, an activities director, a network administrator, a curriculum council that is comprised of 18 department chairpersons, and 196 teachers. The ethnic breakdown of the faculty is as follows: 24 percent White, 13 percent African American, and 61 percent Hispanic. On-site and on-going staff developmental programs, facilitated by FVSHS faculty members, encourage teachers to be innovative and creative thinkers. FVSHS boasts of a diverse, talented, and dedicated faculty with an array of work experience, education, and awards. The school is proud of the fact that it has eleven National Board Certified teachers on staff with six awaiting their results in the winter of 2006 and an additional five pursuing certification in the current school year. In addition, there are 15 Beginning teachers on the staff this year. The faculty of FVSHS is comprised of life-long learners who believe in education and model this belief through the pursuit of professional development and acquisition of advanced degrees. At present, fifty-three percent of the faculty has earned degrees beyond the required Bachelors. This commitment to learning creates a culture of excellence where achievement is a norm practiced on a daily basis.

School Foundation

Leadership:

The Leadership category of the self-assessment was one of the highest ranking with a score of 4.1. It received a total of 576 points in the strongly agree and 756 points in the agree categories with only 80 staff members disagreeing and 12 strongly disagreeing with it. This data reveals that the school has a clear set mission and vision which incorporates all the members of the learning community. FVSHS enjoys a collaborative system of leadership that includes representatives from all stakeholder groups. Two leadership groups assist the principal in making many decisions and help shape and enforce policy. The administrative team is comprised of the six administrators, the activities and athletic director, network administrator, chairperson for Student Services, and two academy leaders. The second group is the Curriculum Council which is comprised of department chairpersons, academy leaders, and the administrative team. In facilitating this approach, input from all stakeholders is considered an integral part of the direction and operation of the school. This ongoing communication between the school leadership team and the stakeholders enables FVSHS to provide educational programs that are tailored to students' needs.

District Strategic Planning Alignment:

The Strategic Planning category received the lowest score by the faculty and staff with a 3.8. When analyzing the specific answers, it was clear that a large number (145 points) neither agreed nor disagreed with the three items this category presented. This is a concern since it is essential that the school involve all of its employees in the development of said goals. A challenge associated with this category is the fact that the school is extremely large with 296 employees. Another aspect is that this school year is the first year where the school has not had to hire a large number of employees to accommodate the growing student population. Finally, the strategic planning component is one that will be reflected upon throughout this school year. In addition to the above mentioned data, the data revealed from the Organizational Performance Improvement Snapshot identified one area that will be addressed in the coming school year. Business Results and Strategic Planning. In respect to the Business Results category, the item that scored the lowest was the issue of the school's financial status. This will be addressed by familiarizing the faculty and staff with the school budget during faculty, Curriculum, and EESAC meetings. On the other hand, the Strategic Planning category had only three items to review, but the results were that the faculty and staff need to have more information regarding the entire school's organization. This will be addressed by reviewing the organizational structure as well as the future plans of the school at faculty, EESAC, and Curriculum Council meetings. This will ensure that all stakeholders understand their role and how everyone's job interfaces within the organizational infrastructure of the school.

Stakeholder Engagement:

The data revealed this component to be the second highest scoring category. It received a total of 952 in the strongly agree/ agree category out of a possible 1155 points. The school realizes that communication with its customers is paramount. Parents are encouraged to attend a variety of after-school and evening events and students have a multitude of opportunities to achieve not only in the academic realm, but also in clubs, honor societies, sports, performing arts, and academies. Parents and students can log onto the school's website, use ParentLink, and volunteer at the school. The purchase of a marquis now also offers parents up-to-date information on the school while dropping or picking up their child.

Faculty & Staff:

Teacher Mentoring Programs:

Seventeen percent of the faculty has three or less years of work experience with the average teaching experience being four to ten years. The school now has 15 beginning teachers. Research shows how necessary it is for teachers new to the profession to have an induction process. Following district guidelines, each new teacher is assigned a Professional Growth Team (PGT) which consists of a colleague teacher selected by the new teacher and a second colleague teacher selected by the principal. Since the school has eleven National Board Certified teachers, each new teacher has been assigned a National Board teacher as a mentor in addition to his/her PGT. to serve as a mentor on the PGT. In addition to the PGTs, FVSHS has designed an induction program to assist these new educators both professionally and personally. The program systematically assists new teachers in the transition from pre-service to full professional responsibilities through a three-year on-going process. These “get togethers” occur on a monthly basis and accentuate the connectedness among teachers at different career stages by inviting all faculty members who wish to attend.

Data/Information/Knowledge Management:

This specific category had the highest score with the average score of 4.3. FVSHS is a data driven school with the faculty and staff trained to not only access data, but also utilize it on a daily basis. An item by item analysis of the self-assessment survey reveals that employees feel confident that they know how to measure the quality of their work, use these analyses for making decision about their work, and review the quality of their work to see if changes are needed.

