Felix Varela Senior High School

2016-17 Schoolwide Improvement Plan

Felix Varela Senior High School

15255 SW 96TH ST, Miami, FL 33196

http://www.varelahs.com/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Felix Varela Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Felix Varela's students are from predominantly Hispanic families who have migrated to Miami from countries throughout the Caribbean and Latin America. Commitment to shared values and beliefs is evident in documents and the decision making processes of the school. Evidence indicates a strong commitment to instructional practices and pedagogies that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills across all levels of education that are sensitive to the myriad of cultures that are in residence at Felix Varela. This commitment is always reflected in communication between leaders, staff, and students to address the unique learning needs of all students at all levels of proficiency as well as those with other learning needs, such as speakers of other languages.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

By fostering an environment of respect, integrity, and communication between leaders, staff, and students, Felix Varela works to plan, implement, and execute policy and procedures that ensure a safe and equitable learning environment for all students before, during, and after school. School leaders have adopted or created clear and documented expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations and measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. The results of improvement efforts are evaluated and interventions are implemented as necessary in order to maintain an environment that prioritizes student health, safety, and respect.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Felix Varela Senior High School will follow all guidelines stipulated in the M-DCPS Code of Student Conduct. Students are expected to comply with all rules and regulations and will be held to the highest standards of excellence. Students not complying with the school rules and policies will face disciplinary action as outlines in the Code of Student Conduct. Developing a strong communication with the student's guardian and Student Services is essential to improving the student's behavior in the classroom. An incentive program for students identified by the faculty and administration as modeling good behavior has been established. Students designated as "Model Vipers" will be recognized by participating in in-house field trips, off campus field trips, ice cream and pizza parties, and gift certificates. Community partners and the Parent Teacher Student Association (PTSA) have joined to support this school-wide effort. By modeling and promoting desirable behaviors, the administrators and staff are able to enforce expectations and provide interventions for undesirable behavior. The Administration has created after-school detention hall for students that violate the Code of Student Conduct. The Administration will utilize after-school detentions as a means of enforcing rules without implementing a suspension. Students are required to complete home learning assignments during their time in detention. The Administration will identify teachers that are highly effective with classroom management strategies. Those teachers will provide classroom management professional development strategies aligned to correcting disruptive behavior. Additionally, the Professional Development will focus on reducing and eliminating undesirable behavior. Once implemented, the faculty will compile a "Best Practices" list of strategies that will be available for all staff members via Varela's Collaboration Site. Further Professional Development, on Secondary Early Release Days, will be provided to faculty members by high performing teachers on methods of developing effective classroom behavior. Security Staff will receive best practice methods, compiled from the Assistant Principals on means of confronting students that will de-escalate a potential high emotional issue. Many suspensions will thus be prevented by the manner in which the security personnel handle a disruptive student. Lastly, the Administration will meet with members of the PTSA, during monthly PTSA meetings, for input on alternatives to suspensions in an effort to engage the stakeholders in the behavioral modeling and corrective process. Through a collaborative process, effective alternative to suspension methods will be created and infused.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. Students who are identified as needing additional educational assistance are provided with an individual education plan (IEP) that stipulates accommodations for students with unique educational challenges to ensure that they are provided with equitable education that meets their needs. In addition, counseling services may be provided to students in the form of social classes such as: character education, bullying prevention, and cultural tolerance among others as needed. The following agencies are provided to parents when seeking outside assistance: Family Counseling Service (Families and Schools Together - FAST), Jackson Memorial Hospital Child and Adolescent Psychiatry, Breakthrough Miami, and Miami Behavioral Health Center. The Administration and Guidance Counselors will provide resources from these agencies to parents in an effort to improve student behavior in school.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Felix Varela Senior High uses are variety of early warning indicators in order to address students concerns in a timely manner that allows to plan for student success. Among these indicators is attendance at or below ninety percent; students with one or more suspensions; students who have failed in either ELA or mathematics; and students who have scored a level 1 in the statewide standardized assessments and are indicated as being in the lowest 25 percentile of testing; retention rate for students; Students who exhibit a Grade Point Average of less than 2.0; Students in grade nine who were absent from school one or more days within the first twenty days of school; and students who failed two or more courses in any subject area.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	47	57	68	219
One or more suspensions	0	0	0	0	0	0	0	0	0	9	12	7	17	45
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	89	129	87	68	373
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	249	179	150	129	707
Retention	0	0	0	0	0	0	0	0	0	10	7	11	38	66
GPA Less than 2.0	0	0	0	0	0	0	0	0	0	195	191	159	86	631
Grade 9 students with > 1 absence in first 20 days of school	0	0	0	0	0	0	0	0	0	110	0	0	0	110
Failed two or more courses in any subject	0	0	0	0	0	0	0	0	0	54	190	164	132	540

