

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Felix Varela Senior High School (7781)

Feeder Pattern - Felix Varela Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Connie Navarro

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Felix Varela Senior High School (FVSHS) opened its doors in August of 2000 with over 2400 students in grades nine and ten. Throughout its seven years, the school's student population has fluctuated significantly with an all time high of 5000 students in its third year. Currently FVSHS has approximately 3566 students enrolled in grades nine through twelve, a decrease of almost 300 students from the previous school year, and has an instructional and non-instructional staff of 291. 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 ethnic breakdown of the student population is as follows: 81 percent Hispanic, 10 percent white Non-Hispanic, 2 percent Black Non-Hispanic, and 7 percent Asian/Indian/Multiracial. When utilizing the Florida Comprehensive Assessment Test (FCAT) data, 24 percent of the ninth grade scored a Level 1 in Reading and 15 percent in Mathematics. The 10th grade FCAT data reveals 40 percent of students scored at Level 1 in Reading and 14 percent in Mathematics. The same data reveals that 35 percent of the ninth grade scored at Level 2 in Reading and 24 percent in Mathematics while 31 percent of the 10th grade scored at Level 2 in Reading and 23 percent in Mathematics. Overall, FVSHS has a graduation rate of 77 percent.

The FVSHS teaching faculty consists of 190 teachers of which more than 53 percent have attained a degree higher than a bachelor degree. The ethnic background of the faculty and staff is as follows: 66 percent or 192 are Hispanic, 24 percent or 69 are White, 8 percent or 23 are Black, and 2 percent or 5 Asian. 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 enrolled in an English Language Learner (ELL) 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 based on the Sunshine State Standards (SSS), the number of students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of Hispanic students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of Economically Disadvantaged students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of ELL students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of Students With Disabilities meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), the number of students meeting high standards in grades nine and ten will increase by 5 percentage points to 72 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), the number of ELL students meeting high standards in grades nine and ten will increase by 5 percentage points to 47 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), the number of Students With Disabilities meeting high standards in grades nine and ten will increase by 5 percentage points to 29 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), students in grade ten will improve their writing skills as evidenced by a 1 percent increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eleven will increase by 25 percentage points to 59 percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all teachers will augment their usage of technology as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will improve their health/fitness level as evidenced by 50 percent of the students meeting optimal standards on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in an academy program, the number of students enrolled in one of the eleven academies by their tenth grade year will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year 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 76% 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.



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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.

7781 - 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



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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 high expectation, trust and decency.

School Demographics

Felix Varela Senior High School (FVSHS) opened its doors in August of 2000 with over 2400 students in grades nine and ten. Throughout its seven years, the school's student population has fluctuated significantly with an all time high of 5000 students in its third year. Currently FVSHS has approximately 3566 students enrolled in grades nine through twelve with an instructional and non-instructional staff of 291. This is decrease in the student population of nearly 300 students from the previous 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: 81 percent Hispanic, 10 percent white Non-Hispanic, 2 percent Black Non-Hispanic, and 7 percent Asian/Indian/multiracial. Additionally, 11 percent or 388 students are in the Special Education Program (SPED) which includes courses or programs for varying exceptionalities and autistic students; and 4 percent or 178 students are in the English Language Learner (ELL) program. Four percent have exited the program but are still being monitored. In addition, the school has created a gifted program which is comprised of 384 students, or 10 percent of the school. Approximately, 18 percent of the students, or 460 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 115-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: Architecture and Construction, Aviation and Aerospace, Communication Arts and Digital Media, Engineering, Finance, Global Studies, Health Science and Medicine, Information Technology, Public Service and Security, Veterinary Science, Visual and Performing Arts and the ninth grade Small Learning Communities (SLCs). 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. The purpose of the ninth grade SLCs was to create an environment that assists the new students in the difficult transition which occurs between middle and senior high schools. The six teams named after Greek deities: Apollo, Aphrodite, Athena, Zeus, Poseidon, Hermes, and Juno share the core curriculum teachers in English, Social Studies, Math, and Science with a specific elective teacher being a member of the team. Students are placed in SLCs based upon their elective choice so that each SLC is equitable as well as equal with students ranging from the regular academic track to the English Language Learners (ELLs) to the Special Education (SPED) students all being on every team. The average attendance rate for the school is 94 percent which has been an improvement over the past few years. The Physical Education Program (PEP) grant that the school was granted has given FVSHS the opportunity to create two rooms with state-of-the art equipment which includes LifeFitness treadmills, a rock climbing wall, and the TRI FIT body analysis machine which enables the teacher to monitor a student's regular progress of his/her health related components. In addition, the school is working towards being at the Bronze level of the Healthy School Program which is generated through the Alliance for a Healthier Generation. FVSHS has been selected as one of the six model schools in the state of Florida. Being a member of the Alliance allows the school to promote fitness and healthy lifestyles not only with students, but with faculty members as well as evidenced by "Spin Gym", the "Biggest Loser Program," and a variety of newsletters and faculty challenges.