Education Design:

Extended Learning Opportunities:

In conjunction with a state-of-the art facility, 21st century technology, and a rigorous curriculum, FVSHS offers students numerous extended learning opportunities. In the realm of technology, FVSHS is one of the few high schools in the district to offer both an Oracle and Cisco computer lab for students to learn and train. At the end of the program, students earn a certificate that they may use to enter the workforce with the latest up-to-date informational technology. The school is divided into nine academies where students are part of a smaller learning community. Each academy offers students unique learning opportunities outside the classroom since they are fashioned to help prepare them for successful careers or to succeed at an institution of higher learning. Students have the opportunity to enroll in executive internships, seventh period classes, dual enrollment, mentoring and shadowing programs in order to extend their learning beyond the actual school day. Various grants afford teachers the ability to address student needs by offering a variety of activities to enhance student achievement. One particular grant, the \$462,000 PEP grant, created a physical training room complete with state-of-the-art nautilus equipment and the latest in computer software to promote innovative strategies to increase health and fitness among high school students. The College and Career Transition Initiative, a five year nursing grant that is a partnership between Miami Dade College Medical Campus, Baptist Health Systems, and FVSHS is targeting a small group of students to help reduce the need for college remediation in health care careers while simultaneously preparing students for the College Placement Test (CPT). With the focus on student achievement, every department offers after-school tutoring for students who need additional assistance. Also, the National Honor Society participates in tutoring in the Media Center twice a week during the evenings for those who find it easier to attend evening tutoring. The Advanced Placement teachers offer “AP Saturday” sessions where they meet with students to review, discuss, and prepare for the Advanced Placement tests in May of 2007. Specific student subgroups have specialized tutoring available to them through the Limited

English Proficiency and Students with Disabilities departments. The SPED department now has a Viper Learning Lab, an inclusion program, and Read 180, a software program specifically designed for Students with Disabilities.

In addition to all these opportunities, a high percentage of students participate in the 50 clubs, seven honor societies, and the junior/varsity sport teams offered. The school now has three units of the Navy JROTC as well as a DCT program.

School-wide Improvement Model:

Felix Varela Senior High School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan – for changes to bring about improvement, Do – changes on a small scale first to try them, Study – to see if changes are working, and Act – to get the greatest benefit from changes.

Advanced Courses Initiatives & Post Unitary Commitments:

FVSHS's enrollment in Advanced Placement (AP) classes has increased from six students in 2000 to 659 students in 2006. The growth can be attributed to several factors. The first being the encouragement of the administrative team coupled with the focused dedication of AP teachers and counselors to enroll and direct students into the AP program. In addition, the creation of the position of the AP Coordinator has streamlined the process and offers teachers, parents, and students a contact person with whom to discuss specific areas of concern regarding the advanced courses.

Performance Results:

The results of this specific category reveal it to have the second lowest score with a 4.0 average score. An item analysis reveals that the faculty and staff feel that they work in a school where rules and laws are obeyed, has high standards and ethics, and that parents and students are satisfied with the school's work. Even so, the one item that received the lowest score is the area of finances where the self-assessment shows that a majority feel they do not know how well the school is doing financially. This is an area of concern that will be analyzed by the administrative team and the data will be shared with the faculty/staff in order to facilitate every member's knowledge. Suspension rates across the district are high and FVSHS is committed to a system that assists students through the Progressive Discipline Plan. Student orientations by grade levels are held at the start of each school year, rules are discussed and clarified and each assistant principal is assigned a specific group of students to monitor and work with throughout that school year. The administrators utilize a variety of sources to assist each student in an individual manner such as guidance counselors, Career Specialist, TRUST counselor and other key people. This collaborative effort guarantees that each student's needs are met.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

Data indicates that the weakest areas in reading are Reference/Research and Main Idea/Author's Purpose. The strongest areas are Comparisons and Words/Phrases. Students at the lowest 25 percent have shown an upward trend in reading with 63 percent achieving adequate progress compared to 58 percent the previous year. In effect, the majority of the student population is reading at a Level 1 and 2, which indicates a need to provide differentiated instruction across the content areas and improve the daily instructional program for all students. An analysis of the data indicates that 64 percent of the ninth graders and 72 percent of the tenth graders are reading at Levels 1 and 2. The data reveals that 36 percent of the Total NCLB subgroup scored at or above grade level in reading, while 42 percent of White subgroup did. Thirty-five of the Hispanic subgroup are reading at or above grade level while the Free/Reduced lunch subgroup are at 31 percent. The LEP and Students with Disabilities subgroups tied with 15 percent of those students reading at grade level. All of these students require intervention strategies to acquire reference information along with critical analysis skills. Students' performance in 2005 indicates that the tenth grade has decreased the number of students scoring in Level 1, a reversal of a three year trend while at the same time increasing the number of students scoring at the Level 3 and above, a two year trend. Data reveals that students need to develop their analytical skills to improve reading comprehension across the curriculum when keeping in mind that 50 percent of the student population has been in an Limited English Proficiency program in their academic careers. Additionally, students need to read extensively from a variety of materials, to acquire independent word learning strategies, and to participate in intentional word building activities to enhance vocabulary. After a careful analysis of

the data, it has become evident that the school needs a Reading Coach who can assist the teachers in helping students' reading achievement.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), 51 percent of students in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of Hispanic students in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of Free/Reduced lunch students in grade nine and ten will score a Level 3 or above as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of LEP students in grade nine and ten will score a Level 3 or above as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of Students with Disabilities in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 51 percent of White students in grade nine and ten will score a Level 3 or higher as documented by the Reading scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|----------|--------------------|--------|
| | | START | END | | |
| Schedule incoming ninth and tenth graders | Principal | 8/14/2006 | 6/1/2007 | District Strategic | \$0.00 |