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	170	102	142	125	539

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intervention strategies include all of the following activities in order to ensure student success:

- Recognition programs such as "Spot Success" to recognize students making progress.
- Professional development activities designed to assist teachers with intervention strategies for students exhibiting warning indicators, including modeling and peer mentoring for new and emerging teachers which are implemented during early release days and teacher planning days.
- Data Chats for students who are performing below the expected level and for the at-risk cohorts.
- Targeted tutoring sessions after school. and on weekends in order to assist students with addressing areas of weaknesses in core subject area.
- Academic Crossfit interventions for all core content areas between teachers and students to allow for increased feedback and mentoring in all core academic courses directed toward struggling students.
- Parent contact, and conferencing for students who display absences at or above the acceptable level
- Student attendance contracts, outlining interventions, consequences, and expectations for students who are absent regularly.

- Truancy interventions with students who display truant behaviors
- Seventh period course recovery options for students who have failed ELA and/or mathematics.
- Open session peer tutoring sessions available for all students before and after school.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Felix Varela Senior High believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in school educational planning and operations.
• The number of parent engagement opportunities offered in the school year will increase by 2%
• The number of parents in attendance at parent engagement opportunities will increase by 2%
• The percent of parents who participated in parent engagement opportunities will increase by 2%
• The percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s)
participated in one or more parent engagement opportunities will increase by 2%
Parents do not update information once they move or change their contact information. Thus, the information on ISIS is outdated and inaccurate. Time and job pressure keeps parents from attending school functions.
• Host events at varied times to include morning and evening events, enabling parents to participate and become involved in school activities.
• Teachers will utilize telephone calls, school website, school app, and emails to contact parents.
• Display hard copies of parent flyers and information of events in the school's main office and also in the Parent Resource Center for parents to view.
• Keep parents informed through various sources such as parent letters, flyers, Connect Ed messages, posting on the school's Webpage, progress report and report cards, informational letters that go along with instructional software and how to implement it at home, FAIR reports, Reading Plus reports, FSA results and data interpretations provided by the State's Department of Education.
• Provide opportunities for the participation of parents with limited English proficiency and parents with disabilities through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services as needed and assistance upon request for those parents.
Teachers, Department Chairpersons, and Administration will monitor the above mentioned strategies. Communication Logs, sign in sheets and meeting agendas will be collected each grading period and contact data will be analyzed.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Felix Varela High School has a Dade Partners Program with different businesses, governmental, community organizations, and law enforcement agencies. They provide incentives to promote and

support students' attendance, behavior,and academic achievement. Felix Varela has an active parent, teacher, students association (PTSA) that supports the school's mission and vision in order to assist school personnel in building and maintaining a challenging and safe learning environment.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fins, Nery	Principal
De Miranda, Tatiana	Assistant Principal
Holbrook, Angela	Assistant Principal
Rogers, Marina	Teacher, K-12
Sanchez, Rodolfo	Teacher, K-12
Casas, Gracian	Instructional Technology
Yero, Madeline	School Counselor
Nava, Susana	Teacher, K-12
Hernandez, Lissette	Teacher, K-12
Mojica, Randy	Teacher, K-12
Escobar, Carlos	Teacher, K-12
Mendoza, Anadalia	Teacher, K-12
Brown, Alvin	Assistant Principal
Gambale, Jennifer	Teacher, K-12
Townsend, Nichole	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1 (Leadership Team)

