

Miami-Dade County Public Schools

Felix Varela Senior High School



2022-23 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: 7/15/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (56%) 2018-19: B (55%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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.

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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15255 SW 96TH ST, Miami, FL 33196

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>75%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Fins, Nery	Principal	Educational Leader of a suburban high school that houses 2100 students, 300 faculty and staff and 27 acres of land and building. Fiscal manager of a 7 million dollar budget. Maintains school safety. Manages a complete high school athletic and activities programs.
Mojica, Randy	Administrative Support	As the Administrative Support 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. and oversees 11th grade discipline
Escobar, Carlos	Graduation Coach	Responsible for graduation cohort
Herris, Stephanie	Reading Coach	Creates and implements reading strategies to assist teachers in the classroom.
Leal, Lazaro	Assistant Principal	Oversees 9th grade disciplines, Testing, Social Studies and ESE departments
Escobar, Diane	Science Coach	Chair of Science department and AP Coordinator
Burth, Cathina	Assistant Principal	AP over Math, Science, Industry Certification, and 10th grade discipline

Demographic Information

Principal start date

Friday 7/15/2011, Adrian Sanchez M

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

2,000

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	501	500	531	532	2064
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	105	126	141	462
One or more suspensions	0	0	0	0	0	0	0	0	0	86	38	28	26	178
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	53	68	29	168
Course failure in Math	0	0	0	0	0	0	0	0	0	17	69	140	89	315
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	136	181	0	465
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	128	178	211	6	523
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	191	149	192	140	672

Using the table above, complete the table below with the number of students by current grade level who have 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	151	165	223	76	615

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	0	2	7	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	1	5	8

Date this data was collected or last updated

Thursday 9/15/2022

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	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

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	393	493	483	525	1894
Attendance below 90 percent	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	1	0	0	0	1
Course failure in ELA	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	12	65	79	43	199
Level 1 on 2019 statewide FSA ELA assessment	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	62	102	93	146	403
Number of students with a substantial reading deficiency	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
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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	0	2	4	3	9

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	54%	51%				50%	59%	56%
ELA Learning Gains	51%						46%	54%	51%
ELA Lowest 25th Percentile	43%						35%	48%	42%
Math Achievement	33%	42%	38%				39%	54%	51%
Math Learning Gains	49%						47%	52%	48%
Math Lowest 25th Percentile	62%						37%	51%	45%
Science Achievement	50%	41%	40%				65%	68%	68%
Social Studies Achievement	67%	56%	48%				67%	76%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	68%	-5%	67%	-4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	71%	-6%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	63%	-16%	61%	-14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	54%	-21%	57%	-24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	38	32	29	44	61	33	47		96	32
ELL	22	48	46	25	52	58	33	49		95	70
ASN	67	73									
BLK	29	21		24	43			55		100	45
HSP	46	52	44	33	49	62	51	68		96	58
WHT	59	60		42	41		58	47		100	63
FRL	43	50	42	32	48	58	49	65		96	59
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	615

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The ELA FSA data from the Spring 2022 reflects an increase in learning gains by 9% and an increase of learning gains in the lowest 25% by 7% as compared to the Spring 2021. Proficiency in ELA has remained steady at 46% in both 2021 and 2022. The Math EOC made exponential improvements in the following: an increase in learning gains in the lowest 25% by 37%, increase in learning gains by 15%, and increase in proficiency by 4%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components reflecting a need for improvement are the Biology EOC and College and Career Acceleration as there has been a decrease in both areas; Biology has decreased by 9% and Acceleration has decrease by 16%.

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

Contributing factors are fewer students tested in all required components of their respective CTE exams; most exams for acceleration and CTE require two or more exams for completion. Actions to address this area of need include: identifying certified teachers in respective areas to maximize CTE offerings,

identify students who have not taken ICE, AP, or Dual Enrollment and schedule appropriately into classes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components reflecting the most improvement are math learning gains in the lowest 25% with an increase of 37%, ELA learning gains increase of 9%, and U.S History proficiency with an increase of 8%.

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

Contributing factors to these improvements include: interventions conducted with the lowest 25% in ELA and Math from February to April 2022, U.S History bootcamp, instructional coaching support, and the Spring Academy.

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

Continued implementation of differentiated instruction within the classrooms, strategic and targeted interventions for the lowest 25%, and instructional coaching support.

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.

Professional development opportunities include student data analysis in order to best group students for targeted differentiated instruction, strategies to best implement the suggested curriculum-resources with the new standards, and further analysis of the BEST standards and corresponding assessments.