| | | | | | |
|--|--|-----------|-----------|---------------------------------|------------|
| who qualify into the Intensive Reading Plus course. | Student Services Department | | | Plan | |
| Incorporate in all ninth grade homerooms the Tools for Success program. | Assistant Principal of Curriculum Ninth grade homeroom teachers | 8/14/2006 | 6/1/2007 | District-wide literacy plan | \$0.00 |
| Develop interventions for students in grades 9 and 10 who scored at FCAT levels 1 and 2 through the software, Snapshot. | Administrators | 8/14/2006 | 6/1/2007 | District-wide literacy plan | \$15000.00 |
| Hire an ESOL tutor in the Media Center to assist students who need skill remediation in their home language. | Administration | 8/14/2006 | 5/31/2007 | Dual Language Education | \$0.00 |
| Schedule all incoming ninth and tenth graders who are Level 1 and 2 into the Intensive Reading course. | Principal Student Services Department | 8/14/06 | 5/31/07 | District-wide literacy plan | \$0.00 |
| Create the ten minute Opening Bell Ringers (OBR) which are miniFCAT and SAT activities for each core content area. | Administration Core Subject Areas | 8/14/06 | 5/31/07 | District-wide literacy plan | \$0.00 |
| Provide 30 minutes of daily independent reading through student selected text, structured guided readings twice a week, and classroom libraries. | Administration Entire faculty | 8/14/06 | 5/31/07 | District-wide literacy plan | \$0.00 |
| Identify 11th and 12th grade students who have not passed the FCAT Reading exam and schedule them into Intensive Reading classes. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Revise curriculum maps based on the District Competency-Based Curriculum and the Sunshine State Standards (SSS) in reading, language arts, math, science, social Studies, and Special Education, and Limited English Proficiency classes through the Continuous Improvement Model. | Assistant Principal for Curriculum English department chairpersons | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Provide professional development to teachers in CRISS strategies. | Assistant Principal of Curriculum | 8/14/06 | 5/31/07 | District Strategic Plan | \$5000.00 |
| Hire a Reading Coach to assist in the school-wide reading program goals. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$51832.00 |
| Provide teachers with professional development in data-driven decision-making in order to enable them to analyze the on-going progress of their students by the use of Snapshot. | Assistant Principal for Curriculum English department chairpersons English department teachers | 8/14/06 | 5/31/07 | District-wide literacy plan | \$1000.00 |
| Provide research-based materials (READ 180) to diagnose, remediate and monitor student reading achievement in the Intensive | Assistant Principal of Curriculum Reading Coach | 8/14/06 | 5/31/07 | District Strategic Plan | \$25000.00 |

| | | | | | |
|---|--|-----------|----------|---------------------------------|--------|
| Reading classes. | | | | | |
| 10. Provide opportunities for Level 3, 4, and 5 students to attend school tutorials for FCAT enrichment to maintain high levels of achievement. | Assistant Principal of Curriculum Reading Coach | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Create a seventh period class for subgroup students who need or desire the additional FCAT reading preparation. | Principal Assistant Principal of Curriculum | 8/14/2006 | 6/1/2007 | District-wide literacy plan | \$0.00 |

Research-Based Programs

The core English program utilizes the state adopted McDougall-Little series with all supplemental materials. In addition, Read 180 and Sourcebooks are used to diagnose, remediate, enrich, and monitor student reading achievement.

Professional Development

1. Student Performance Indicators
2. Read 180
3. Curriculum Mapping
4. Creating Independence through Student-owned Strategies
(CRISS)
5. Independent Reading strategies
6. Benchmark-Aligned Curriculum
7. Best Practices for reading
8. Continuous Improvement Model

Evaluation

Felix Varela Sr. High will utilize the 2007 Florida Comprehensive Assessment Test (FCAT) Reading and district approved assessments to analyze students' specific needs.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An analysis of the data shows that 45 percent of students in grade nine and 34 percent in grade ten have not met high standards in mathematics. The weakest area in grade nine is Geometry which is a reversal of the previous four years where Measurement was the lowest scoring cluster. When looking at the NCLB data, 44 percent of the LEP students are at or above grade level in math while 23 percent of the Students with Disabilities are. This indicates a need for differentiated instruction for all students. The instructional model will transition through concrete, semi-concrete or pictorial, to abstract phases. These stages will be connected through discussion and a variety of hands-on mathematical activities. The weakest area for students in grade ten is Measurement; while the strongest content cluster for the tenth grade is Number Sense which is consistent with the last three year's trend. Throughout all grade levels, students need experience with collecting, analyzing, making inferences, and using meaningful data. These experiences must be infused into interdisciplinary lessons so that students can learn concepts from several subject areas and effectively use instructional time while making real life connections. In general, all students need to develop a better understanding of mathematical vocabulary to read, comprehend texts, and express their thinking verbally. Keeping in mind that 50 percent of the student population has been in an ESOL course during their academic career, vocabulary is a major concern. After a careful analysis of student needs in the area of mathematics, it has been determined that the school needs a Math coach.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), 56 percent of LEP students in grades nine and ten will score a Level 3 or above as documented by the Mathematic scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), 56 percent of Students with Disabilities in grades nine and ten will score a Level 3 or above as documented by the Mathematic scores on the 2007 Florida Comprehensive Assessment Test (FCAT).