• Nery Fins, Principal- will ensure that the school-based team is implementing MTSS.
• Wendy Barnett, Assistant Principal of Curriculum- will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
• Tatiana De Miranda, Assistant Principal- Oversees writing and implementation of the School Improvement Plan (SIP), Internships, Attendance, Educational Excellence Advisory Council (EESAC).
• Angela Holbrook, Assistant Principal- Oversees planning and implementation of the school educational technology plan, payroll, ELL.
• Alvin Brown, Assistant Principal- Oversees security of the building, plant operation, capital improvement, security and Dual Enrollment.
• Marina Rogers, LA Department Chair; Susana Nava, Math Department Chair; Rodolfo Sanchez, ELL Department Chair; Charlotte Stewart, Reading Chair; Lissette Hernandez, Social Science Chair- will provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate FCAT/

AP/PSAT/SAT/CELLA materials/instruction with classroom activities.
• Nicole Townsend, Exceptional Student Education Program Specialist- will participate in student data collection, integrate core instructional activities/materials into cross-disciplinary instruction, provide the necessary accommodations, and collaborate with general education teachers through such activities as co-teaching and inclusion models.
• Charlotte Stewart, Reading Chair and Literacy Team- will develop, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, the Reading Department Chair identifies systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies, assists with the whole school screening programs that provide early intervening services for students considered to be "at risk," supports in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.
• Gracian Casas, Technology Specialist will develop and implement technology necessary to manage and display data, provide professional development and technical support to teachers and staff regarding data management and display in Edusoft Data Management Software.
• Madeline Yero, Student Services Department Chair - will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families to support the student's academic, emotional, behavioral, and social success.

Tier 2

Wendy Barnett, Assistant Principal of Curriculum; Marina Rogers, LA Department Chair; Susana Nava, Math Department Chairs; Rodolfo Sanchez, ELL Department Chair; Charlotte Stewart, Reading Chair; Lissette Hernandez, Social Science Chair – will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

Tier 3
Wendy Barnett, Assistant Principal of Curriculum; Marina Rogers, LA Department Chair; Susana Nava, Math Department Chair; Rodolfo Sanchez, ELL Department Chair; Charlotte Stewart, Reading Chair; Lissette Hernandez, Social Science Chairs , and parent/guardian– will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership Team will:
1.Use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavior data to evaluate progress in order to address the following important questions:
What will all students learn? (curriculum based on standards)
How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular grade level team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Hold Tier 2 problem solving monthly meetings to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.

3. Select students following SST guidelines for SST Tier 3 intervention.

The MTSS Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the MTSS Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

Federal funds like IDEA will be used to purchase materials and equipment necessary to enhance the education of the SPED population at the different settings at Varela. The monies will be utilized to order classroom supplies that will assist the SPED population meet their educational goals within the least restrictive environment. The following exceptionalities are serviced in our school: Orthopedically Impaired, Speech Impaired, Language Impaired, Deaf or Hard of Hearing, Visually Impaired, Emotional/Behavioral Disabilities, Specific Learning Disabled, Autism Spectrum Disorder, Traumatic Brain Injured, Other Health Impaired and Intellectual Disabilities.

In compliance with state and federal rules, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree, federal funds from Title III grant focuses on providing supplemental professional development to teachers of ELLs, and on providing scientifically research-based academic programs to assist ELL academic achievement and English language acquisition. We have 305 ELL students being serviced in our school.