Innovative instructional practices are a key focus at FVSHS 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. Simultaneously, the English department has created an instructional focus calendar with tri-weekly assessments. In order to support the English department, the Social Studies department is re-emphasizing each benchmark one week after the English department teaches it. Additionally, 75 percent of the faculty is CRISS trained. 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 schoolwide 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 the district Student Performance Indicators (SPI) 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 gradebook and parents can view their child's grades and attendance, among many things, through the Parent Internet Viewer. The average class size is 25 in the core subject areas with a concern that



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there has been an increase of ninth graders registering at the school which has caused the ninth grade courses to be higher. In relation to the SPED class size, FVSHS utilizes the inclusion format of instruction with an average class size of 20. In terms of the autistic classes, class size is significantly smaller averaging approximately 5-10 students per teacher.

The school has one principal, four assistant principals, a test chairperson, one SCS (School Center for Special Instruction) instructor, 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 192 teachers. The ethnic breakdown of the faculty is as follows: 24 percent White, 13 percent Black, and 61 percent Hispanic. The leadership team is comprised of the five administrators, the activities and athletic director, the network administrator, test chairperson, and the Student Services department chairperson.

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 2007 and an additional five pursuing certification in the current school year. In addition, there are 5 beginning teachers on the staff this year and 22 overall new teachers to the school but have taught in other schools. 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 children.

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. 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:



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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.

Schools Graded 'C' or Below

Professional Development:

The area of differentiated instruction is one of the most difficult for the FVSHS faculty and has ranked at the top of site-authored informal teacher surveys. Teachers find themselves puzzled and unsure of how to approach this area of instructional strategies. Consequently, the professional development calendar for this school year has designated a specific Teacher Planning Day for the entire faculty to be trained in differentiated instruction. The faculty has been divided into faculty A, which comprises the English, Social Studies, World Languages, ELL, SPED, Physical Education, Media and Reading departments, and faculty B which includes the Math, Science, Special Diploma, Performing Arts, Visual Arts, Business, Vocational Technology, Freshman Experience, and JROTC departments. This division of the faculty was created due to the need for certain common elements to be addressed for certain departments while allowing other departments to experience training that is pertinent to their subject area.

Disaggregated Data :