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|------------|
| | | START | END | | |
| Hire a math coach to assist teachers in lesson planning, hands on techniques, FCAT modeling and Sunshine State Standards | Assitant Principal for Curriculum | 8/14/06 | 5/31/07 | District Strategic Plan | \$51832.00 |
| Purchase and usage of Bridges to Algebra software to assist students who are weak in the Algebra Thinning content cluster. | Math department | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$31000.00 |
| Provide training in the use of the district Mathematics Pacing Guides. | Assistant Principal of Curriculum Math department chairpersons | 8/14/2006 | 5/31/2007 | Continuous Improvement Model | \$0.00 |
| Provide the use of the Cognitive Tutor system by Carnegie in all Algebra and Geometry courses. | Assistant Principal of Curriculum Math Coach Teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology. | Math department teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Develop an instructional focus calendar for 9th and 10th grade courses in correlation with benchmark assessments to suppor the Continuous Improvement Model. | Assistant Principal of Curriculum Math Coach | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Revise curriculum maps and benchmark focused calendars from the Competency-Based Curriculum and the Sunshine State Standards fro Algebra I, Geometry, and Intensive Mathematics with special focus on the LEP and SWD subgroups. | Assistant Principal for Curriculum Math department teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Identify 9th grade students who scored at FCAT Math level 1 and provide intensive | Assistant Principal of Curriculum Math Coach | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |

| | | | | | |
|--|---|---------|---------|-------------------------|-----------|
| tutoring with the use of Bridges to Algebra software. | | | | | |
| Provide release time for a team of math and science teachers to create interdisciplinary labs. | Assistant Principal of Curriculum | 8/14/06 | 5/31/07 | Academic Teams | \$3000.00 |
| Develop interventions for students in grade ten who scored at FCAT levels 1 and 2 through the Snapshot software and design interventions through the classroom mathematics teacher. | Math department chairpersons Math department teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$1000.00 |
| Provide stipends for teachers to analyze the on-going progress of their students by the use of the Snapshot program. | Assistant Principal for Curriculum Math department chairpersons Testing chairperson | 8/14/06 | 5/31/07 | District Strategic Plan | \$8000.00 |
| Provide professional development in the area of formal assessments on the FCAT mathematics test to include gridding, reference sheets, and FCAT style vocabulary as well as AP strategies to maintain Level 3 and above student achievement. | Math department teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

The core mathematics program utilizes the state adopted Prentice Hall mathematics series with all supplemental materials in addition to the Cognitive Tutor.

Professional Development

1. Data Analysis using Snapshot software
2. Cognitive Tutor
3. Curriculum Mapping
4. Item Specifications for mathematics
5. Bridges to Algebra software
6. Continuous Improvement Model

Evaluation

Felix Varela Senior High School will administer the district approved assessments and utilize the Cognitive Tutor program to diagnose and monitor student progress in mathematics. The 2007 Mathematics FCAT test will be used once the data is available during the summer of 2007.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

The data indicates that students in grade ten are performing well in the writing test with 87% of them meeting high standards. At the same time, there was a significant decrease of 5% between the 2005 and 2006 test. The data reveals that 76 percent of tenth graders scored a 3.5 or higher on the persuasive writing test which reveals a 15% decrease in that mode of writing. At the same time, 87% of tenth graders scored a 3.5 or higher on the expository writing test which constitutes a 5% increase from the 2005 test. Overall, the combined score for the 2006 FCAT Writing Test was a 4.0, a .1 percent increase from the 2005 test. An analysis of the data reveals that students need opportunities to write on a daily basis in all their classes. They also need to practice their writing and have it assessed through the elements of focus, organization, supports, and conventions. A close analysis of the four areas of the writing test reveal that conventions was the weakest strand. Practice should include writing extended responses to content-based questions and multi-paragraph essays throughout the core subject areas. Although expository writing showed improvement, students need continued practice in models of persuasive writing, including techniques of effective persuasive essays as presented in the content areas curriculum. With this data in mind, it has become evident that the school needs a Writing coach to assist all teachers in the strategies, techniques, and methods of FCAT writing.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students will improve their writing skills as evidenced by 88% reaching the state required mastery level as documented by scores on the 2007 Florida Comprehensive Assessment Writing Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Provide school-wide training in the area of grammar/conventions for all teachers. | Assistant Principal of Curriculum English department | 8/14/2006 | 5/31/2007 | District-wide literacy plan | \$0.00 |
| Create the school's Writing Rules. | Assistant Principal of Curriculum | 8/14/2006 | 5/31/2007 | District-wide literacy plan | \$0.00 |
| Revise the curriculum maps and benchmark timelines which delineate the schedule for writing prompts for the ninth and tenth grade English, Students with Disabilities, and Limited English Proficiency classes. | Assistant Principal for Curriculum English department teachers | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Provide professional development in the areas of best practices and effective learning strategies such as Role Audience Focus Topic, Magnified Moments, Elaboration, Trait Analysis, etc. | English department teachers | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Develop the Viper Word of the Day and the departmental vocabulary lists in order to elevate the language of writing. | All teachers | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Provide training for all core subject teachers in the use of FCAT style writing rubrics and holistic scoring process. | Assistant Principal of Curriculum Writing Coach | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Implement the writing across the curriculum plan, especially at the ninth and tenth grade level. Quarterly writing assessments will be based on the writing benchmark timelines and the FCAT rubrics that follow the state standards. | Assistant Principal for Curriculum English department teachers | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Hire a Writing coach to assist teachers in lesson planning, writing techniques, FCAT modeling and rubrics. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$51832.00 |
| Develop five timed writing assignments per nine weeks in the ninth and tenth grade English classes using writing logs and FCAT | English department teachers | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |

| | | | | | |
|---|---|---------|---------|--------------------------------|--------|
| Writes rubrics. | | | | | |
| Provide teachers with professional development in data-driven decision making by providing them with all available data to enable an analysis of the on-going writing progress of their students. | Assistant Principal for Curriculum English department teachers | 8/14/06 | 5/31/07 | District-wide literacy plan | \$0.00 |