All students are provided with free breakfast every day. All students are provided the opportunity to apply for free and reduced lunch. Once the application process is complete, those students who qualify; participate in the program.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Nery Fins	Principal
Rodolfo Sanchez-ESSAC Chairperson	Teacher
Paulette Atkinson	Teacher
Raisa Francisco	Teacher
Carlos Escobar- Alternate Teacher	Teacher
Sharon Coleman	Education Support Employee
Ada Diecidue- Alternate Educational Support	Education Support Employee
Daniel Acevedo	Parent
Ingrid Ferguson	Parent
Sayda Vigueras	Parent
Lissett Del Rosario	Parent
Adriana Camacho	Parent
Lorraine Real	Parent
Gladys Reyes- Alternate Parent	Parent
Naileth Soto	Student
Alejandra Dieguez- Alternate Student	Student
Sue Giorgi	Business/Community
Catherine Laroche	Teacher
Sharon Hyatt	Teacher
Ana Acevedo	Parent
Elisa Dean	Parent
Catherine Sanabria	Parent
Estephanie Gomez	Student
Georgette Saer-Alternate Student	Student
Anaoush McNamee	Business/Community
	Student
	Student
Pablo Gomez-UTD	Teacher
Wendy Barnett-APA	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews and monitors the progress of the School Improvement Plan on schedule meetings throughout the school year. Feedback was provided by the leadership team on the results of district interim assessments and progress towards the school's goals. Appropriate intervention strategies and adjustments were made as needed.

b. Development of this school improvement plan

The School Advisory Council meets the third Tuesday of each month throughout the year. The School Advisory Council makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body of the plan. The School Advisory Council discusses issues and concerns brought forth by stakeholders.

c. Preparation of the school's annual budget and plan

The principal shares all aspects of the school's budget with members of the school's School Advisory Committee.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Advisory Council will continue to support the the goals delineated in the School Improvement Plan to improve student achievement. Funds will be allocated based on need and approved by the School Advisory Council. The School Advisory Council presently has specific projected use of funds, and procedures will be adhered to as needs arise. Provide incentives for students with improved attendance.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Fins, Nery	Principal
Barnett, Wendy	Assistant Principal
Pagan, Agnes	Instructional Media
Rogers, Marina	Teacher, K-12
Fernandez, Esther	Teacher, K-12
Stewart, Charlotte	Teacher, K-12
pr7781@dadeschools.net, Monica Suarez	Teacher, K-12
Babich, Monica	Teacher, K-12
Escobar, Diane	Teacher, K-12
Echemendia, Mayra	Teacher, K-12
Dymond, Sheila	Teacher, K-12
pr7781@dadeschools.net, Elizabeth Cardenas	Teacher, K-12
Reyes, Graciela Reyes	Teacher, K-12
Lasseguue, Pascale Lasseguue	Teacher, K-12
Bukens, Lara	Teacher, K-12
Nogueira, Ricardo	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions across disciplines. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum that are aligned with Florida Standards (LAFS and MAFS). The initiatives may include modeling effective strategies for teachers, providing professional development, facilitating the use of differentiated instruction, providing professional development in the areas of student progress monitoring, and analyzing student data in accordance with the District's Comprehensive Research-based Reading Plan (CRRP).

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Felix Varela implements curriculum teams to facilitate collaborative efforts, curriculum aligned with Florida Standards, and model best practices to encourage engagement in rigorous instruction. Teachers are engaged in cross-curricular planning for alignment of content between subject areas to ensure purposeful and engaging instructional activities.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The following strategies will be supervised by the administrative team.
1. Networking with other schools to recruit personnel
2. Placement of student classroom observers and interns
3. Regular meetings with new teachers
4. Participation in the Mentoring and Induction for New Teachers (MINT) Program

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentee will be paired with a mentor within their academic department. A mentor teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, and/or a MINT certified site-based mentor.
The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and provide feedback and coaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The curriculum is designed to provide students the opportunities to be successful at the next level. The school provides an array of courses that are aligned with the Florida Standards (LAFS and MAFS) and these courses are currently blending Florida Standard into their curricula in preparation

for full implementation in all core classes. Data from student assessments are used to monitor and adjust curriculum instruction and to insure vertical and horizontal alignment with the school's goals for achievement and purpose. The continuous improvement process insures that vertical and horizontal alignment is maintained. Teachers adjust instructional strategies and interventions to address the individual needs of the students and to align student expectations with the learning goals set forth in the Florida Standards. The school's technology plan assists in the professional development of pedagogically sound and rigorous use of technology as an instructional resource.

