

Miami-Dade County Public Schools

Felix Varela Senior High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

	2016-17	2015-16	2014-15	2013-14
Year	C	C	B*	B
Grade				

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Felix Varela Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 outlined 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: Institute for Child & Family Health, Switchboard of Miami, CHI Behavioral Health Care, Nicklaus Children's Hospital, Jackson Memorial Hospital Child and Adolescent Psychiatry, Miami Behavioral Health Center, Psych Solutions, Inc., FIU - Childhood Anxiety & Phobia Program, and ACE - Academy for Community Education. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 a 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	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	112	161	98	382	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	243	232	306	237	1018	
Retention	0	0	0	0	0	0	0	0	0	11	6	12	39	68	
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	44	0	0	0	44	
Failed two or more courses in any subject	0	0	0	0	0	0	0	0	0	54	180	144	132	510	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	232	94	227	124	677	

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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%
- 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.

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

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
Yero, Madeline	School Counselor
Mojica, Randy	Teacher, K-12
Escobar, Carlos	Teacher, K-12
Brown, Alvin	Assistant Principal
Townsend, Nichole	Teacher, K-12
Aviles Knight, Lisa	Assistant Principal

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.
- Lisa Aviles-Knight, Assistant Principal of Curriculum- will schedule and facilitate regular Rtl 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; will provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate FSA/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.
- 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.

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.

Tier 3

Felix Varela provides an additional layer of support for students who need additional instructional and/or behavioral support.

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.

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
Sharon Coleman	Education Support Employee
Ada Diecidue- Alternate Educational Support	Education Support Employee
Elisa Dean	Parent
Catherine Sanabria	Parent
Georgette Saer	Student
Anaoush McNamee	Business/Community
Pablo Gomez-UTD	Teacher
Gabriela Dean-Alternate Student	Student
Ericka Simpson	Parent
Agnes Silva	Teacher
Ryan Schneider	Teacher
Ashley Diaz	Teacher
Nicole Townsend	Teacher
Rosemary Valentin	Parent
Claudia Borrero	Parent
Grace Aguilar	Parent
Maria Donate	Parent
Rodolfo Sanchez-EESAC Chairperson	Teacher
Sandra West	Parent
Raisa Francisco	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Pagan, Agnes	Instructional Media
Rogers, Marina	Teacher, K-12
Fernandez, Esther	Teacher, K-12
Stewart, Charlotte	Teacher, K-12
Suarez, Monica	Teacher, K-12
Escobar, Diane	Teacher, K-12
Echemendia, Mayra	Teacher, K-12
Dymond, Sheila	Teacher, K-12
Casal, Teresa	Teacher, K-12
Reyes, Graciela	Teacher, K-12
Lasseguue, Pascale Lasseguue	Teacher, K-12
Bukens, Lara	Teacher, K-12
Nogueira, Ricardo	Teacher, K-12
Aviles-Knight, Lisa	Assistant Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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
- Read 180
- Systems 44
- FSA
- CELLA
- Edgenuity
- Achieve 3000
- Data Management System- G2D
- School site specific assessments

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: Before School Program

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

De Miranda, Tatiana, tdemiranda@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

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

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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

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. If core instruction is improved in all content areas, then student achievement will increase

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. If core instruction is improved in all content areas, then student achievement will increase 1a

G096769

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
Algebra I EOC Pass Rate	
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 desegregation, Mid-Year Assessments, Topic Tests, and the Florida Standards Assessments or EOC's.

Person Responsible

Lisa Aviles-Knight

Schedule

Quarterly, from 8/24/2017 to 6/4/2018

Evidence of Completion

Formative: Classroom assessments, Mid-Year Assessments, District Topic Tests, and student work. Summative: Results for the 2017 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. If core instruction is improved in all content areas, then student achievement will increase 1

G096769

G1.B2 Limited Integration of Instructional Technology. 2

B260294

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

S275724

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. The professional developments will assist teachers acquire the skills to connect and access the students and heighten our awareness of our school culture.

Action Step 1 5

Provide professional development across all content areas on how learning gains are calculated and identify lowest 25% and bubble students.

Person Responsible

Lisa Aviles Knight

Schedule

On 9/12/2017

Evidence of Completion

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

Action Step 2 5

Monthly department meetings to discuss student achievement data by content area and conduct student data chats.

Person Responsible

Lisa Aviles-Knight

Schedule

Monthly, from 8/24/2017 to 5/17/2018

Evidence of Completion

Department meeting sign in sheets and data binders

Action Step 3 5

Providing professional development for teachers to increase student engagement.

Person Responsible

Lisa Aviles-Knight

Schedule

Quarterly, from 10/18/2017 to 5/17/2018

Evidence of Completion

Sign in sheets, agendas

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

Monitor use of technology during classroom instruction.

Person Responsible

Angela Holbrook

Schedule

Quarterly, from 8/24/2017 to 6/4/2018

Evidence of Completion

Walk-throughs

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

Use data from topic exams, mini-assessments, FAIR, and/or interim assessments.

Person Responsible

Lisa Aviles-Knight

Schedule

Quarterly, from 8/24/2017 to 6/4/2018

Evidence of Completion

Data from assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1 A370493	Provide professional development across all content areas on how learning gains are calculated and...	Aviles Knight, Lisa	9/12/2017	Meeting agenda, Sign-in sheets, Handouts, Classroom walkthroughs, Professional Development Master Plan Points.	9/12/2017 one-time
G1.B2.S1.A2 A370494	Monthly department meetings to discuss student achievement data by content area and conduct student...	Aviles-Knight, Lisa	8/24/2017	Department meeting sign in sheets and data binders	5/17/2018 monthly
G1.B2.S1.A3 A370495	Providing professional development for teachers to increase student engagement.	Aviles-Knight, Lisa	10/18/2017	Sign in sheets, agendas	5/17/2018 quarterly
G1.MA1 M398877	Data desegregation, Mid-Year Assessments, Topic Tests, and the Florida Standards Assessments or...	Aviles-Knight, Lisa	8/24/2017	Formative: Classroom assessments, Mid-Year Assessments, District Topic Tests, and student work. Summative: Results for the 2017 Florida Standards Assessments and EOC.	6/4/2018 quarterly
G1.B2.S1.MA1 M398875	Use data from topic exams, mini-assessments, FAIR, and/or interim assessments.	Aviles-Knight, Lisa	8/24/2017	Data from assessments	6/4/2018 quarterly
G1.B2.S1.MA1 M398876	Monitor use of technology during classroom instruction.	Holbrook, Angela	8/24/2017	Walk-throughs	6/4/2018 quarterly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase

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, school, and district to provide the necessary skills for teachers to integrate technology in their classes.

PD Opportunity 1

Provide professional development across all content areas on how learning gains are calculated and identify lowest 25% and bubble students.

Facilitator

Lara Bukens, PD Liaison

Participants

Instructional Staff

Schedule

On 9/12/2017

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 how learning gains are calculated and identify lowest 25% and bubble students.				\$7,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	7781 - Felix Varela Senior High Schl	General Fund		\$3,000.00
		<i>Notes: Notes</i>				
			7781 - Felix Varela Senior High Schl	General Fund		\$1,250.00
			7781 - Felix Varela Senior High Schl	School Improvement Funds		\$3,000.00
2	G1.B2.S1.A2	Monthly department meetings to discuss student achievement data by content area and conduct student data chats.				\$0.00
3	G1.B2.S1.A3	Providing professional development for teachers to increase student engagement.				\$0.00
Total:						\$7,250.00