Research-Based Programs

The core English program utilizes the state adopted McDougall-Littell series with the writing supplemental materials. In addition, the district writing materials which include the persuasive and expository mode and Department of Education's rubric scoring guides and materials will be used.

Professional Development

1. Effective writing strategies
2. Write Traits
3. Holistic scoring
4. Writing rubrics
5. FCAT writing- short and long responses
6. School-wide Grammar/Conventions
7. Continuous Improvement Plan

Evaluation

Felix Varela Senior High School will assess student writing progress by using the 2007 FCAT Writing Test and the district approved writing prompts.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 4 STATEMENT:

All students will show an increase in their scientific knowledge.

Needs Assessment

An analysis of the science data reveals the following among students in grade eleven: 1. students scored the lowest in the Earth Space content and 2. students performed best in the Scientific Thinking content which is consistent with the school's two years of data. The trend in terms of the mean scale score is an increase from 279 in 2004 to 283 in 2005 to 287 in 2006. The data reveals that students need practice collecting, measuring and organizing data, distinguishing between qualitative and quantitative data, interpreting data from charts, graphs, and writing laboratory reports using the scientific method. It has become evident when analyzing the data, that a Science Coach should be hired to assist teachers in the multi-faceted aspects of the FCAT Science test.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), 50 percent of students in grade eleven will improve their science skills as evidenced by the 2007 FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Provide training to Science teachers on the use of Edusoft in order to create benchmark-driven assessments. | Assistant Principal of Curriculum Science Department chairperson | 8/14/2006 | 5/31/2007 | Continuous Improvement Model | \$0.00 |
| Monitor classroom instruction through lesson plans, benchmark aligned plans, and district-aligned quarterly assessments to confirm compliance. | Assistant Principal for Curriculum Science department chairperson | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Revise curriculum maps to integrate Physical and Chemical Science benchmarks throughout the Biology and Earth Space curriculum | Assistant Principal for Curriculum Science department teachers | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Conduct on-going leadership meetings on course assignments to examine student work in order to assess and evaluate student performance on Sunshine State Standards in Science and adjust curriculum maps accordingly. | Science department chairperson Science department teachers | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Use lab reports in all Science classes to promote reading, writing, math and data interpretation skills. | Assistant Principal of Curriculum Science Coach Teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Establish a lab organizer to facilitate the implementation of labs in the science classes. | Science department chairperson | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Conduct bi-weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes. | Science department chairperson Science department teachers | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Hire a Science coach to assist teachers in lesson planning, focus calendars, and modeling of lessons. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$51832.00 |
| Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies) to provide all students with an inquiry-based science approach which | Science department chairperson Science department teachers | 8/14/06 | 5/31/2007 | District Strategic Plan | \$0.00 |

| | | | | | |
|---|---|-----------|-----------|---------------------------------|-----------|
| employs all of the elements of the scientific method to further develop science process skills. | | | | | |
| Utilize Snapshot software to monitor student achievement levels. | Assistant Principal of Curriculum Science teachers | 8/14/2006 | 5/31/2007 | Continuous Improvement Model | \$1000.00 |

Research-Based Programs

The core science program uses the newly state-adopted Earth Science, Biology and Physical Science and Earth series by Prentice Hall, Glencoe and Holt and all its supplemental materials. In addition, the teachers are using state reports and materials such as the Florida Inquires Report on the 2004 Released Items, the FCAT Sample Items, and the FCAT Item Specification for Science to clarify benchmarks, content limits, and types of item formats in preparation for the 2007 Science SSS Florida Comprehensive Assessment Test.

Professional Development

1. Snapshot training
2. Laboratory preparation
3. Best practices
4. Interpretation and use of Florida Inquires Report on the 2004 Released Items, FCAT Sample Items, and FCAT Item Specifications for Science
5. OBRs/FCAT minilessons

Evaluation

Performance in science will be evaluated by the 2007 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|--------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children’s education.

Needs Assessment

A large number of the parents from the Felix Varela Senior High School community are immigrants from the Caribbean and South and Central America. They are unfamiliar with the American school system and the state’s examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, unfamiliar with the English language, with limited spare time to attend their children’s academic and social activities. To many of them, school is a separate entity from which they do not have any power or say based upon their own country’s educational system. The unique aspect of this particular community is that there is a small core of parents who are actively involved in many aspects of the school, yet, the majority is not. Nonetheless, the school reached last year’s goal of having 4100 parents attend a school event but the school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children.