Student achievement data has been at the forefront of all instructional decisions that have occurred at FVSHS. Throughout the summer of 2007, the administration, along with key department chairpersons, invited the Regional Center VI Curriculum Director to present the school's student achievement data and the corresponding trends. From that summer meeting, the leadership team has continued to meet and analyze specific data and the trends it reflects. In August of 2007, the school held a retreat for key faculty members to begin the dissemination, and comprehension, of this student data and what it is revealing about the teaching and learning that occurs at FVSHS. During this three-day retreat, various breakout sessions were dedicated to the careful analysis of the school's FCAT data and grade as determined by the Florida Department of Education. From these breakout sessions, a strategic academic plan was created in which students' specific areas of weaknesses were identified and interventions were created such as FCAT Chats, Re-takers Assemblies, Level 2 homogeneous English classes, etc. In addition, during the Opening of School faculty meetings, the faculty was once again divided into small breakout sessions and a power point highlighting the student achievement data was presented. The Curriculum Council, which is comprised of the administrative team and the department chairpersons, have also approached the data and discussed ways in which each department can promote the Reading, Writing, Mathematics, and Science benchmarks.

Informal and Formal Assessments:

FVSHS has long been an advocate for informal and formal assessments. Ranging from teacher-authored to student-authored assessments, the faculty utilizes these to review the status of teaching and learning in the building. In addition, the purchase of Exam View software and the training of teachers on Edusoft will assist in this area for the 2007-2008 school year. The use of alternative assessments enables students to be evaluated upon the various modes of learning. A sampling of the alternative assessments utilized by FVSH faculty are: peer writing, Socratic seminars, portfolios, journals, peer editing, peer sharing, conferences, etc. Through the use of these alternative assessments, teachers are able to target other means of facilitating student learning.

Alternative Instructional Delivery Methods :

FVSHS has instituted a variety of alternative instructional delivery methods. This can be seen in the various methods used to assist remediation of students. The school has created tutorial programs on Saturdays that are divided into the specific focus content area that each student needs. Also, acceleration is offered through Florida Virtual School, Dade Virtual School, dual enrollment, and even internships and executive mentorships. Students can select from a wide-range of courses, honors, gifted, and Advanced Placement, in order to accelerate academically while attending FVSHS.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

1. Different Innovative Approaches to Instruction can be found in the section titled "Schools Graded "C" or Below" as well as throughout the School Demographics section.
2. Responsibility of Teaching Reading for Every Teacher has become a major focus for the 2007-2008 school year at FVSHS. Trainings have been held and more are planned to assist teachers in becoming teachers of Reading. A situation that occurs primarily at the high school level is that teachers are content based and have not enrolled in any Reading classes throughout their academic career. This is being addressed by the new Reading coach and the establishment of a Reading Learning Community which meets once a week, after school. In addition, faculty meetings, Curriculum Council meetings, and department meetings are all focusing upon this issue and best practices are being shared among the departments.
3. Quality Professional Development for Teachers and Leaders can be found in the section titled "Schools Graded "C" or Below" in addition to the School Demographics.
4. Small Learning Communities is addressed specifically in the School Demographics section of this report.
5. Intensive Intervention in Reading and Mathematics is addressed in the "Schools Graded "C" or Below" as well as in the Reading and Mathematics Goal section.
6. Course Choice Based on Student Goals/Interests/Talent is addressed in the School Demographics section of the report as well as in the Electives and Special Areas sections.
7. Master Schedule Based on Student Needs. The school's master schedule has been developed completely upon the needs of students. The subject selection sheets were designed to assist students in making academic choices and from that information, the master schedule was developed. The master schedule is comprised of not only academic needs, but career planning needs as well. It also can be seen by the upper level Vocational Technology courses, executive internships, Varsity sports classes, etc.
8. Parental Access and Support can be viewed in the Parental Involvement section of the report.
9. Applied and Integrated Courses can be viewed in the School Demographics section as well as in the Reading, Mathematics, Writing, Science, and Special Areas section of the report.
10. Academic and Career Planning are two major areas that the Student Services department focuses upon with students. The CAP counselor assists students in their college/career planning by meeting with them on an individual basis as well as inviting colleges and universities to the school for students to meet. "On the Spot" admission is another aspect of college planning that allows students to apply for admission with certain local universities such as Florida International University during the school day at Felix Varela. All counselors meet one-on-one with each student during the articulation period so as to personally engage students in developing an individually meaningful course of study.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