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

Additional services include instructional coaching support, monthly collaboration meetings among the core-area teachers, and school-site support with the Schoology platform to best implement curricular resources to differentiate instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Career and Technical education was identified as a critical need area based on the 58% earned in 2021-2022 as compared to the 74% earned in the 2020-2021 school year, reflecting a decrease of 16%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. With 21st Century Learning, an increase of 7% in College & Career Acceleration will be reflected among students' performance as a 65% for the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. This area of focus will be monitored by teachers utilizing Gmetrix within the first grading period. This tool is an online software providing modules delivering content to students with pre and post assessments to monitor their learning.

Person responsible for monitoring outcome:

Cathina Burth (cburth@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus. The evidence-based strategy is 21st-Century Learning using the Gmetrix tool; an online software which provides modules delivery content to students with pre and post assessments to monitor their learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Gmetrix would provide students with certifications and skills that would make them marketable to colleges and universities, while also providing daily skills that are practical to their courses. Additionally, this software provides teachers with data reflecting students' area(s) of needed improvement which allows for more targeted instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/2022-10/14/22: Administration will provide students with incentives to test and increase student participation in CTE testing. Students will receive incentives such as shirts when they register for ICE exams and when students participate in varies tutoring boot camps. As a result of this, we feel that there would be an increase in student participation compared to that of 2021-2022.

Person Responsible

Cathina Burth (cburth@dadeschools.net)

8/22/2022-10/14/22 The instructional coach will work alongside the CTE-specific teachers to continue to monitor students' progress while providing coaching support and best-practices to maximize student achievement. As a result, teachers will have a better understanding of best practices that will increase student achievement.

Person Responsible

Cathina Burth (cburth@dadeschools.net)

10/03/22 Teachers will test students in their respective CTE exam following assigned calendar that meets career learning skills . As a result, of the assigned calendar, student participation will increase because of student motivation by way of incentives.

Person Responsible Cathina Burth (cburth@dadeschools.net)

10/14/22 Teachers will check progress on CTE testing, compile a pass/fail list, making adjustments to the testing schedule as needed, and providing remediation to students eligible to retest. As a result, students will be provided with targeted remediation in order to earn a passing score on their respective CTE exam.

Person Responsible Cathina Burth (cburth@dadeschools.net)

#2. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science was identified as a critical need area based on the 2021-2022 school data. Biology's proficiency was 59% in the 2020-2021 school year and is currently 50%; a decrease of 9%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the use of differentiated instruction, the measurable outcome the school aims to achieve is 55% proficiency among students on the Biology EOC by Spring 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by teachers using Topic Tests, Mid-year assessments, EdPuzzle, and Science News Publication. The data from these assessments and supplemental resources will drive the teacher's instructional delivery model.

Person responsible for monitoring outcome:

Diane Escobar (descobar@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction will be used to maximize student learning. In addition, teachers will use supplemental resources to target student deficiencies.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated Instruction will allow us to maximize student learning in Biology by providing them with continuous science interaction. By implementing these resources to meet students'-specific needs, there is a greater likelihood of students grasping the respective content and earn a passing score on the Biology EOC. This will be made possible through the teacher interventions which will support the objectives covered daily.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 Teachers will administer baseline assessments. The APC and Science department head will analyze data and provide results to teachers. As a result, teachers will administer baseline assessments, will use whole group, differentiated instruction, EdPuzzles, and/or Science News Publication to provide intense instruction in deficient areas..

Person Responsible Diane Escobar (descobar@dadeschools.net)

8/22/22-10/14/22 The assistant principal who oversees the science department, along with the science department chair, will conduct bi-weekly classrooms visitations and walk-throughs. As a result, teachers will ensure that the strategies and resources discussed during quarterly meetings are being implemented with fidelity.

Person Responsible Diane Escobar (descobar@dadeschools.net)

9/26/22-10/14/22 Science department will take topic test, analyze data, and reteach topic area if needed. As a results, teachers will make adjustments to differentiated instruction and student will receive targeted intervention.

Person Responsible Diane Escobar (descobar@dadeschools.net)

By 10/10/22-10/14/22 Administration will conduct data chats with Biology teachers, and have teachers conduct data chats with their students. As a result, students will have a better understanding of their progress in Biology class.