Grading and reporting are based on clearly defined criteria and represent the attainment of content knowledge and skills throughout the year based on the Florida Standards. Teachers are consistently using the common grading and reporting policies, procedures across grade levels and courses. Stakeholders are informed of policies and procedures and they are regularly evaluated. The faculty handbook, student progression plan, student handbook, meeting agendas, and school level document and survey evidence that grading and reporting are based on clearly defined criteria which are aligned with the Florida Standards. Staff members participate in professional development that meets the school's purpose and direction. Professional development is planned based on Needs Assessment conducted by the professional development liaison.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
The data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding professional development
• create student growth trajectories in order to identify and develop interventions
Managed data will include:
1. Academic
Topic Tests
Power BI
• FAIR assessment
• Interim assessments
• Reading Plus
• Reading 180
• Systems 44
• FSA
• CELLA
• Edgenuity
• Achieve 3000
• Data Management System- G2D
• School site specific assessments
2. Behavior

• Student Case Management System
• Detentions
• Suspensions/expulsions
• Team climate surveys
• Attendance
• Referrals to special education programs

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,680

Implement tutoring during and after school two times per week utilizing Ladder to Success Coach, Florida Standard Base Instruction Supplemental material to further enrich reading application skills.

Strategy Rationale

The school uses research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to all students.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnett, Wendy, wbarnett@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class; as well as assessments. Teachers also use the progress reports available through Systems 44, Reading 180, Achieve 3000, and Reading Plus to monitor progress and guide instruction.

Strategy: After School Program

Minutes added to school year: 1,200

Implement Title III Supplemental Tutoring Academy.

Strategy Rationale

The school uses research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnett, Wendy, wbarnett@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class; as well as assessments. Teachers also use the progress reports available through Systems 44, Reading 180, Achieve 3000, and Reading Plus to monitor progress and guide instruction.

Strategy: Weekend Program

Minutes added to school year: 800

Implement EOC Saturday tutoring sessions.

Strategy Rationale

The school uses research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnett, Wendy, wbarnett@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class, as well as assessments.

Strategy: Before School Program

Minutes added to school year: 1,200

Implement Title III Supplemental Tutoring Academy.

Strategy Rationale

The school uses research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnett, Wendy, wbarnett@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class as well as assessments. Teachers also use the progress reports available through Systems 44, Reading 180, Achieve 3000, and Reading Plus to monitor progress and guide instruction.

Strategy: Weekend Program

Minutes added to school year: 900

Implement academic tutoring.

Strategy Rationale

The school uses research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnett, Wendy, wbarnett@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers monitor student progress daily through academic grading in classwork, homework, and participation in class as well as assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Felix Varela the counseling and student services department provide annual orientations for each grade level that ensure the timely and smooth transition between grade levels and school levels. In addition, all students are provided with counseling services for articulation and transition into the new school year. Within the school levels, the school addresses student advancement implementation practices that ensure that students are aware of the graduation requirements for high school as well as the admission requirements for post secondary institutions. Varela implements a rigorous program of interventions to address the at-risk for graduation cohorts to ensure credit recapture and testing requirements to increase the percentage of on time graduation.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Felix Varela supports the Secondary School Reform, Articulation, Transition, and Orientation to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Varela's Student Services Department provides each student with a one-on-one conference during the subject selection process. Additionally, in order to keep parents involved and informed, Varela's Administration requires all subject selection forms to be reviewed and approved by a parent/guardian.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Felix Varela offers to all incoming freshmen the opportunity of being in an academy of their choice. Each academy involves internships, mentorships and other options that allow students to see the relevance of their course of study in terms of "real life." The Career Academies include Health Science, Information Technology, and Communications. Additionally, Felix Varela Senior High School offers three Magnet Programs that align with student interests. The three magnet programs consist of Global Studies, Veterinary Science, and iPrep. Each of these programs allows students to participate in internship programs. All internship programs align with student interests which are relevant to their future. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Students will be provided with tutoring sessions that improve readiness for post secondary admissions testing; this includes integrated curricular development in certification areas, SAT/ACT, and PERT testing.

Teachers will implement baseline, practice and/or readiness exams or activities throughout instruction to ensure progress.