Measurable Objective

Given the data from parent logs/rosters, 4500 parents will attend school functions as evidenced by parental sign-in logs.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|------------------------|-----------|
| | | START | END | | |
| Monitor the amount of parents as revealed in parent logs on a nine weeks basis | Assistant Principal | 8/14/06 | 5/31/07 | Community Partnerships | \$500.00 |
| Update school website to include events for parents | Network Administrator | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Update the school marquis to reflect events for parents | Network Administrator | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Send parent information materials to local newspapers | Assistant Principal | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Maintain a school site Parent Resource Center | Assistant Principal | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Conduct parental mailings to inform parents of upcoming events. | Assistant Principal | 8/14/06 | 5/31/07 | Community Partnerships | \$2000.00 |
| Utilize automated telephone calling service Connect-ED to inform parents of upcoming events. | Network Administrator | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Create and distribute school parent logs for all faculty to use to document parental involvement. | Assistant Principal | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |

Research-Based Programs

Felix Varela Senior High School uses the Just Read Families, PTSA national standards, and Families Building Better Readers information in regards to parental involvement.

Professional Development

1. Monthly EESAC meetings
2. PTSA membership
3. Parent Academy

Evaluation

Felix Varela Senior High will evaluate these strategies by comparing the 2006-07 parent logs with those from the previous year.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|--------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

All students deserve a safe and secure school environment. Felix Varela Senior High School's community wants to ensure that students feel known, accepted, and safe. Research shows that feelings of security encourage student learning and that students who attend safe schools are less likely to engage in inappropriate behavior. With this in mind, the school is committed to maintaining a safe and secure environment. Even though suspension rates are high throughout the district, the administration uses this data to evaluate and align a progressive discipline plan that best fits the students' needs by analyzing teacher referrals. The school had 1346 suspensions during the 2005-2006 school year.

Measurable Objective

Given data on suspension rates, Felix Varela Senior High School will decrease the number of suspensions by 130 which is a ten percent decline during the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|------------------------------|-----------|
| | | START | END | | |
| Create an "Adopt a Viper" program where faculty/staff "adopt" a student for the year. | Faculty | 8/14/2006 | 5/31/2007 | Mentoring Opportunities | \$0.00 |
| Schedule an orientation for every class at the start of the school year to review discipline and safety issues | Administration | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Develop the Progressive Discipline Plan | Administration | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Incorporate a variety of interventions such as peer mediation, after-school detentions, and Saturday school when dealing with each student to ensure the best possible plan for each | Administration Student Services department | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Monitor on a nine weeks basis the Data Base Referral Additions for the school | Administration | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Schedule class visitations to discuss safety/discipline issues throughout the school year | Administration Student Services department | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Provide an established peer mediation program for every student involved in a violent act. | Student Services Department | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Establish a safety committee comprised of faculty, staff, students and parents which meets on a monthly basis. | Assistant Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Provide professional development for Student Services personnel in the areas of discipline and safety. | Student Services chairperson | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Provide after school detentions, work detail, and Saturday school as an alternative to suspension. | Administration | 8/14/06 | 5/31/07 | District Strategic Plan | \$5000.00 |
| Schedule a New Student Orientation program in the evenings where the parents and incoming ninth graders are inform of the | Administration | 8/14/06 | 5/31/07 | District Strategic Plan | \$2000.00 |

| | | | | | |
|---|-----------|---------|---------|-------------------------|-----------|
| school's discipline and safety policies. | | | | | |
| Purchase student agendas which incorporate the school's discipline and safety policies. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$9400.00 |

Research-Based Programs

N/A

Professional Development

1. Progressive Discipline
2. Young Adult Issues
3. Safety Issues
4. Crisis Intervention
5. Peer Mediation

Evaluation

Felix Varela Senior High School will utilize the 2007 Cognos reports to evaluate the effectiveness of the school-wide plan when compared with the previous year's data.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Felix Varela Senior High acknowledges that technology is an integral tool in enabling students to be successful in an ever-changing world. The school is essentially a “paperless” school whereby students and faculty/staff are connected via technology. Even though every teacher has a computer and access to other technological tools, an on-site school authored survey reveals that they need sufficient training in the effective use of technology to enhance student learning. Three out of four teachers stated that they needed further training in the area of technology.

Measurable Objective

Given instructions using the National Technology standards, six trainings will be offered to teachers and documented by sign-in sheets in order to increase the use of technology within each teacher's class.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Purchase video cards for teacher computers. | Network Administrator | 8/14/2006 | 5/31/07 | Continuous Improvement Model | \$10500.00 |
| Purchase multi-user printers. | Network administrator | 8/14/2006 | 3/31/07 | Continuous Improvement Model | \$6000.00 |
| Purchase toner supplies for small learning communities. | SLC Chairperson | 8/14/2006 | 5/31/07 | Small Learning Communities | \$10000.00 |
| Provide teacher training in the usage of Snapshot software | Technology Cohort of teachers | 8/14/2006 | 5/31/2007 | District Strategic Plan | \$0.00 |
| Survey all teachers in regards to technology integration in the classroom | Network Administrator | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Train teachers in the use of Atomic Learning software | Media Specialists | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Design specific professional development that addresses the integration of technology into the classroom | Assistant Principal for Curriculum Professional Development Team Network Administrator | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$5000.00 |
| Upgrade computer switches for faster and more dependable use of the back bone. | Network Administrator | 8/14/06 | 5/31/06 | Continuous Improvement Model | \$50000.00 |
| Purchase Carnegie Cognitive Tutor multi year licenses to insure continuity of the program. | Math Department Chairperson | 8/14/06 | 5/31/07 | District Strategic Plan | \$20000.00 |
| Provide handheld scanners to teachers to maintain accurate textbook/fee inventories. | Department Chairpersons | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Purchase digital photography cameras and digital recorders to enable teachers and staff to use during lessons. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$10000.00 |
| Purchase necessary computers and software to create a music theory lab to be able to add rigor and relevance to the AP music curriculum. | Music Director | 8/14/2006 | 5/31/07 | District Strategic Plan | \$44000.00 |
| Purchase a computer and software to add a digital editor to the tv production class giving more students the opportunity for hands on experience. | TV Production | 8/14/06 | 5/31/07 | District Strategic Plan | \$5000.00 |

