

Miami-Dade County Public Schools

# Felix Varela Senior High School



2021-22 Schoolwide Improvement Plan

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# Felix Varela Senior High School

15255 SW 96TH ST, Miami, FL 33196

<http://www.varelahs.com/>

## Demographics

**Principal: Adrian Sanchez M**

Start Date for this Principal: 7/17/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (54%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Felix Varela Senior High School

15255 SW 96TH ST, Miami, FL 33196

<http://www.varelahs.com/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>73%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>96%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		B	B	B

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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>.

## 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. 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: School Information

### School Mission and Vision

#### **Provide the school's mission 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.

#### **Provide the school's vision statement.**

Felix Varela Senior High School is dedicated to creating a quality learning environment which embraces innovative technology and instructional rigor to meet global challenges by cultivating a safe, nurturing, and equitable environment for students, teachers, parents and our community.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fins, Nery	Principal	<p>As principal of Felix Varela Senior High School, Mrs. Fins has a myriad of job duties and responsibilities. As the school’s principal she is the instructional leader of the building which encompasses securing that the state and district curriculum, mandates, and graduation requirements are followed. Additionally, she supervises a master schedule that encompasses not only the state requirements, but also dual enrollment, Advanced Placement, Industry Certification. With a budget of over six million dollars, Mrs. Fins is the school’s fiscal and budget manager. She is responsible for all the hires, transfers, resignations as well as all other personnel issues. Her other responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Building and Facilities</li> <li>Budget and FTE</li> <li>Operations</li> <li>Professional Development</li> <li>Leadership Capacity</li> <li>School Culture</li> <li>Mental Health</li> <li>Safety</li> <li>Health</li> <li>Audits</li> <li>Inspections</li> </ul>
Brown, Alvin	Assistant Principal	<p>As our Assistant Principal of curriculum, Mr. Alvin Brown, oversees accountability groups, school data, and professional development. Accountability groups, school data, and professional development drive the school’s overall grade. Based on the data from the accountability groups, he is able to determine how to better serve stakeholders. In addition, he is able to identify instructional areas of weakness and provide mediation for these areas through professional development.</p>
Escobar, Carlos	Teacher, K-12	<p>As our Advanced Placement Director, Mr. Escobar recruits and advises students, hosts evening AP events with parents, supports new and experienced AP teachers, and coordinates communication between all stakeholders within our AP Program. He also advises students and parents seeking schedule changes, promotes the PSAT and SAT examinations, and helps to make data-driven, school-wide decisions. Mr. Escobar is also the co-department chair for the English Department and serves on our school's Leadership Team.</p>
Escobar, Diane	Teacher, K-12	<p>As part of the Synergy Leadership Team and Science Department co-chairperson, Mrs. Escobar examines school-wide trends and helps to make decisions that impact the school community. She analyzes state and district Biology test results to then develop curriculum and resources, provide support, and lead meetings for the Biology teachers based on this data. In addition to her focus on Biology, she also assists in recruiting students for AP courses, supporting our AP Capstone program, and planning/executing community</p>



Name	Position Title	Job Duties and Responsibilities
		events to inform parents of Advanced Placement opportunities for their children.
Leal, Lazaro	Assistant Principal	As our Assistant Principal overseeing testing, Mr. Lazaro Leal collaborates with all departments to guarantee the school is in compliance with all district, state and national testing protocols. Mr. Leal coordinates testing in all areas including FSA, EOC, ELL, Access and Advanced Placement assessments. Systematic testing calendars are constructed to ensure all students are provided with assessments which enable the school to meet district, state, and national mandates along with student graduation requirements.
Mojica, Randy	Instructional Coach	As the Instructional Coach, Mr. Mojica's job responsibilities are to make sure teachers have the skills and resources to be highly effective and that students learning and engagement is maximized. Mr. Mojica is also on the Synergy Team, a Positive Behavior Coach, on the administrative team, TamperProof ID Liaison, Academy of Choice, DSP (technology), Professional Development Team (PLST), Social Media team, and is part of the Truancy Team. As part of the synergy team Mr. Mojica ensures others obtain the experiences and training needed to develop new skills and capability. Mr. Mojica promotes and highlights effective practices that build teacher moral and influences the creation and sustainability of a positive school culture.

**Demographic Information**

**Principal start date**

Sunday 7/17/2011, Adrian Sanchez M

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

66

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

46

**Total number of teacher positions allocated to the school**

98

**Total number of students enrolled at the school**

1,894

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	393	493	483	525	1894
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	54	78	59	67	258
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	13	65	54	38	170
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	65	79	43	199
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	68	91	85	131	375
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	62	102	93	146	403
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	181	0	0	0	181

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	54	118	104	132	408

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	3	0	0	4	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	4	3	9

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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
Number of students enrolled	0	0	0	0	0	0	0	0	0	514	506	547	589	2156
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	59	63	108	308
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	54	36	2	156
Course failure in Math	0	0	0	0	0	0	0	0	0	63	78	43	3	187
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	84	130	139	443
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	101	93	146	188	528

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	117	104	129	131	481

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	4	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	4	2	4	12

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	59%	56%	51%	59%	56%
ELA Learning Gains				46%	54%	51%	51%	56%	53%
ELA Lowest 25th Percentile				35%	48%	42%	40%	51%	44%
Math Achievement				39%	54%	51%	45%	51%	51%
Math Learning Gains				47%	52%	48%	42%	50%	48%
Math Lowest 25th Percentile				37%	51%	45%	35%	51%	45%
Science Achievement				65%	68%	68%	59%	65%	67%
Social Studies Achievement				67%	76%	73%	67%	73%	71%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	51%	55%	-4%	55%	-4%
Cohort Comparison						
10	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison						
		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	63%	68%	-5%	67%	-4%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	65%	71%	-6%	70%	-5%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	47%	63%	-16%	61%	-14%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	33%	54%	-21%	57%	-24%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

For grade 9, ELA and Math data are based on the mid-year assessment results from the English 1 and Algebra 1 courses. For grade 10, the data are based on ELA, Math, and Science results from the mid-year assessments for the English 2, Geometry, and Biology courses. For grade 11, the data reflect results from the U.S. History mid-year assessment.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	45	0
	Economically Disadvantaged	0	42	0
	Students With Disabilities	0	20	0
	English Language Learners	0	6	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	56	0
	Economically Disadvantaged	0	55	0
	Students With Disabilities	0	46	0
	English Language Learners	0	40	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	48	0
	Economically Disadvantaged	0	45	0
	Students With Disabilities	0	22	0
	English Language Learners	0	14	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	48	0
	Economically Disadvantaged	0	46	0
	Students With Disabilities	0	22	0
	English Language Learners	0	74	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	12	0
	Economically Disadvantaged	0	12	0
	Students With Disabilities	0	0	0
	English Language Learners	0	24	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0



Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	64	0
	Economically Disadvantaged	0	61	0
	Students With Disabilities	0	49	0
	English Language Learners	0	50	0

		Grade			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	33	29	26	30	29	38	38		97	31
ELL	23	40	41	23	25	23	42	27		95	73
ASN										100	70
BLK	47	31		8	15					100	47
HSP	46	42	36	30	24	24	59	58		97	76
WHT	44	36		24	12		60	69		98	60
FRL	44	41	37	26	23	22	57	55		97	74
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	32	28	22	40	31	41	46		94	26
ELL	26	42	38	29	46	37	50	42		85	85
ASN	67	47		73	64					100	69
BLK	31	33		27	42		56	50		100	65
HSP	50	46	36	38	46	38	64	67		95	68
WHT	53	46		49	55		80	73		89	63
FRL	48	46	34	37	46	37	64	65		95	66
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	44	38	26	32	48	37	45		74	24
ELL	22	41	38	41	51	39	38	43		69	81

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	71	78		60	55					87	85
BLK	39	40		47	33		61	62		87	70
HSP	51	51	39	45	43	36	60	65		84	62
WHT	49	53	60	35	25		56	77		80	66
FRL	50	51	40	43	41	37	58	66		81	61

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

When comparing test results between 2018 and 2019 for ELA, Math, Science, and Social Studies, there was a decline in achievement in both ELA and Math. Science scores, however, increased by six percentage points, and scores for Social Studies remained consistent at 65%. Based on 2019 results, Felix Varela was below the District proficiency level for Algebra 1 by 16 percentage points and for Geometry by 21 percentage points. ELA results based on the 2019 FSA demonstrate that Felix Varela's 9th grade cohort was 4 percentage points below the District. Meanwhile, the 10th grade cohort was 9 percentage points below the District. Eleventh graders who took the US History EOC in 2019 scored 6 percentage points below the District average; Biology students who took the EOC in 2019 scored 5 percentage points below the District average. Similar trends are observed when considering the results from 2021. ELA Proficiency, for instance, declined from 50% in 2018 to 46% in 2021. Math proficiency declined 10 percentage points within the same time period, from 39% to 29%. Science and Social Studies proficiency also declined, though less drastically: Science went from 65% in 2018 to 59% in 2021 and Social Studies declined from 67% to 59%.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on the 2019 state assessments, along with the results we have received for the 2021 state assessments, Math proficiency constitutes the greatest need for improvement. In Algebra 1, specifically, the school's proficiency was 47% in 2019, which was 16 percentage points below the District level and 14 percentage points below the state results. The 2021 Algebra 1 proficiency level was 20%, which reflects a drop of 27 percentage points from the 2019 results.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

While Algebra 1 results were already alarming in 2019, the 2021 results continued to demonstrate a need to focus on this area. Several factors contributed to these results, primarily the deviation from typical classroom practices, such as differentiating student collaborative groups, face-to-face data chats, progress monitoring, administrator walk-throughs, individualized instruction, and the administration of consistent formative assessments. The return to face-to-face learning allows students, teachers, and administrators to turn to effective practices that impact teaching and learning, such as the use of collaborative learning groups for students and professional learning communities for teachers.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

In 2019, 33% of Geometry students were proficient in the EOC examination; however, 48% of students were proficient in the mid-year assessment in 2020-2021. For the actual EOC examination at the end of the 2020-2021 school year, students' proficiency was 31%. While there was significant growth between the 2019 EOC and the 2020-2021 mid-year test, scores for the actual Geometry EOC examination did not reflect the expected growth.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

While the faculty members teaching Geometry did not change, students were learning from home. This new setting may have presented students with additional resources that they would not have

access to during a traditional setting. Additionally, they may have experienced less test anxiety while at home. Unlike reviews provided in years prior, all preparation for the exam took place virtually just prior to the examination. This setting and timetable may have eliminated obstacles and barriers which typically prevent students from participating in such activities.

### **What strategies will need to be implemented in order to accelerate learning?**

Data-driven Instruction, Standards-Aligned Instruction, and Student Engagement are fundamental to the acceleration of learning. By focusing on these strategies, teaching practices should improve and the acceleration of learning should follow.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

During the 2021-2022 school year, teachers will have professional development centered on accessing and interpreting their student data. Other PD opportunities will focus on ensuring that their curriculum reflects the needs reflected in their analysis of data. A Differentiated Instruction PD, for instance, will provide teachers with the knowledge or skill set of developing curriculum that addresses the needs of all the students in their classes. PD will also be provided on maximizing digital teaching and communication tools to maximize student engagement both in and out of school.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

A District-provided Reading Coach position will help improve teaching and learning throughout the building. Additionally, students who scored a level 1 or 2 in Math who are now taking Algebra are provided daily mathematics enrichment. Instead of taking Algebra 1, these students are enrolled in Algebra 1A and Algebra 1B so that they see their math teacher each day. We will also provide tutoring opportunities for re-takers seeking to earn concordant scores on state assessments.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Culture & Environment specifically relating to Teacher Attendance**

**Area of Focus Description and Rationale:** The percentage of teachers with 10.5 absences or more rose from 6% to 17% between the 2019-2020 and 2020-2021 school years. The 2021 School Climate Survey revealed that 57% of the faculty who completed the survey felt that they are overloaded and overwhelmed at the school site. Keeping in mind that the 2020-2021 school year involved a worldwide pandemic, it is to be assumed that overall morale was affected due to the additional responsibilities and concerns placed on everyone. This, in turn, may have led to the 11 percentage point increase in teachers who were absent 10.5 times or more. To target this Area of Focus, we will implement the Celebrate Success essential practice by highlighting teacher/staff accomplishments to improve staff morale and thereby impact teacher attendance.

**Measurable Outcome:** By June of 2022, the percentage of teachers who are absent 10.5 times or more will be 12%, which constitutes a 5 percentage point decrease from the previous year.

**Monitoring:** Teacher attendance will be monitored quarterly. By alleviating the teachers' sense of being overloaded and overwhelmed, we expect to see improved teacher attendance rates.

**Person responsible for monitoring outcome:** Lazaro Leal (lazaroleal@dadeschools.net)

**Evidence-based Strategy:** To alleviate teachers' sense of being overloaded and overwhelmed, we will focus on the Celebrate Successes strategy. By periodically posting faculty accomplishments and publications, providing common planning for the leadership team, and creating departmental offices, we hope to both foster a sense of shared responsibility and highlight the successes that result from their work.

**Rationale for Evidence-based Strategy:** After reviewing the teachers' responses on the 2020-2021 School Climate Survey, it was evident that we needed to address the teachers' sense of being overloaded and overwhelmed. The Evidence-based Strategy referred to as Celebrate Successes could positively impact this negative sentiment stemming from the faculty. While we cannot drastically change their work responsibilities, we can focus on celebrating their accomplishments which will, in turn, validate their efforts and sacrifices.

**Action Steps to Implement**

8/31/21-10/11/21: Administration will survey the faculty and staff to gather a list of their accomplishments, awards, and publications. These responses will be shared as Viper Spotlights.

**Person Responsible** Nery Fins (pr7781@dadeschools.net)

8/31/21-10/11/21: Viper Spotlights will be disseminated to all stakeholders via social media. These postings will be published monthly to update the community at large of the successes and accomplishments of the faculty and staff.

**Person Responsible** Randy Mojica (rmojica@dadeschools.net)

8/31/21-10/11/21: Department leaders will be given common planning during first block period so that they can meet with administration on a monthly basis and engage in informal walk-throughs within and across their departments. Visiting teacher classrooms will make the leadership team visible and serve to validate what teachers continually do in their classrooms to prepare students.

**Person Responsible** Nery Fins (pr7781@dadeschools.net)

8/31/21-10/11/21: Feel-good Fridays will be implemented this school year with the assistance of the Activities Department. By giving teachers coffee and treats twice per month, we hope to instill in them a sense of being appreciated for the work they do on a continual basis.

**Person Responsible** Lazaro Leal (lazaroleal@dadeschools.net)

11/1/21/-12/17/21 Department leaders will meet twice a month to discuss teacher concerns in the classroom and to discuss best practices.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

11/1/21-12/17/21 Administration will acknowledge faculty and staff birthdays for each month. Faculty and staff member will receive birthday acknowledgment via handwritten birthday card.

**Person Responsible** Nery Fins (pr7781@dadeschools.net)



## #2. Leadership specifically relating to Instructional Leadership Team

**Area of Focus Description and Rationale:**

According to the 2020-2021 School Climate Survey, 74% of teachers felt that staff morale is high at the school. The sentiments of over a quarter of respondents therefore should be addressed. By focusing on the Promoting the Morale and Performance of the Team strategy, we hope to impact the morale of the 26% of our faculty who did not express having high morale at Felix Varela--and to strengthen the opinion of those for whom morale was already high.

**Measurable Outcome:**

The measurable outcome of this plan will be seen in the 2021-2022 School Climate Survey with a 6 percentage point increase in teachers who feel that staff morale is high. Through the processes delineated in our Action Steps, we intend to see at least 80% of teachers respond that staff morale is high when they are surveyed again in the Spring of 2022.

**Monitoring:**

By connecting teachers with leadership opportunities, we hope to increase their sense of staff morale as they will be directly involved in the decision-making process. The Instructional Leadership Team will be surveyed quarterly to gauge their overall morale.

**Person responsible for monitoring outcome:**

Nery Fins (pr7781@dadeschools.net)

**Evidence-based Strategy:**

To increase teacher morale, we will focus on Promoting the Morale and Performance of the Team strategy. The Instructional Leadership Team will meet with administration on a monthly basis so that they can be directly involved in the school's decision-making process. During these meetings, we will also develop ways to involve the members of their departments in school committees and activities.

**Rationale for Evidence-based Strategy:**

Teachers who are directly involved in the decision-making process tend to have increased productivity and a desire to see their efforts succeed. We believe that this will directly impact their overall morale. By focusing on the Instructional Leadership Team, we intend for them to then encourage their department members in similar ways. In essence, our Leadership meetings will serve as models of morale-building strategies that will permeate the rest of the faculty and staff.

### Action Steps to Implement

8/31/21-10/11/21: Develop a survey to measure staff morale prior to the start of the school year, which will be re-administered quarterly to track staff morale throughout the school year.

**Person Responsible**

Diane Escobar (descobar@dadeschools.net)

8/31/21-10/11/21: The Instructional Leadership Team will celebrate teacher birthdays within their departments to foster higher morale throughout the school.

**Person Responsible**

Nery Fins (pr7781@dadeschools.net)

8/31/21-10/11/21: A committee will be established to review the procedures and lessons learned through the pandemic to determine which processes will be maintained for the 2021-2022 school year.

**Person Responsible**

Nery Fins (pr7781@dadeschools.net)

8/31/21-10/11/21: Instructional Leadership Team will meet once a month during their common planning with the principal. These meetings are not only informational sessions, but also opportunities for them to voice their concerns and be directly involved in decision-making processes.

**Person Responsible** Nery Fins (pr7781@dadeschools.net)

11/1-12/17: At the beginning of the second quarter, the survey measuring staff morale that was disseminated at the start of the school year will be administered again. The results of both surveys will be compared to determine if morale among the faculty is increasing or decreasing, particularly because we aim to increase those who respond favorably by 6 percentage points. The results of this survey will be discussed with administration and shared with the Instructional Leadership Team.

**Person Responsible** Diane Escobar (descobar@dadeschools.net)

11/1-12/17: The monthly meetings between the Instructional Leadership Team and the principal will continue during this phase. To foster their leadership over the programs they manage and to support innovation, the principal will ask the members of the Leadership Team for a plan of what needs to be purchased to support the growth, success, or productivity of their programs. This action step provides them with both a platform to voice their needs and the financial support to execute their visions.

**Person Responsible** Nery Fins (pr7781@dadeschools.net)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math was identified as a critical need area based on the 2020-2021 school data. Math shows a drop in 3 different areas: Proficiency dropped from 39% to 29%, a difference of 10 points; Learning Gains dropped from 47% to 24%, a difference of 23 points; and L25% Learning Gains dropped from 37% to 25%, a difference of 12 points.

**Measurable Outcome:** The measurable outcomes the school hopes to achieve as reflected by the Spring 2022 EOC results are the following: Math Proficiency 41%, Math Learning Gains 50%, and Math L25% 40%. These are the same achievement goals which were set forward by the district.

**Monitoring:** This area of focus will be monitored by teachers using Topic Tests, Mid-year assessments, Algebra Nation, and Khan Academy. The data from these assessments will drive the teacher's instructional delivery model.

**Person responsible for monitoring outcome:** Alvin Brown (alvinbrown@dadeschools.net)

**Evidence-based Strategy:** Effective Curriculum and Resource Utilization will be used to maximize student learning. In addition, teachers will use supplemental resources to help support student learning.

**Rationale for Evidence-based Strategy:** Effective Curriculum and Resource Utilization will allow us to maximize student learning in math by providing them with daily math interaction. This will be achieved through the master schedule by providing intensive Algebra 1A and Algebra 1B to level 1 and level 2 students. By offering math daily, this will increase the likelihood of students having a better understanding of the different math concepts and increasing students' passing rate on the Algebra EOC. This will be made possible through the teacher interventions which will support the objectives covered daily.

**Action Steps to Implement**

8/31/21-10/11/21 Teachers will administer baseline assessments. The APC and Math department head will analyze data and provide results to teachers. Teachers will use whole group, differentiated instruction, Algebra Nation, and/or Khan Academy to provide intense instruction in deficient areas.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

8/31/21-10/11/21 Math teachers will engage in quarterly common planning meetings.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

8/31/21-10/11/21 The assistant principal who oversees the Math department, along with the math department chair, will conduct bi-weekly classrooms visitations and walk-throughs. This will ensure that the strategies and resources discussed during quarterly meetings are being implemented with fidelity.

**Person Responsible** Lazaro Leal (lazaroleal@dadeschools.net)

8/31/21-10/11/21 The Master Schedule will place all Math Level 1 and Level 2 students in intensive Algebra 1 classes. Periodically, as student test scores are updated and whenever we register new students, placement in these courses will be updated.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

11/1/21-12/17/21 Implementation of quarterly collaborative planning to discuss curriculum standards and best practices.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

11/1/21-12/17/21 Review baseline assessment and conduct data chats with Algebra 1 Teachers.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** According to data from the 2020-2021 administration of the FSA, Student Learning Gains demonstrated a 4% decline as compared to the 2018-2019 school year, from 50% to 46%. Overall, 55% of students scored below a Level 3 on the Spring 2021 FSA. The 9th and 10th grade literacy teachers will focus on Data-Driven Instruction in order to increase overall learning gains. ELA Learning gains decreased from 46% in 2018 to 42% in 2021. Students in the lowest 25 percentile, however, showed a slight increase in learning gains from 35% in 2018 to 37% in 2021.

**Measurable Outcome:** The school aims to achieve a 5% increase in Student Learning Gains, which would constitute a total of 47% for the 2021-2022 administration of the ELA FSA since our percentage was 42% on the 2021 ELA FSA.

**Monitoring:** The school plans to administer the FAIR Assessment within the Reading classes, Baseline Assessment, and Mid-Year Assessment within the ELA classes. Data yielded from these assessments will drive both whole-group and differentiated instruction within the literacy classes.

**Person responsible for monitoring outcome:** Alvin Brown (alvinbrown@dadeschools.net)

**Evidence-based Strategy:** Teachers in the 9th and 10th grade literacy department will implement Data-Driven Instruction to address student deficiencies as demonstrated on the Baseline and FAIR assessments.

**Rationale for Evidence-based Strategy:** Collaborative planning will allow for greater alignment among the ELA teachers as well as more rigorous standards-based instruction. Differentiated instruction is effective in addressing student deficiencies so teachers can target student academic needs.

**Action Steps to Implement**

8/31/21-10/11/21 The 9th and 10th grade ELA and Reading classes will infuse differentiated instruction to target students' deficiencies especially within the lowest 25% as reflected on the Baseline and FAIR assessments.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

8/31/21-10/11/21 In preparation for the in-house ACT, the FSA Re-takers in 11th and 12th grade will be completing the Mastery Prep ACT Bootcamp Virtual Course within their ELA and Reading classes.

**Person Responsible** Carlos Escobar (cescobar@dadeschools.net)

8/31/21-10/11/21 Quarterly collaborative planning meetings among the 9th and 10th grade literacy department.

**Person Responsible** Stephanie Herris (sherris@dadeschools.net)

8/31/21-10/11/21 Weekly classroom walk-throughs will occur throughout the literacy classes in 9th and 10th grade to ensure alignment and effective implementation of differentiated instruction.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

11/1/21-12/17/21 Quarterly collaborative planning meetings among 9th and 10th grade literacy department teachers with a focus on writing instruction and purposeful feedback.

**Person Responsible** Stephanie Herris (sherris@dadeschools.net)

11/1/21-12/17/21 Weekly classroom walk-throughs will occur in 9th and 10th grade English and Reading classes to ensure implementation of: writing instruction and efficient use of student writing folders to demonstrate the writing process with fidelity.

**Person Responsible** Alvin Brown (alvinbrown@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**As it relates to school incident ranking, when compared to all high schools statewide, Felix Varela Sr. High ranked #310 out of 505 high schools. In addition, Felix Varela Sr. High reported 3.5 incidents per 100 students, which falls into the High category of incidents for reporting. A primary area of concern which will be monitored by the school very closely this school year is tobacco use. By using the school discipline data, the school's Culture & Environment will be monitored monthly. School Administration and the PBS coach will be in charge of monitoring the data. If data starts to trend upward, an intervention focusing on the use of tobacco will be provided to the student body.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Felix Varela Senior High takes pride in creating a positive and productive environment for all staff, faculty, and students. According to the School Climate Survey, 93% of the faculty and staff members agreed that they felt safe and worked in a welcoming environment. The question regarding school personnel working together as a team received an 89% approval rating in the same survey. The administration has established a legacy of positivity in the school and knowing that this new school year, post-COVID 19, brings with it additional challenges; therefore, the school's yearly theme is "HAPPY" which stands for "Have A Positive

Productive Year." When the students and staff return to the schoolhouse, they will be welcomed with a newly painted building inside and out. In addition, knowing how important aesthetics are, students and staff will walk by the Viper Legacy Wall which showcases those graduates and staff who have graduated and/or retired from the school. The offices have taken the "HAPPY" theme into the decor of each area, faculty/staff will receive a "HAPPY" goody bag upon their return to the building.

The school engages the faculty/staff throughout the year in a myriad of positive culture events. The staff has a "Meet and Greet" every year before school begins, then a Thanksgiving pot luck luncheon, the annual December pig roast, the Spring Fling and finally the graduation celebration. Throughout the year, the administration also does random recognitions of students so they too feel that they are supported within the school. Ranging from the SAT socks and ice cream social to the Advanced Placement World History Orientation to Spooky Shadows for Halloween, it is important that the students feel that the school incorporates them into the culture and environment.

This year the faculty/staff will be showcased monthly in a Viper Spotlight where their professional career achievements and picture are placed on the school's various social media platforms. This has been done with students for various year, but this year, it will be expanded to the faculty and staff.

At Felix Varela Senior, all leadership positions embrace the true concept of "open door" for students, teachers, and staff alike. Whether it is a student who stops by to see the principal or a teacher who wants to talk to an assistant principal, doors are always open and everyone is welcome. The school keeps constant communication with the families of the students who attend Felix Varela. Whether it is via School Messenger, Twitter, or simple phone calls, parents are included in the school environment at all times.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

As with all things, it starts at the top. As reflected in the School Climate Survey, 87% of the staff believe that the principal represents the school in a positive manner. The question regarding school personnel working together as a team received an 89% approval rating in the survey. The principal establishes this school as one that is positive and supportive of all. She establishes a paradigm that is emulated by all adults in the building. Regardless of position, everyone at Felix Varela knows that we are a family and family takes care of family. Teachers know that the principal and thus the administrative team values their work and are there to assist in their professional endeavors. The social and emotional wellbeing of all stakeholders will be one of the focuses of the 2021-2022 school year as everyone returns to the school house. Team building events and professional development in the area of social and emotional learning will be intertwined throughout the year. The Activities Director will be creating a variety of student activities to promote school spirit and a feeling of belonging starting with a new Instagram account for students.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	\$0.00
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>