Students will attend after-school tutoring to prepare for certification exams; student success on practice exams will be evaluated and areas of weakness will be retaught.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Teachers will attend workshops to maintain current knowledge on exam content; teachers will obtain industry certification where appropriate.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Core Instruction: We will increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Core Instruction: We will increase student achievement by improving core instruction across all content areas. `1a`

🔍 G088014

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Math - All Students	67.0
Bio I EOC Pass	69.0

Targeted Barriers to Achieving the Goal `3`

- Limited Integration of Instructional Technology.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Model Classrooms; Year at a Glance Data; FAIR-FS Assessment Data; Curriculum Council; Lead Teachers; District Support Specialists; Technology Integration; Bring Your Own Device Initiative; Rotation of Computer Labs; Motivated Staff; Professional Development Growth Opportunities; Multiple Afterschool and Weekend Interventions; Interactive Media Center; Reading Programs to include: Reading Plus, Prep Works; Read 180. Math Programs to include Algebra Nation, Edgenuity, Khan Academy, and Kuta Software.

Plan to Monitor Progress Toward G1. `8`

Data disaggregation, Mid-Year Assessments, Topic Tests, and the Florida Standards Assessments or EOC's.

Person Responsible
Wendy Barnett

Schedule
Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion
Formative: Classroom assessments, Mid-Year Assessments, District Topic Tests, and student work. Summative: Results for the 2016 Florida Standards Assessments and EOC.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

| **G** = Goal | **B** = Barrier | **S** = Strategy |

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. Core Instruction: We will increase student achievement by improving core instruction across all content areas. `1`

🔑 G088014

G1.B2 Limited Integration of Instructional Technology. `2`

🔑 B234014

G1.B2.S1 Use more technology rich activities to increase student achievement in the classroom. Professional Development will be offered by department to provide the necessary skills for teachers to integrate technology in their classes. `4`

🔑 S246810

Strategy Rationale

Educational technology have inspired powerful new ways for learners to engage with all kinds of content and activities in their own self-direct learning experiences.

Action Step 1 `5`

Provide professional development across all content areas on the effective implementation of technology in the classroom.

Person Responsible

Angela Holbrook

Schedule

Monthly, from 8/20/2016 to 6/8/2017

Evidence of Completion

Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Technology Professional Development to improve student achievement

Person Responsible

Angela Holbrook

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Technology Professional Development will be conducted during Non-Opt Teacher Planning Days, Early Release Days, and have Department Chairs report on progress within their department.

Person Responsible

Angela Holbrook

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M333934	Data disaggregation, Mid-Year Assessments, Topic Tests, and the Florida Standards Assessments or...	Barnett, Wendy	8/22/2016	Formative: Classroom assessments, Mid-Year Assessments, District Topic Tests, and student work. Summative: Results for the 2016 Florida Standards Assessments and EOC.	6/8/2017 quarterly
G1.B2.S1.MA1 🔑 M333932	Technology Professional Development will be conducted during Non-Opt Teacher Planning Days, Early...	Holbrook, Angela	8/22/2016	Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points	6/8/2017 quarterly
G1.B2.S1.MA1 🔑 M333933	Technology Professional Development to improve student achievement	Holbrook, Angela	8/22/2016	Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points	6/8/2017 quarterly
G1.B2.S1.A1 🔑 A320716	Provide professional development across all content areas on the effective implementation of...	Holbrook, Angela	8/20/2016	Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points.	6/8/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Core Instruction: We will increase student achievement by improving core instruction across all content areas.

G1.B2 Limited Integration of Instructional Technology.

G1.B2.S1 Use more technology rich activities to increase student achievement in the classroom. Professional Development will be offered by department to provide the necessary skills for teachers to integrate technology in their classes.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of technology in the classroom.

Facilitator

Lara Bukens, PD Liaison

Participants

Instructional Staff

Schedule

Monthly, from 8/20/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	**Provide professional development across all content areas on the effective implementation of technology in the classroom.**				**$7,250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	7781 - Felix Varela Senior High Schl	General Fund		$3,000.00
			Notes: Notes			
			7781 - Felix Varela Senior High Schl	General Fund		$1,250.00
			7781 - Felix Varela Senior High Schl	School Improvement Funds		$3,000.00
					Total:	**$7,250.00**