| | | | | | |
|--|---------------|---------|---------|-------------------------|-----------|
| Purchase a server rack to enhance the CISCO academy. | CISCO teacher | 8/14/06 | 5/31/07 | District Strategic Plan | \$5000.00 |
|--|---------------|---------|---------|-------------------------|-----------|

Research-Based Programs

Felix Varela Senior High School will use the National Educational Technology Standards.

Professional Development

1. Integrating of technology into the classroom
2. Technology coaches or mentors
3. Professional Development Teams

Evaluation

The results of the pre and post survey will be used to monitor progress in the teacher integration of technology into the classroom.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

To properly assess both student fitness performance and programmatic success, Felix Varela Senior High School will administer a pre- and post-test to determine student baseline measures. The student health-related fitness component will be assessed through the implementation of the FITNESSGRAM test program. The 2005 FITNESSGRAM assessment data reveals that 68 percent of the students were award winners. This is a 4 percent decrease but this also reflects the first semester of the 2005 school year which witnessed two hurricanes and thus affected many areas of the school including the FITNESSGRAM assessment schedule.

Measurable Objective

Given the data on student overall health and fitness, 72 percent of the students taking the FITNESSGRAM 8 test, will be award recipients when compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|----------|---------|-------------------------------|------------|
| | | START | END | | |
| Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which will enhance specificity of training. | Assistant Principals Physical Education chairperson | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Establish a new aerobics program to improve student overall health and fitness | Administration | 8/14/06 | 5/31/07 | Small Learning Communities | \$0.00 |
| Develop an action plan for the physical education department to insure input from the department in order to meet the goals and objectives stated. | Individual Physical Education Teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Hire an academy leader to assist in the establishment of a Sports Medicine academy to promote students overall health and fitness | Administration Academy Leader | 8/14/06 | 5/31/07 | Small Learning Communities | \$51832.00 |
| Send letters home to parents/guardians reflecting FITNESSGRAM 8 results | Individual Physical Education Teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Utilize the FITNESSGRAM 8 program to administer a pre-test to determine baseline measures. | Physical Education department | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Conduct a post-test through the FITNESSGRAM 8 program to compare the pre- and post-test data. | Physical Education department | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

The school will utilize the FITNESSGRAM 8 software program to monitor the health and fitness of the students.

Professional Development

1. FITNESSGRAM 8 software training
2. Program development for health-related issues
3. New fitness equipment training

Evaluation

The school will input individual student data with a prescriptive report printed for each student. One copy will go in the student's portfolio and another copy will be sent home for parent signature. The goal will be to have 72 percent of the students be award recipients.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Felix Varela Senior High School currently has redesigned its academies which are fashioned as small learning communities. All students are encouraged to select any first-year academy course as a method of exploration into the career pathway. The second year of the academy course begins the formal certificate program for students. In the last two years, there has been a decrease in the student enrollment in specific areas: Engineering, Aerospace, Graphic Design, and Drafting and Architecture. At the same time, two new academies have been created: the ninth grade Small Learning Communities and the Sports Medicine.

Measurable Objective

Given the 2006 Academy database, 80 percent of students will be enrolled in one of the nine academies by their tenth grade year when compared to the 2005 database.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|----------|---------|--------------------------------------|------------|
| | | START | END | | |
| Hire a lead teacher to provide for the honors/advanced placement path students with a contact to increase student participation in advanced level courses and monitor student performance. | Principal | 8/14/06 | 5/31/07 | District Strategic Plan | \$51832.00 |
| Schedule feeder pattern visits to discuss individual academies | Academy Leader Academy teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Develop a feeder pattern articulation calendar | Student Services Department Academy Leaders | 8/14/06 | 5/31/07 | Transition and Articulation Programs | \$0.00 |
| Establish small learning communities for all ninth grade students | Principal Assistant Principal of Curriculum | 8/14/06 | 5/31/07 | Small Learning Communities | \$0.00 |
| Organize an Academy Day walk-through for the Freshman Experience students | Academy leader Academy teachers Freshman Experience teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Create an academy brochure for each career pathway | Academy Leader Academy teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$4000.00 |
| Develop a recruitment campaign for each career pathway. | Academy Leaders Academy teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$3000.00 |
| Create a recruitment video that highlights each academy. | Academy Leaders Academy teachers TV Production staff | 8/14/06 | 5/31/07 | District Strategic Plan | \$200.00 |
| Plan an innovative and specific articulation process | Academy Leader Academy teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Organize an Academy Night for the community | Academy Leaders Academy teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$1000.00 |
| Develop electives in each academy strand that will allow students to complete the program. | Academy Leader Academy teachers | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Offer a \$5,000 supplement for 6 teachers to serve as small learning community leaders. | Principal | 8/14/06 | 5/31/07 | Small Learning Communities | \$30000.00 |