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

Needs Assessment

Data indicates that the weakest areas in reading are Comparison and Main Idea/Author's Purpose, which keeps Main Idea/Author's Purpose as the same area of deficiency experienced in the previous school year. The strongest areas are Reference and Research and Words/Phrases, which reverses the previous year's trend where Words and Phrases was the weakest area. Students at the lowest 25 percent have shown a downward trend in reading with 46 percent achieving adequate progress compared to 55 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 59 percent of the ninth graders and 71 percent of the tenth graders are reading at Levels 1 and 2. The data reveals that 35 percent of the Total NCLB subgroup scored at or above grade level in reading, while 46 percent of the White subgroup scored at or above grade level. Thirty-three percent of the Hispanic subgroup is reading at or above grade level while the Economically Disadvantaged subgroup is at 28 percent. The ELL subgroup scored the lowest in reading with only 8 percent of students achieving proficiency. All of these students require intervention strategies to acquire reference information along with critical analysis skills. Students' performance since 2003 indicates that when ninth graders are promoted and tested in tenth grade, performance in all Reading Content Focus Clusters consistently decreases. This presents a challenge for the faculty to reverse this 4 year trend. Data reveals that students need to develop their analytical skills to improve reading comprehension across the curriculum keeping in mind that 50 percent of the student population has been in an English Language Learner program in their academic careers. Additionally, students need to read extensively from a variety of materials, acquire independent word learning strategies, and 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 was hired in the summer of 2007.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), the number of students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of Hispanic students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of Economically Disadvantaged students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of ELL students meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), the number of Students With Disabilities meeting high standards in grade nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule incoming ninth and tenth graders who qualify into the Intensive Reading Plus course.	PrincipalStudent Services Department	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate in all ninth grade Freshman Experience classes the Tools for Success program.	Assistant Principal of CurriculumNinth grade homeroom teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop interventions for students in grades 9 and 10 who scored at FCAT levels 1 and 2 through the use of SPI, Sourcebooks, IMPACT, FCAT Explorer, Reading Plus, etc.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	15000
Hire an ESOL tutor in the Media Center to assist students who need skill remediation in their home language.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Schedule all incoming ninth and tenth graders who are Level 1 and 2 into the Intensive Reading courses and Intensive Reading Plus.	PrincipalStudent Services Department	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide 30 minutes of daily independent reading through student selected text, structured guided readings twice a week, and classroom libraries through all English classes.	AdministrationEntire faculty	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify 11th and 12th grade students who have not passed the FCAT Reading exam and schedule them into Intensive Reading and Intensive Reading Plus classes.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Revise curriculum maps based on the District Competency-Based Curriculum and the Sunshine State Standards (SSS) as well as district pacing guides in reading, language arts, math, science, social Studies, and Special Education, and Limited English Proficiency classes through the Continuous Improvement Model.	Assistant Principal for CurriculumEnglish department chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development to teachers in CRISS strategies.	Assistant Principal of Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	9000
Hire a Reading Coach to assist in the school-wide reading program goals.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	51832
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 SPI.	Assistant Principal for CurriculumEnglish department chairpersonsEnglish department teachers	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Provide research-based materials (READ 180) to diagnose, remediate and monitor student reading achievement in the Intensive Reading classes.	Assistant Principal of Curriculum and Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	25000
Create a seventh period class for subgroup students who need or desire the additional FCAT reading preparation.	PrincipalAssistant Principal of Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities for Level 3, 4, and 5 students to attend school enrichment academies for FCAT enrichment to maintain high levels of achievement.	Assistant Principal of Curriculum and Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	4000
Create the ten minute Opening Bell Ringers (OBR) which are mini FCAT and SAT activities for each core content area.	AdministrationCore Subject Areas	8/20/2007	6/5/2008	Other/ Not Applicable	4000
Train teachers in the use of the Instructional Focus calendar and tri-weekly assessments.	Assistant Principal of Curriculum and Department Chairpersons	8/20/2007	6/5/2007	District-wide Literacy Plan	2000