Person Responsible Cathina Burth (cburth@dadeschools.net)

#3. Positive Culture and Environment specifically relating to School Culture

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the school climate survey data from 2020-2021, 36% of teachers felt a lack of support from parents. Recent data from the 2021-2022 school year suggests 50% of teachers felt a lack of support from parents, reflecting a 14% increase which is unsatisfactory.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the use of communicating with stakeholders, school culture will positively increase in the area of parental support. Stakeholders will create and maintain open lines of communication on student academic advisement and positive behavior supports in order to increase the sense of parent support as perceived by teachers by approximately 10% on the school climate survey by Spring 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Area of Focus will be monitored through quarterly teacher and parent survey during the first grading period. Parent support will be monitored during the first quarter based on feedback of surveys and implementation of students' academic and behavior support(s).

Person responsible for monitoring outcome:

Randy Mojica (rmojica@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Communicate with stakeholders in order to maintain transparency between teachers and parents. Students will have an increased support structure that would positively influence academic and behavior support while also increasing a positive school culture.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this specific strategy is to increase positive student engagement through the use of communication and parent involvement by 10% for the 2022-2023 school year.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31/22-10/14/22 Teachers will create and maintain open lines of communication with parents and stakeholders through several different communication services based on teacher preference. As a result this will demonstrate an increase in parental involvement.

Person Responsible Randy Mojica (rmojica@dadeschools.net)

9/1/22-9/22/22 Blast out our school's open house date on school website, and encourage parents and students to attend open house. As a result this will demonstrate an increase in parent support through physical attendance.

Person Responsible Randy Mojica (rmojica@dadeschools.net)

10/03/22 Encourage parents to monitor their child's progress in school through the use of parent portal. Send home a step-by-step instructional guide on how to request parent pin and how to login to parent portal. As a result, parents will be in control of their child's academic progress and success.

Person Responsible Randy Mojica (rmojica@dadeschools.net)

8/31-10/14/22 Create an incentive plan for students when parents and teachers communicate regarding students' progress in class. As a result, this will provide students with "Viper Bucks" when parent and teacher speak 2 or more times per nine weeks regarding student behavior and progress in classroom.

Person Responsible Randy Mojica (rmojica@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the school climate survey data from 2020-2021, 22% of teachers felt class size was an issue. Recent data from the 2021-2022 school year suggests 67% of teachers felt class size was an issue, reflecting a 45% increase in teacher dissatisfaction.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the strategy of keeping all stakeholders informed and involved, we anticipate a 10% decrease of teachers who view class size as an issue by spring 2023, as measured by the school climate survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by administration and quarterly school climate surveys that assess their perspective to effectively teach their current number of students. Administration will regularly pull class size reports and make adjustments to rosters as they see fit.

Person responsible for monitoring outcome:

Nery Fins (pr7781@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Keeping All Stakeholders Informed and Involved is the evidence-based strategy which the instructional leadership team will be using. This will allow the instructional leadership team to create systems for regular and real-time information sharing, follow-up, and instructional coaching support.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We feel teachers who are directly involved in the decision-making process and have an understanding of their role in the system for regular and real time information sharing, this will directly impact their overall morale by focusing on class size, we can provide a learning environment that is engaging to the students' academic needs and in essence, be a model of a morale-building strategy that will permeate the rest of the faculty and staff.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Assign teacher-leaders by grade level and/or content area to actively participate in department chair meetings alongside their respective department chairs to partake in leadership meetings. These teacher leaders will be responsible with communicating to administration about the high number of students with class size amongst other issues.

Person Responsible Stephanie Herris (sherris@dadeschools.net)

8/22/22-10/14/22: Develop a survey to measure staff morale at the conclusion of the first grading period. Teachers will receive a survey to assess their perspective on class size, which will be re-administered quarterly to track staff morale throughout the school year. As a result, administration can adjust class size accordingly.

Person Responsible Randy Mojica (rmojica@dadeschools.net)

8/22/22-10/14/22: Leadership team will provide professional development opportunities for teachers to develop and strengthen their classroom management skills that will lead to student engagement and academic success. As a result, teachers will be able to manage class size accordingly and mitigate issues.

Person Responsible Randy Mojica (rmojica@dadeschools.net)

8/22/22-10/14/22: Administration will provide time for teachers to observe other teachers with large classes and observe how to navigate negative student behaviors as well as learn different instructional skills that positively engage students. As a result, teachers will learn different instructional strategies that will improve student engagement and success.

Person Responsible Lazaro Leal (lazaroleal@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, 67% of the faculty and staff members strongly agreed that their principal is an effective administrator. 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 implements a yearly theme to empower staff to achieve their goals as none are beyond reach. In order to further this initiative, our administration has decided this year's theme be "Destination the World". The school has a "Meet and Greet" every year before school begins to welcome new faculty, 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. The school will continue to showcase faculty/staff 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 school culture and environment.

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. 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 increase school spirit and a feeling of belonging starting with a new Instagram account for students.