Research-Based Programs

N/A

Professional Development

1. Articulation Process
2. Recruitment Issues
3. Small Learning Community workshops

Evaluation

Felix Varela Senior High school will compare the 2006-2007 academy enrollment database with the previous year's information.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

GOAL 10 STATEMENT:

Felix Varela Senior High will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data from the FLDOE indicate that in 2004, Felix Varela Senior High School ranked at the 93th percentile on the State of Florida ROI index. The school will analyze this data in order to improve its ranking statewide.

Measurable Objective

Given the State of Florida Return on Investment (ROI) index data, Felix Varela Senior High School will improve its ranking from the 93th percentile in 2004 to the 94th percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|---------|---------------------------------|--------|
| | | START | END | | |
| Become more informed about the use of financial resources in relation to student programs | Principal Administration | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Collaborate with the district on resource allocation. | Principal Administration | 8/14/06 | 5/31/07 | District Strategic Plan | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal Administration | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Consider shared use of facilities by partnering with community agencies. | Principal Administration | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Felix Varela Senior High School will show progress toward reaching the 94th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 11 STATEMENT:

Increase the percentage of 12th grade students receiving a standard diploma in four years.

Needs Assessment

Felix Varela Senior has only had four graduating classes and the data reveals that a large majority of students are graduating within a four year period. The Count of Post Secondary Plans data reveals that 96 percent of graduates from previous years are continuing their academic careers at colleges and universities. Last year's graduation rate was 72.6 percent. A re-designing of the position of the Career Specialist has created a more proactive approach to assisting students in graduating.

Measurable Objective

Given the graduation rate data, Felix Varela Senior High School will increase its graduation rate by one percent to 73.6% percent when compared to the previous year's data.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|--|------------|
| | | START | END | | |
| Review exit interviews in order to identify students' future plans | Career Specialists Student Services Department | 8/14/06 | 5/31/07 | School-to-Career | \$0.00 |
| Research community partnerships | Academy Leaders | 8/14/06 | 5/31/07 | Community Partnerships | \$0.00 |
| Create new academies based upon student interest | Administration Academy Leaders | 8/14/06 | 5/31/07 | Small Learning Communities | \$0.00 |
| Review academies within the school community | Academy Leaders | 8/14/06 | 5/31/07 | Small Learning Communities | \$0.00 |
| Develop community partnerships in order to establish internship programs for students | Administration Academy Leaders | 8/14/06 | 5/31/07 | School-to-Career | \$0.00 |
| Identify a school-based leadership team in order to analyze the graduation data and alternatives to be offered to students | Principal Administration | 8/14/06 | 5/31/07 | Continuous Improvement Model | \$0.00 |
| Provide teacher stipends to assist teachers to develop and monitor a feeder pattern articulation plan to ensure a seamless transition between middle school and senior high and middle school and elementary. | Administration Student Services Department Teachers | 8/14/06 | 5/31/07 | Transition and Articulation Programs | \$20000.00 |

Research-Based Programs

Felix Varela Senior High School will utilize the Florida Department of Educational Priorities and the District Strategic Plan.

Professional Development

1. Graduation requirements
2. Interventions for individual students
3. Career/College readiness

Evaluation

The school will compare the 2007 graduation rate with the previous year's data.

EESAC Compliance

| YES | NO | |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i> |

Budget:

The EESAC recommended the purchasing of additional instructional materials for teachers where possible.

Training:

The EESAC recommended that allocated funds from its budget underwrite the cost of two CRISS trainings for the 2006-2007 school year.

Instructional Materials:

The EESAC recommended that EESAC funds be used for minigrants that will be awarded to teachers who applied and were accepted.

Technology:

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

Staffing:

The EESAC recommended that the school continue to hire competent staff and where possible additional paraprofessionals to support specific departments.

Student Support Services:

The EESAC recommended that the Student Services department provide professional development with regard to specific adolescent personal and academic issues.

Other Matters of Resource Allocation:

The EESAC recommended that any monies available be used by the principal to enhance learning and school safety.

Benchmarking:

The EESAC recommended that the administration continue to emphasize, along with the classroom teachers, the implementation of the teaching of Benchmarks and the analysis of student test data.

School Safety & Discipline:

The EESAC recommended that other options be continued to be reviewed for the student parking situation.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---|---------------------|
| Goal 1: Reading | \$97,832.00 |
| Goal 2: Mathematics | \$94,832.00 |
| Goal 3: Writing | \$51,832.00 |
| Goal 4: Science | \$52,832.00 |
| Goal 5: Parental Involvement | \$2,500.00 |
| Goal 6: Discipline & Safety | \$16,400.00 |
| Goal 7: Technology | \$165,500.00 |
| Goal 8: Health & Physical Fitness | \$51,832.00 |
| Goal 9: Electives & Special Areas | \$90,032.00 |
| Goal 10: Return On Investment | \$0.00 |
| Goal 11: Graduation (High Schools Only) | \$20,000.00 |
| <hr/> | |
| Total: | \$643,592.00 |

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent