

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 7781 - Felix Varela Senior High School

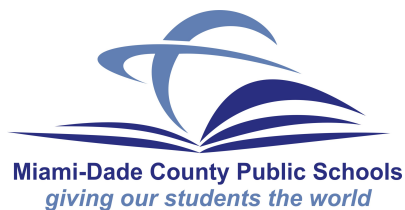
*FeederPattern:* Felix Varela Senior

*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 4170 students enrolled in grades nine through twelve with an instructional and non-instructional staff of 323. 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% 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), students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Free/Reduced lunch students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), White students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), students in grades nine and ten will improve their mathematical skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities in grades nine and ten will improve their mathematical skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), students will improve their writing skills as evidenced by 93 percent reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Writing Test.

Given instruction using the Sunshine State Standards (SSS), students in grade eleven will improve their science skills as evidenced by an increase in the mean scale score to 286 as documented by the 2006 FCAT Science Test.

Given the data from parent logs/rosters, the school will increase parental involvement by 5 percent when compared to the 2004-2005 baseline data of 4000 parents attending school functions.

Given data on student referrals, Felix Varela Senior High School will decrease the number of teacher written referrals by 10 percent during the 2005-2006 school year.

Given the data from an on-site technology survey, teachers will increase their use of technology in the classroom by 5 percent as documented by the post-survey in Spring of 2006.

Given the data on student overall health and fitness, the school will achieve a 3 percent increase in award recipients as measured by the FITNESSGRAM, when compared to the 2004-2005 school year.

Given the 2006 Academy database, the four targeted career pathways will show a 3 percent increase in enrollment when compared to the previous year's database.

Given the State of Florida Return on Investment (ROI) index data, Felix Varela Senior High School will improve its ranking from the 76th percentile in 2003 to the 90th 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 92 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 two areas have been identified that will be addressed in the coming year. These two areas are 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 Council, 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 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 4170 students enrolled in grades nine through twelve with an instructional and non-instructional staff of 323. 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, 12 percent white Non-Hispanic, 5 percent Black Non-Hispanic, and 2 percent Asian/Indian/multiracial. Additionally, 10 percent or 417 students are in the Special Education Program (SPED) that includes courses or programs for varying exceptionalities and autistic students; and 7 percent or 301 students are in the English for Speakers of Other Languages (ESOL) program. Approximately, 17 percent of the 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), 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: Aerospace, Engineering, & Naval Science Technology; Business & Information Technology; Design & Veterinary Technology; Health Science Technology; Liberal Arts; and Visual & Performing Arts. 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 forty-five minute homeroom session has been implemented to focus upon the District Literacy Plan with school-wide guided readings being incorporated twice a week. 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 downloading the web-based Student Performance Indicator (SPI) summary data sheets 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 such programs as Microsoft Outlook. In addition, students have individualized ID and log-on passwords that allow access to computers throughout the building. Teachers use a computer grade book, Pinnacle, which encompasses the averaging of grades, development of visual seating charts, and the creation of numerous reports. The implementation of a newer version of

ParentLink, an automated computer/telephone program, allows parents to view their child's grades and attendance on a daily basis from work or home.

The school has one principal, four 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, eight counselors, an athletic director, an activities director, a network administrator, a curriculum council that is comprised of 21 department chairpersons, and 205 teachers. On-site and on-going staff developmental programs, facilitated by FVSHS faculty members, encourage teachers to be innovative and creative thinkers. To further enhance the professionalism and the study of teaching and learning, each faculty member is a part of a Critical Friends Group (CFG) where student work and educator practice are collaboratively analyzed, assessed, and applied. These groups provide a forum for faculty collaboration, reflection, and practice of adaptive teaching. 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 twelve National Board Certified teachers on staff with ten awaiting their results in the winter of 2005 and an additional twelve pursuing certification in the current school 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 the highest ranking with a score of 4.3. It received a total of 850 points in the strongly agree and 696 points in the agree categories with only 45 staff members disagreeing and 16 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 five 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. The school leadership team has a specific and focused direction for the school based upon the Ten Principles of the Coalition of Essential Schools (CES). As a CES school, the leadership team strives to emphasize equity, personalization, and intellectual vibrancy which serves as a guide to creating a school that nurtures students and faculty/staff members to reach their fullest potential. Based on decades of research and practice, the principles stress a tone of decency that in turn creates a positive working and learning environment.

## ***District Strategic Planning Alignment:***

The Strategic Planning category received the lowest score by the faculty and staff with a 4.0. When analyzing the specific answers, it was clear that a large number (124 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 over 300 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 two areas that will be addressed in the coming school year. These two areas are 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 978 in the strongly agree/ agree category out of a possible 1235 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:

Nineteen percent of the faculty has three or less years of work experience with the average teaching experience being four to ten years. 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 twelve National Board Certified teachers, each new teacher has been assigned a National Board teacher 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. Another facet of the induction program is the Critical Friends Groups (CFG) where small groups of educators share pedagogical strategies and refine their practice in a collaborative culture, an integral aspect of the school.

### ***Data/Information/Knowledge Management:***

This specific category had the highest score with the average score of 4.3 alongside the Leadership category. 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 six 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 2006. 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 720 students in 2005. 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 4.1 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 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 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. 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 a 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.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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), students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Free/Reduced lunch students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), White students in grade nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching state required mastery as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the on-going progress of their students by the use of Student Performance Indicator program.	Assistant Principal for Curriculum English department chairpersons English department teachers	8/8/2005	5/24/2006

2. Identify students in grade ten who scored at FCAT Levels 1 and 2 through the Student Performance Indicator (SPI) and design interventions through the classroom English teacher.	English department teachers	8/8/2005	5/24/2006
3. Schedule all incoming ninth and tenth graders who are Level 1 and 2 into the Intensive Reading course.	Principal Student Services Department	8/8/2005	5/24/2006
4. Implement or monitor curriculum maps based on the District Competency-Based Curriculum and the Sunshine State Standards (SSS) in reading, language arts, Limited English Proficiency, and Students with Disabilities classes.	Assistant Principal for Curriculum English department chairpersons	8/8/2005	5/24/2006
5. Provide 30 minutes of daily independent reading through student selected text, structured guided readings twice a week, and classroom libraries.	Administration Entire faculty	8/8/2005	5/24/2006
6. Incorporate the ten minute Opening Bell Ringers (OBR) into the daily lesson for each core content area.	Administration Core Subject Areas	8/8/2005	5/24/2006

## **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. Reciprocal Teaching
6. Independent Reading strategies
7. Benchmark-Aligned Curriculum
8. Best Practices for reading
9. Lesson Planning
10. Bloom's Taxonomy

## **Evaluation**

Felix Varela Sr. High will utilize the 2006 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 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 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 41 percent of students in grade nine and 36 percent in grade ten have not met high standards in mathematics. The weakest areas in grade nine are Measurement and Geometry which indicate 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 areas for students in grade ten are Geometry and Measurement. 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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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 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), students in grades nine and ten will improve their mathematical skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities in grades nine and ten will improve their mathematical skills as evidenced by 70 percent of students reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Test (FCAT).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the on-going progress of their students by the use of the Student Performance Indicator (SPI) program.	Assistant Principal for Curriculum Math department chairpersons Testing chairperson	8/8/2005	5/24/2006
2. Identify students in grade ten who scored at FCAT levels 1 and 2 through the Student Performance Indicator (SPI) and design interventions through the classroom mathematics teacher.	Math department chairpersons Math department teachers	8/8/2005	5/24/2006
3. Implement curriculum maps and benchmark focused calendars from the Competency-Based Curriculum and the Sunshine State Standards for Algebra I, Geometry, and Intensive Mathematics.	Assistant Principal for Curriculum Math department teachers	8/8/2005	5/24/2006
4. Model formal assessments on the FCAT mathematics test to include gridding, reference sheets, and FCAT style vocabulary.	Math department teachers	8/8/2005	5/24/2006
5. Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology.	Math department teachers	8/8/2005	5/24/2006

## **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 the SPI
2. Reciprocal Teaching
3. Cognitive Tutor
4. Curriculum Mapping
5. Item Specifications for mathematics
6. FCAT Explorer

## **Evaluation**

Felix Varela Senior High School will administer the district approved assessments and utilize the Cognitive Tutor program and the 2006 FCAT mathematics test to diagnose and monitor student progress in mathematics.

## 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 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 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. The data reveals that 94 percent of tenth graders are scoring a 3.0 or higher on the persuasive writing test and 91 percent meeting high standards in writing based on the average of 3.0 and 3.5. The data reveals that 92 percent of the students are scoring at a 3.0 and above while 82 percent are at a 3.5 or higher on the expository equivalent. Scores of the 2005 Persuasive Writing Test have remained the same since the 2005 administration even though the criteria increased from 3.0 and higher to the average of a 3.0 and 3.5 and higher. The expository scores decreased with the increasing of the percent proficient. Overall, the combined score for the 2005 FCAT Writing Test was a 3.9, a .1 percent increase from the 2004 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. Practice should include writing extended responses to content-based questions and multi-paragraph essays throughout the core subject areas. Although persuasive 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.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students will improve their writing skills as evidenced by 93 percent reaching the state required mastery level as documented by scores on the 2006 Florida Comprehensive Assessment Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Involve teachers 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	8/8/2005	5/24/2006
2. Monitor 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	8/8/2005	5/24/2006
3. 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	8/8/2005	5/24/2006
4. Utilize best practices and effective learning strategies such as Role Audience Focus Topic, Magnified Moments, Elaboration, Trait Analysis, etc.	English department teachers	8/8/2005	5/24/2006
5. Incorporate the Viper Word of the Day and the departmental vocabulary lists into student writing to elevate the language of writing.	All teachers	8/8/2005	5/24/2006
6. Implement five timed writing assignments per nine weeks in the ninth and tenth grade English classes using writing logs and FCAT Writes rubrics.	English department teachers	8/8/2005	5/24/2006

### 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

## **Evaluation**

Felix Varela Senior High School will assess student writing progress by using the 2006 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 trends among students in grade eleven: 1. students scored the lowest in the Physical and Chemical Science and Life/Environment content and 2. students performed best in the Scientific Thinking content. The trend in terms of the mean scale score is an increase from 279 to 283 which is reflective of the same trend at the district and state level. 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.

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eleven will improve their science skills as evidenced by an increase in the mean scale score to 286 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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 employs all of the elements of the scientific method to further develop science process skills.	Science department chairperson Science department teachers	8/8/2005	5/24/2006
2. Establish a lab organizer to facilitate the implementation of labs in the science classes.	Science department chairperson	8/8/2005	5/24/2006
3. Implement and utilize curriculum maps that will integrate Physical and Chemical Science benchmarks throughout the Biology and Earth Space curriculum	Assistant Principal for Curriculum Science department teachers	8/8/2005	5/24/2006
4. Conduct bi-weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes.	Science department chairperson Science department teachers	8/8/2005	5/24/2006
5. 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	8/8/2005	5/24/2006
6. Monitor classroom instruction through lesson plans, benchmark aligned plans, and district-aligned quarterly assessments.	Assistant Principal for Curriculum Science department chairperson	8/8/2005	5/24/2006

## **Research-Based Programs**

The core science program uses the state-adopted Exploring Earth Space Science and The Living Science series by Prentice Hall 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 2006 Science SSS Florida Comprehensive Assessment Test.

## **Professional Development**

1. Student Performance Indicators
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

## **Evaluation**

Performance in science will be evaluated by the 2006 FCAT Science Test mean scale score.

## 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 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 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. 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, the school will increase parental involvement by 5 percent when compared to the 2004-2005 baseline data of 4000 parents attending school functions.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Create and distribute school parent logs for all faculty to use.	Assistant Principal	8/8/2005	5/24/2006
2. Monitor the amount of parents as revealed in parent logs on a nine weeks basis	Assistant Principal	8/8/2005	5/24/2006
3. Update school website to include events for parents	Network Administrator	8/8/2005	5/24/2006
4. Update the school marquis to reflect events for parents	Network Administrator	8/8/2005	5/24/2006
5. Send parent information materials to local newspapers	Assistant Principal	8/8/2005	5/24/2006
6. Use the ParentLink "hits" program to monitor parent contact via the software	Network Administrator	8/8/2005	5/24/2006

### Research-Based Programs

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

### Professional Development

1. Monthly EESAC meetings
2. PTSA membership
3. ParentLink trainings
4. Parent Academy
5. Computer trainings through the Media Center

## **Evaluation**

Felix Varela Senior High will evaluate these strategies by comparing the 2005-06 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 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 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.

## Measurable Objective

Given data on student referrals, Felix Varela Senior High School will decrease the number of teacher written referrals by 10 percent during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Schedule an orientation for every class at the start of the school year to review discipline and safety issues	Administration	8/15/2005	5/24/2006
2. Enforce the Progressive Discipline Plan	Administration	8/8/2005	5/24/2006
3. 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	8/8/2005	5/24/2006
4. Monitor on a nine weeks basis the Data Base Referral Additions for the school	Administration	8/8/2005	5/24/2006
5. Schedule class visitations to discuss safety/discipline issues throughout the school year	Administration Student Services department	8/8/2005	5/24/2006

### 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 2006 referral database 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 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 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 survey reveals that they need sufficient training in the effective use of technology to enhance student learning.

## Measurable Objective

Given the data from an on-site technology survey, teachers will increase their use of technology in the classroom by 5 percent as documented by the post-survey in Spring of 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Survey all teachers in regards to technology integration in the classroom	Network Administrator	8/8/2005	5/24/2006
2. Design specific professional development that addresses the integration of technology into the classroom	Assistant Principal for Curriculum Professional Development Team Network Administrator	8/8/2005	5/24/2006
3. Provide continuous support for teachers in technology skill development	Cadre of Tech Support Teachers	8/8/2005	5/24/2006
4. Offer a variety of technological tools for teachers to infuse into the classroom	Network Administrator Media Specialists	8/8/2005	5/24/2006
5. Train teachers in the use of Atomic Learning software	Media Specialists	8/8/2005	5/24/2006

## 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 Team

## Evaluation

The results of the pre and post survey will be used to help monitor progress towards achieving a 5% increase in 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 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 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 2004 FITNESSGRAM assessment data reveals that 72 percent of the students were award winners.

## Measurable Objective

Given the data on student overall health and fitness, the school will achieve a 3 percent increase in award recipients as measured by the FITNESSGRAM, when compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the FITNESSGRAM program to administer a pre-test to determine baseline measures.	Physical Education department	8/8/2005	5/24/2006
2. Conduct a post-test through the FITNESSGRAM program to compare the pre- and post-test data.	Physical Education department	8/8/2005	5/24/2006
3. 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	8/8/2005	5/24/2006
4. 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	8/8/2005	5/24/2006
5. Send letters home to parents/guardians reflecting FITNESSGRAM results	Individual Physical Education Teachers	8/8/2005	5/24/2006

### Research-Based Programs

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

### Professional Development

1. FITNESSGRAM 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.

## 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 checked="" 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 six 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.

## Measurable Objective

Given the 2006 Academy database, the four targeted career pathways will show a 3 percent increase in enrollment when compared to the previous year's database.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Plan an innovative and specific articulation process	Academy Leader Academy teachers	8/8/2005	5/24/2006
2. Organize an Academy Day walk-through for the Freshman Experience students	Academy leader Academy teachers Freshman Experience teachers	8/8/2005	5/24/2006
3. Schedule feeder pattern visits to discuss individual academies	Academy Leader Academy teachers	8/8/2005	5/24/2006
4. Create an academy brochure for each career pathway	Academy Leader Academy teachers	8/8/2005	5/24/2006
5. Organize an Academy Night for the community	Academy Leaders Academy teachers	8/8/2005	5/24/2006

## Research-Based Programs

N/A

## Professional Development

1. Articulation Process
2. Recruitment Issues

## Evaluation

Felix Varela Senior High school will compare the 2005-2006 academy 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 2003, Felix Varela Senior High School ranked at the 76th 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 76th percentile in 2003 to the 90th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to student programs	Principal Administration	8/8/2005	5/24/2006
2. Collaborate with the district on resource allocation.	Principal Administration	8/8/2005	5/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Administration	8/8/2005	5/24/2006
4. Consider shared use of facilities by partnering with community agencies.	Principal Administration	8/8/2005	5/24/2006

## 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 90th 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 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 11 STATEMENT:***

All students will graduate from high school within a four-year period.

### ***Needs Assessment***

Felix Varela Senior has only had three 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 both years are continuing their academic careers at colleges and universities.

## Measurable Objective

Given the graduation rate data, Felix Varela Senior High School will increase its graduation rate by one percent to 92 percent when compared to the previous year's data.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Complete Secondary School Reform (SSR) Readiness Profile in order to gauge the school's readiness for the first phase	Student Services Department	8/8/2005	5/24/2006
2. Identify a school-based leadership team in order to analyze the graduation data and alternatives to be offered to students	Principal Administration	8/8/2005	5/24/2006
3. Review exit interviews in order to identify students' future plans	Career Specialists Student Services Department	8/8/2005	5/24/2006
4. Research community partnerships	Academy Leaders	8/8/2005	5/24/2006
5. Complete a comprehensive articulation plan	Administration Student Services Department Teachers	8/8/2005	5/24/2006
6. Review academies within the school community	Academy Leaders	8/8/2005	5/24/2006

## 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 2006 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 2005-2006 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 ParentLink, 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.

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*