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



School Improvement Plan 2007-2008



Professional Development Activities include:

1. Student Performance Indicators
2. Read 180
3. Curriculum Mapping revisions
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
9. Instructional Focus Calendars
10. Reading Plus training
11. District Pacing Guides training
12. Reading Plus workshops

Evaluation

Felix Varela Sr. High will utilize the 2008 Florida Comprehensive Assessment Test (FCAT) Reading and district approved assessments to analyze students' specific needs.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

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

Needs Assessment

An analysis of the data shows that 39 percent of students in grade nine and 37 percent in grade ten have not met high standards in mathematics. The weakest area in grade ten is Geometry which continues to be perplexing since a majority of tenth graders are enrolled in a Geometry courses at this time. The highest Math Cluster is Number Sense. When looking at the NCLB data, 42 percent of the ELL students are at or above grade level in math while only 24 percent of the Students with Disabilities are at or above grade level. 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 ELL 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. Unfortunately, at this time, the school does not have a Math coach to assist in the modeling and facilitating of instructional strategies.

NCLB Subgroup Target

School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), the number of students meeting high standards in grades nine and ten will increase by 5 percentage points to 72 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), the number of ELL students meeting high standards in grades nine and ten will increase by 5 percentage points to 47 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), the number of Students With Disabilities meeting high standards in grades nine and ten will increase by 5 percentage points to 29 percent on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hire a math coach to assist teachers in lesson planning, hands on techniques, FCAT modeling and Sunshine State Standards	Assitant Principal for Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	51832
Purchase and usage of Bridges to Algebra software to assist students who are weak in the Algebra Thinning content cluster.	Math department	8/20/2007	6/5/2008	Other/ Not Applicable	31000
Provide training in the use of the district Mathematics Pacing Guides.	Assistant Principal of CurriculumMath department chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide the use of the Cognitive Tutor system by Carnegie in all Algebra and Geometry courses.	Assistant Principal of CurriculumMath CoachTeachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
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 CurriculumMath Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
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 CurriculumMath department teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify 9th grade students who scored at FCAT Math level 1 and provide intensive tutoring with the use of Bridges to Algebra software.	Assistant Principal of Curriculum Math Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide release time for a team of math and science teachers to create interdisciplinary labs.	Assistant Principal of Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Provide stipends for teachers to analyze the on-going progress of their students by the use of the SPI data and create specific student lessons based on content clusters.	Assistant Principal for CurriculumMath department chairpersonsTesting chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	8000
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology.	Math department teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop interventions for students in grade ten who scored at FCAT levels 1 and 2 by using the SPI software to assist in designing interventions.	Math department chairpersonsMath department teachers	8/20/2007	6/5/2008	Other/ Not Applicable	1000



School Improvement Plan 2007-2008



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

Professional Development Activities include:

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
7. District Pacing Guides

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 2008 Mathematics FCAT test will be used once the data is available during the summer of 2008.

Writing Goal

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing 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 86% of them meeting high standards. At the same time, there was only a 1 percent decrease between the 2006 and 2007 test. The data reveals that 86 percent of tenth graders scored a 3.5 or higher on the combined writing test which reveals a 2 percent decrease from the previous year. Overall, the combined score for the 2007 FCAT Writing Test was a 4.0, which is the exact mean score of the previous year. 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 reveals 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.

An additional area of concern, as shown in informal teacher surveys, is the "+" section of the writing test. The fact that it now counts as 50 percent of a student's score has created a challenge in the school to become familiar with the different aspects of this assessment.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade ten will improve their writing skills as evidenced by a 1 percent increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide school-wide training in the area of grammar/conventions for all teachers.	Assistant Principal of Curriculum/English department	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create the school's Writing Rules to be used school-wide.	Assistant Principal of Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	0
Revise the curriculum maps and writing program 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	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/07	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop 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	8/20/2007	6/5/2007	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop the Viper Word of the Day and departmental vocabulary lists in order to elevate the language of writing.	All teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Hire a writing coach to assist in modeling and facilitating the writing process school-wide.	Assistant Principal of Curriculum	8/20/2007	6/5/2008	District-wide Literacy Plan	51000

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

Professional Development activities include:

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
8. FCAT Writing + item specifications

Evaluation



School Improvement Plan 2007-2008



Felix Varela Senior High School will assess student writing progress by using the 2008 FCAT Writing Test and the district approved writing prompts.

Science Goal

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Science 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 11th grade: 1. Students scored the lowest in the Physical and Chemical content strand and 2. Students performed best in the Earth Space content strand which is a reversal of the school's previous three years of data. The upward trend in terms of the mean scale score reveals an increase from 279 in 2004 to 283 in 2005 to 287 in 2006 to 302 in 2007. 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 based on the Sunshine State Standards, the number of students meeting high standards in grade eleven will increase by 25 percentage points to 59 percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor classroom instruction through lesson plans, benchmark aligned plans, and district-aligned quarterly assessments to confirm compliance.	Assistant Principal for Curriculum Science department chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Revise curriculum maps to integrate Physical and Chemical Science benchmarks throughout the Biology and Earth Space curriculum	Assistant Principal for Curriculum Science department teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Establish a lab organizer to facilitate the implementation of labs in the science classes.	Science department chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct bi-monthly laboratory hands-on activities using inquiry-based thinking skills for all science classes.	Science department chairperson Science department teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize district SPI site to monitor student achievement levels.	Assistant Principal of Curriculum Science teachers	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Provide training to science teachers on the use of Edusoft in order to create benchmark-driven assessments.	Assistant Principal of Curriculum Science Department chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use lab reports in all science classes to promote reading, writing, math and data interpretation skills.	Assistant Principal of Curriculum Science Coach Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Hire a science coach to assist teachers in lesson planning, focus calendars, and modeling of lessons.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	51832
Monitor the new Integrated Science classes through classroom visitations to ascertain the compliance with district lesson plans and labs.	Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0

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 2008 Science SSS Florida Comprehensive Assessment Test. Also, the teachers are following the Secondary Pacing Guides and implementing the Integrated Science curriculum with the corresponding lesson plans and labs.

Professional Development



School Improvement Plan 2007-2008



Professional Development activities include:

1. Pacing guides 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
6. Integrated Science trainings

Evaluation

Performance in science will be evaluated by the 2008 FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement 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 4800 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 school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Update school website to include events for parents	Network Administrator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Update the school marquis to reflect events for parents	Network Administrator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Send parent information materials to local newspapers	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain a school site Parent Resource Center	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct parental mailings to inform parents of upcoming events.	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	2000
Utilize automated telephone calling service Connect-ED to inform parents of upcoming events.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create and distribute school parent logs for all faculty to use to document parental involvement.	Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the amount of parents who attend school functions as revealed in parent logs on a nine weeks basis	Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	500
Host Parent Academy classes at the school to assist parents in areas of parental concern.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0

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

Professional Development activities include:

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

Evaluation

Felix Varela Senior High will evaluate these strategies by comparing the 2007-2008 parent logs with those from the previous year.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety 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. The 2006-2007 end-of-the-year faculty reflection sheets revealed the concern over the use of electronic devices on school property and the issue of a student dress code. The leadership team met with students, parents, and other stakeholders and achieved consensus on a "No visible" electronic device policy as well as the voting in of a uniform dress code for this new school year. Both these new policies have been created to ensure a safer and more secure learning environment for students without the distractions of cell phones, IPODs, etc. 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. During the 2006-2007, the number of suspensions decreased by over 10 percent. It is the school's goal to lower this amount by again by ten percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create an "Adopt a Viper" program where faculty/staff "adopt" a student for the year.	Faculty	8/20/2007	6/5/2008	Student Wellness	0
Schedule an orientation for every class at the start of the school year to review discipline and safety issues	Administration	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Develop the Progressive Discipline Plan for the school.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor on a nine week's basis the Data Base Referral Additions for the school	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide an established peer mediation program for every student involved in a violent act.	Student Services Department	8/20/2007	6/5/2008	Student Wellness	0
Establish a safety committee comprised of faculty, staff, students and parents which meets on a monthly basis.	Assistant Principals	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Provide professional development for Student Services personnel in the areas of discipline and safety.	Student Services chairperson	8/20/2007	6/5/2008	Student Wellness	0
Provide after school detentions, work detail, and Saturday school as an alternative to suspension.	Administration	8/20/2007	6/5/2008	Truancy Prevention	5000
Schedule a New Student Orientation program in the evenings where the parents and incoming ninth graders are inform of the school's discipline and safety policies.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	2000
Purchase student agendas which incorporate the school's discipline and safety policies.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	9400
Schedule class visitations by the administration to discuss safety/discipline issues throughout the school year	Administration Student Services department	8/20/2007	6/5/2008	Safe and High-quality Facilities	0

Research-Based Programs

N/A

Professional Development

Professional Development activities include:

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 2008 Cognos reports to evaluate the effectiveness of the school-wide plan when compared with the previous year's data.

Technology Goal

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

Florida Education Priorities

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"/>

Technology 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. With the new district-wide grade book, teachers have requested more formal training in the various components of the program and the school’s professional development calendar has already designated specific dates and times for this training.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of technology as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase multi-user printers.	Network administrator	8/20/2007	6/5/2008	Continuous Improvement Model	6000
Purchase toner supplies for Small Learning Communities.	SLC Chairperson	8/20/2007	6/5/2008	Secondary School Reform	10000
Provide teacher training in the usage of the district's SPI program.	Technology Cohort of teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Survey all teachers regarding the integration of technology in the classroom	Network Administrator	8/20/2007	6/5/2008	Education Innovation	0
Design specific professional development that addresses the integration of technology into the classroom.	Assistant Principal for Curriculum Professional Development Team/Network Administrator	8/20/2007	6/5/2008	Continuous Improvement Model	5000
Upgrade computer switches for faster and more dependable use of the back bone.	Network Administrator	8/20/2007	6/5/2008	Other/ Not Applicable	50000
Purchase Carnegie Cognitive Tutor multi year licenses to insure continuity of the program.	Math Department Chairperson	8/20/2007	6/5/2008	Education Innovation	20000
Provide handheld scanners to teachers to maintain accurate textbook/fee inventories.	Department Chairpersons	8/20/2007	6/5/2008	Education Innovation	0
Purchase digital photography cameras and digital recorders to enable teachers and staff to use during lessons.	Principal	8/20/2007	6/5/2008	Education Innovation	10000
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	8/20/2007	6/5/2008	Continuous Improvement Model	44000
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	8/20/2007	6/5/2008	Continuous Improvement Model	5000

Research-Based Programs

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

Professional Development

Professional Development activities include:

1. Integrating of technology into the classroom
2. Technology coaches or mentors
3. Professional Development Teams
4. Edusoft training
5. SPI Training
6. Grade book training

Evaluation

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

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness 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 2006-2007 FITNESSGRAM assessment data reveals that 72 percent of the students were award winners. This is a 4 percent increase from the previous school year.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will improve their health/fitness level as evidenced by 50 percent of the students meeting optimal standards on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Establish a new aerobics program to improve student overall health and fitness	Adminstration	8/20/2007	6/5/2008	Student Wellness	0
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	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Hire an academy leader to assist in the establishment of a Sports Medicine academy to promote students overall health and fitness	AdministrationAcademy Leader	8/20/2007	6/5/2008	Secondary School Reform	51832
Send letters home to parents/guardians reflecting FITNESSGRAM 8 results	Individual Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Utilize the FITNESSGRAM 8 program to administer a pre-test to determine baseline measures.	Physical Education department	8/20/2007	6/5/2008	Student Wellness	0
Conduct a post-test through the FITNESSGRAM 8 program to compare the pre- and post-test data.	Physical Education department	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

The school will utilize the Moving into the Future: National Standards for Physical Education, The National Association for Sports and Physical Education to monitor the health and fitness of the students.

Professional Development

Professional Development activities include:

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.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas 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 a career pathway. The second year of the academy course begins the formal certificate program for students. In the last three years there has been a decrease in the student enrollment in specific areas: Engineering, Aerospace, Graphic Design, and Drafting and Architecture. These academies are in danger of closing due to low enrollment numbers. To assist these academies, a vocational wheel course was created where ninth graders have a nine weeks of each in the hopes that when applying for an academy at the end of their ninth grade year, more students will apply for these academies. At the same time, two new academies have been created, the Sports Medicine/Sports Administration and Global Studies academies, due to student interest.

Measurable Objective

Given emphasis on the benefits of participating in an academy program, the number of students enrolled in one of the eleven academies by their tenth grade year will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year database.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Academic Enrichment Opportunities	51832
Schedule feeder pattern visits to discuss individual academies.	Academy teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Develop a feeder pattern articulation calendar	Student Services Department Academy teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue Small Learning Communities for all ninth grade students.	Principal Assistant Principal of Curriculum	8/20/2007	6/5/2008	Secondary School Reform	0
Organize an Academy Day walk-through for the Freshman Experience students.	Academy leader Academy teachers Freshman Experience teachers	8/20/2007	6/5/2008	Secondary School Reform	0
Create an academy brochure for each career pathway.	Academy teachers	8/20/2007	6/5/2008	Secondary School Reform	4000
Develop a recruitment campaign for each career pathway.	Academy teachers	8/20/2007	6/5/2008	Secondary School Reform	3000
Create a recruitment video that highlights each academy.	Academy teachers TV Production staff	8/20/2007	6/5/2008	Education Innovation	200
Plan an innovative and specific articulation process	Academy teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Develop electives in each academy strand that will allow students to complete the program.	Academy teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Offer a \$2,000 supplement for 6 teachers to serve as Small Learning Community leaders.	Principal	8/20/2007	6/5/2008	Secondary School Reform	12000

Research-Based Programs

N/A

Professional Development

Professional Development activities include:

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

Evaluation

Felix Varela Senior High school will compare the 2007-2008 academy enrollment database with the previous year's information.

Return On Investment Goal

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Felix Varela Senior High's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

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 state-wide.

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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to student programs.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities by partnering with community agencies.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0

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.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduation (High Schools Only) 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 75 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 76% percent when compared to the previous year's data.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review exit interviews in order to identify students' future plans.	Career Specialists Student Services Department	8/20/2007	6/5/2008	Other/ Not Applicable	0
Research community partnerships.	Academy Teachers Career Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create new academies based upon student interest.	Administration Academy Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review academies within the school community to view percent of students completing each program.	Academy Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop community partnerships in order to establish internship programs for students.	Administration Academy Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify a school-based leadership team in order to analyze the graduation data and alternatives to be offered to students.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	Other/ Not Applicable	20000

Research-Based Programs

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

Professional Development

Professional Development activities include:

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

Evaluation

The school will compare the 2008 graduation rate with the previous year's data.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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 2007-2008 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 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:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	111832
Mathematics	94832
Writing	51000
Science	52832
Parental Involvement	2500
Discipline & Safety	16400
Technology	150000
Health & Physical Fitness	51832
Electives & Special Areas	71032
Return On Investment	0
Graduation (High Schools Only)	20000
Total	622260



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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