

Miami-Dade County Public Schools

FELIX VARELA SENIOR HIGH SCHL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

It is our mission at Felix Varela Senior High School to foster our students' desires to become life-long learners. By incorporating relevant community issues, global technology, and expectations for high academic achievement into our curriculum, we empower our students to know they can succeed in our diverse society.

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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Adrian Sanchez

Position Title

Principal

Job Duties and Responsibilities

The principal's responsibilities related to SIP implementation involve providing leadership, collaborating with stakeholders to establish goals, analyzing data to inform decision-making, allocating resources effectively, monitoring progress, communicating transparently, offering professional development, ensuring accountability, and celebrating successes achieved through the School Improvement Plan initiatives.

Leadership Team Member #2

Employee's Name

Alvin Brown

Position Title

Assistant Principal over Curriculum

Job Duties and Responsibilities

As assistant principal over curriculum, Mr. Brown supervises accountability groups, school data, industry certification, and professional development, aiming to enhance the school's overall performance in all areas of school accountability. By analyzing group data, he can provide feedback, support and identify instructional weaknesses, addressing them through targeted initiatives at both an instructional and student level.

Leadership Team Member #3

Employee's Name

Cathina Burth

Position Title

Assistant Principal

Job Duties and Responsibilities

As assistant principal, Mrs. Burth will collaborate closely with the principal and other leadership team members to develop, execute, and oversee the SIP. She ensures compliance with educational policies, fostering collaboration, conducting evaluations, and preparing comprehensive progress reports. Her expertise allows for instructing teachers on how to successfully navigate pacing guides as well as in conducting needs assessments in various academic areas.

Leadership Team Member #4

Employee's Name

Lazaro Leal

Position Title

Assistant Principal

Job Duties and Responsibilities

As the assistant principal, Mr. Leal oversees the testing programs, allowing for the accurate collection of valuable data that informs the initiatives outlined in the SIP. This allows teachers to utilize assessment information to drive improvement, monitor progress, and make evidence-based decisions that support student achievement and school-wide success. Additionally, Mr. Leal conducts classroom observations, provides constructive feedback, and allows for opportunities for reflection that can help teachers adjust their instructional practices and make continuous improvement.

Leadership Team Member #5

Employee's Name

Sofia DaSilva

Position Title

Magnet Lead Teacher

Job Duties and Responsibilities

As the Magnet Lead Teacher, Ms. DaSilva ensures that the offerings of the magnet programs at Varela align with the broader academic priorities. She helps integrate specialized learning experiences and innovative teaching practices into the school's improvement efforts as well as conducts trainings and classroom support related to differentiated instruction. Her efforts ensure that Varela is at the forefront of student recruitment and retention.

Leadership Team Member #6

Employee's Name

Monica Babich

Position Title

Teacher

Job Duties and Responsibilities

Mrs. Babich gathers, analyzes, and disseminates academic data to stakeholders such as assessment results, student performance metrics, and attendance records to identify trends, patterns, and areas for improvement. By conducting teacher training and development in data analysis, she assists them in pinpointing specific areas that require attention and align improvement efforts accordingly. Through predictive modeling, she is able to forecast potential outcomes, determining the effectiveness of interventions, and anticipating challenges that may arise in achieving SIP objectives while assisting with strategic planning to drive continuous improvement.

Leadership Team Member #7

Employee's Name

Carlos Escobar

Position Title

Graduation Coach

Job Duties and Responsibilities

Mr. Escobar uses data-driven decisions when coordinating student schedules and course offerings, ensuring that curriculum options align with students academic performance and goals. He also works

to incorporate academic programs, courses, and interventions that specifically target areas identified for improvement within the SIP, including the creation, development and alignment of various dual enrollment, advanced placement, and industry certification courses.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders involved in the creation of the SIP include the school's leadership team, EESAC committee (comprised of teachers, students, administrators, community members and alumni), faculty, parents, and students. Feedback from these participants was gathered through school climate surveys and student performance data, including baseline assessments, topic tests, mid-year assessments, and end-of course assessments. Additionally, information from industry certification results, advanced placement results, dual enrollment grades, and subject selection was used to develop goals. Subsequently, this was all assessed to pinpoint key areas of focus for enhancing overall improvement in the upcoming academic year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Monthly progress reviews, team meetings, and data analysis will track student progress and effectiveness of strategies. With input from stakeholders, including teachers and students, the plan will be revised as needed for continuous improvement. All stakeholders will be held accountable for their roles in implementing the SIP, fostering a culture of responsiveness and collaboration to address student needs and promote equitable academic outcomes and access.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	77.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	48	74	57	74	253
One or more suspensions	24	30	35	18	107
Course failure in English Language Arts (ELA)	2	25	42	32	101
Course failure in Math	13	50	116	48	227
Level 1 on statewide ELA assessment	111	130	121	0	362
Level 1 on statewide Algebra assessment	47	0	0	0	47

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	131	154	153	55	493

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	7	1	1	12	21
Students retained two or more times	3	8	2	11	24

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53	60	55	49	55	50	46	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	52	58	57				51		
ELA Learning Gains Lowest 25%	46	55	55				43		
Math Achievement *	39	51	45	30	43	38	33	42	38
Math Learning Gains	42	50	47				49		
Math Learning Gains Lowest 25%	56	56	49				62		
Science Achievement *	58	68	68	59	62	64	50	41	40
Social Studies Achievement *	67	73	71	66	69	66	67	56	48
Graduation Rate	98	92	90	97	89	89	97	56	61
Middle School Acceleration								56	44
College and Career Readiness	64	74	67	66	70	65	58	67	67
ELP Progress	66	57	49	52	49	45	59		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	641
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	60%	56%	50%		56%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	50%	No		
Black/African American Students	58%	No		
Hispanic Students	58%	No		
White Students	58%	No		
Economically Disadvantaged Students	57%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	52%	No		
Asian Students	79%	No		
Black/African American Students	65%	No		
Hispanic Students	60%	No		
White Students	66%	No		
Economically Disadvantaged Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	51%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students	70%	No		
Black/African American Students	45%	No		
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		52%	46%	39%	42%	56%	58%	67%		98%	64%	66%
Students With Disabilities	24%		40%	44%	27%	42%	61%	39%	39%		99%	23%	
English Language Learners	30%		48%	43%	26%	36%	49%	45%	45%		96%	67%	66%
Black/African American Students	60%		63%		35%	38%			64%		92%	55%	
Hispanic Students	53%		52%	47%	38%	42%	55%	58%	67%		99%	64%	66%
White Students	50%		40%		38%	46%		60%	84%		96%	50%	
Economically Disadvantaged Students	53%		52%	45%	36%	42%	57%	54%	62%		99%	63%	67%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	49%				30%			59%	66%		97%	66%	52%
Students With Disabilities	30%				20%			51%	39%		94%	33%	
English Language Learners	31%				23%			48%	42%		93%	70%	55%
Asian Students	79%												
Black/African American Students	48%				35%			67%			100%	73%	
Hispanic Students	48%				29%			59%	66%		97%	65%	54%
White Students	53%				44%			50%	73%		96%	81%	
Economically Disadvantaged Students	42%				25%			55%	62%		97%	65%	55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	46%		51%	43%	33%	49%	62%	50%	67%		97%	58%	59%
Students With Disabilities	26%		38%	32%	29%	44%	61%	33%	47%		96%	32%	
English Language Learners	22%		48%	46%	25%	52%	58%	33%	49%		95%	70%	59%
Native American Students													
Asian Students	67%		73%										
Black/African American Students	29%		21%		24%	43%			55%		100%	45%	
Hispanic Students	46%		52%	44%	33%	49%	62%	51%	68%		96%	58%	59%
Multiracial Students													
Pacific Islander Students													
White Students	59%		60%		42%	41%		58%	47%		100%	63%	
Economically Disadvantaged Students	43%		50%	42%	32%	48%	58%	49%	65%		96%	59%	58%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	48%	56%	-8%	53%	-5%
Ela	9	42%	54%	-12%	53%	-11%
Biology		55%	70%	-15%	67%	-12%
Algebra		25%	55%	-30%	50%	-25%
Geometry		41%	56%	-15%	52%	-11%
History		64%	70%	-6%	67%	-3%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	17%	-3%	16%	-2%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	18%	-3%	17%	-2%
Geometry		10%	24%	-14%	16%	-6%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

From 2023 to 2024, ELA proficiency scores went up 10%, from a 43% to a 53%. Improvements in ELA scores are the result of sustained efforts over time. Aspects of this include a focus on professional development and professional learning communities, resulting in teachers who were appropriately placed, well-supported, and effective in implementing instructional strategies that align curriculum with assessments. Additionally, the implementation of data-driven decision making has allowed teachers to monitor student progress and adjust instruction to student needs based on results from PM1 and PM 2. Intensive reading classes have allowed for additional instruction and remediation, included targeted interventions and support for our lowest 25%. Teachers have also embraced using technology to enhance instruction and engage learners, with the added benefit of providing opportunities for differentiated instruction based on individual learning styles and needs.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance field was in mathematics proficiency. Of those students testing in Algebra and Geometry, 38% demonstrated proficiency during end-of-course assessments. This is a 4% increase from previous years data and continues the positive trend of the past few assessment cycles. However, performance in this area is still behind demographically similar schools as well as district and state averages. Contributing factors include course misplacement of students, with a necessary shift into more students in Algebra 1A and 1B in lieu of the traditional algebra classes. Instructional practices, methodology, and teacher development continue to be an area of focus in order to sustain and promote student achievement. Knowledge of learners, developed by disaggregating information from topic tests and mid-year assessments, is also an area that needs development in order to maximize the efficient and effective use of data.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component that displayed the greatest decline was College and Career acceleration, which went

from 67% to 64%. The availability and support of qualified teachers who can effectively guide students through acceleration programs has influenced participation rates advanced placement courses, dual enrollment, and classes linked to industry certification. The shortage of trained personnel has hindered the growth and sustainability of many of these programs, leading to a decline in participation and passing rates. Additionally, students may perceive college and career acceleration programs as too challenging or rigorous and often do not have knowledge of the advantages of participating in acceleration programs, leading to lower enrollment in those classes. There is a deliberate shift into ensuring course code and exam alignment.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap in comparison to state average was in mathematics proficiency, where we at 38% versus a state wide 51%. The gap can be attributed to incorrect student placement in courses as well as a need to improve instructional practices, methodologies, and continue to promote teacher development. All students enrolled in Algebra would benefit from Algebra 1A and Algebra 1B and certain geometry students will be targeted for additional courses to promote math development. Additionally, developing knowledge of learners through detailed analysis of topic tests and mid-year assessments is crucial for optimizing data use to inform instruction. Overall, the scores are trending upwards although there needs to be intensive interventions to accelerate learning gains and close the achievement gap of our geometry and algebra learners.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The current number of students with disciplinary referrals at Felix Varela is 16.5%, which is significantly higher than the district average of 7.5%. Breaking down the data, most of those referrals were for 9th graders, which point to a need to establish clear expectations, build relationships, and continue with consistent and fair progressive discipline.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase Math proficiency scores by using data from topic tests and MYA to monitor student progress and adjust instructions to address student needs, including enrolling all students in Algebra 1A and 1B.
2. Increase science proficiency scores by providing additional instructional support with the offering of complement.
3. Increase acceleration through a campaign to provide all grade levels with more dual enrollment

and AP Classes while focusing on improving the passing rate on industry certifications.

4. Decrease the number of disciplinary referrals through the implementation of a positive behavior intervention and support system, including professional development related to goal oriented learning strategies.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus centers around enhancing mathematics proficiency specifically in Algebra and Geometry among students. Currently, 38% of students demonstrate proficiency in these subjects during end-of-course assessments, marking a 4% improvement from previous years. Despite this positive trend, the performance lags behind demographically similar schools, district averages, and state performance benchmarks. Mathematics proficiency in Algebra and Geometry is foundational for higher-level math concepts and future academic and career success. Improved proficiency can enhance problem-solving skills, critical thinking abilities, and overall academic performance across various disciplines. Additionally, a passing score in the Algebra assessment or in a concordant exam is a graduation requirement in the state of Florida. This focus area was identified as crucial based on comprehensive data analysis from previous years. The 4% increase in proficiency, while a positive sign, underscores the persistent gap compared to benchmarks.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math proficiency in Algebra 1 and Geometry will be at 45%, increasing by 7% from the previous assessment cycle, by the end of the year, as measured by results of the end-of-course assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring algebra and math scores for desired outcomes involves a structured approach aimed at continuously assessing student progress and adjusting instructional strategies as needed. This will be done using data from topic tests and mid-year assessments, as well as in class formative assessments. Data will be analyzed to identify areas of strength and weakness among students to see which concepts require reinforcement or additional intervention strategies. Additionally, data

chats with teachers and students will allow for individualized and targeted feedback and reinforcement.

Person responsible for monitoring outcome

Alvin Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Scores from previous years are used to make data-driven decision making, prioritizing student outcomes. The scores were used when setting goals, implementing strategies and interventions, selecting teachers and, most importantly, strategic course placements for students to ensure they are receiving the necessary support to succeed, whether that be through Algebra 1A and 1B or through intensive math classes that support the Geometry curriculum.

Rationale:

Using scores from previous years to inform data-driven decision-making is essential for setting goals, implementing strategies and interventions, selecting teacher assignments, and ensuring appropriate course placements for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Knowledge of Learners

Person Monitoring:

Alvin Brown

By When/Frequency:

By September 27th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By the end of the first month of classes, teachers will be able to accurately create student-centered learning plans by identifying individual learning needs, current academic performance, historical data as well as developing individual and class goals.

Action Step #2

Collaborative Data Chats

Person Monitoring:

By When/Frequency:

Monica Babich

by September 27th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct monthly data analysis meetings with Algebra and Geometry teachers to review student performance data and adjust instructional strategies, resulting in a 5% improvement between baseline data and mid-year assessments.

Action Step #3

Professional Development

Person Monitoring:

Alvin Brown and Monica Babich

By When/Frequency:

by September 27th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide three professional development meetings per quarter focusing on effective teaching strategies for Algebra and Geometry, including content area reading and test taking strategies that will result in 90% of Algebra and Geometry teachers reporting increased confidence in utilizing at least two new instructional strategies learned during workshops.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The focus area is improving science proficiency in Biology, aiming to achieve a 65% proficiency rate by the end of the academic year, as measured by the results of the end-of-course assessment, which is 30% of the student's final grade. Enhancing science proficiency in Biology directly impacts student learning by deepening their understanding of important science principles and processes, allowing them to develop critical thinking skills, scientific inquiry abilities, and a solid foundation in concepts necessary for advanced science coursework as well as real-world applications. Improving science proficiency was identified as a crucial need based on an analysis of prior year assessment data which revealed a gap in proficiency between our expected outcomes and student performance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Science proficiency in Biology will be at 65% by the end of the year, as measured by results of the end-of-course assessment, an increase from 58% for the 2023-2024 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will start with the analyzing of baseline data to set realistic goals and objectives based on learner prior knowledge. Information collected from Topic tests and mid-year assessments will then be used to conduct data chats with students and teachers. The process also includes identifying benchmarks that are not on pace for reaching proficiency goals and ensuring early identification and remediation of learning gaps. This system of monitoring not only enhances student engagement in the learning process but also informs instructional adjustments for teachers.

Person responsible for monitoring outcome

Alvin Brown

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction will be used to tailor instruction to accommodate the diverse needs, interests, and abilities of students. This includes recognizing, assessing and engaging students' varying levels of prior knowledge, learning styles, and strengths. The goal is for teachers to create an inclusive environment where students are active participants in their learning process while receiving the necessary supports to achieve deeper understanding of the topic.

Rationale:

The rationale for this method centers around how differentiated instruction can be used to address the diverse learning needs and preferences of students, offering multiple entry points and pathways to understanding. By offering flexible content, varied instructional strategies, and differentiated assessments, teachers can engage all students in the learning process.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Activating Prior Knowledge

Person Monitoring:

Alvin Brown

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

We will create an alignment between foundational science courses and biology to assist in the development of necessary skills for students entering biology the following year, as measured by proficiency in teacher-created formative and summative assessments in those foundational courses.

Action Step #2

English Language Learners (ELL) Strategies

Person Monitoring:

Alvin Brown

By When/Frequency:

by September 27th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Implementing differentiated instruction strategies in biology classes for English language learners will result in a 15% increase in student comprehension and performance on biology assessments between the baseline assessment and mid-year assessment.

Action Step #3

Interactive Learning Environment

Person Monitoring:

Alvin Brown

By When/Frequency:

by September 27th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Incorporating hands-on laboratory experiments into biology lessons will lead to an increase student engagement and understanding of biological concepts, as measured by an analysis of lab-based assessment results.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our focus is on revitalizing College and Career Acceleration Programs, encompassing AP courses, dual enrollment, and industry certifications, which have seen declining participation and passing rates due to teacher shortages, perceived academic rigor, and lack of student awareness. Data analysis from the prior year highlighted decreased enrollment and achievement in these programs, indicating a need for targeted interventions. We identified challenges such as teacher shortages affecting program sustainability and student perceptions of excessive difficulty, alongside inconsistencies in course and exam alignment. By addressing these issues through teacher professional development, student education on program benefits, and ensuring coherence between course content and exam expectations, we aim to enhance these programs' effectiveness, preparing students more effectively for higher education and careers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Acceleration rates for the class of 2025, earned through dual enrollment, Advanced Placement coursework and/or industry certification will be at 85% at the end of the academic school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will implement a monitoring framework that includes tracking enrollment numbers, participation rates in AP courses, dual enrollment, and industry certifications, as well as monitoring passing rates. Ongoing evaluation of course alignment with exam standards will maintain program coherence. By closely monitoring these metrics, we aim to foster a supportive environment where students can thrive academically and professionally, preparing them comprehensively for future educational and career opportunities.

Person responsible for monitoring outcome

Carlos Escobar

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional support and coaching in College and Career Acceleration Programs will be pivotal. Through collaborative coaching cycles, teachers will set measurable goals aimed at enhancing student achievement and engagement in AP courses, dual enrollment, and industry certification-linked classes. Coaches work closely with educators to identify specific areas for improvement, such as aligning curriculum with exam expectations and implementing effective instructional strategies. By employing a mix of student-centered and teacher-centered methods, including classroom observations, feedback sessions, and facilitating tailored professional development, we can begin addressing challenges like perceived academic rigor and ensuring instructional alignment.

Rationale:

The rationale for implementing instructional support and coaching in College and Career Acceleration Programs lies in its potential to significantly enhance student outcomes, both in short and long term. By focusing on measurable goals collaboratively set by teachers, these coaching cycles will aim to improve instructional outcomes in AP courses, dual enrollment, and industry certifications by addressing challenges such as teacher preparedness and instructional alignment, crucial for maintaining program effectiveness and relevance. Additionally, the procedures set in place will help support long-term program success and continuity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Needs assessment

Person Monitoring:

Carlos Escobar

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct a comprehensive needs assessment to identify current strengths and weaknesses in the current acceleration program, including identifying misalignment of vocational courses with CTE exams resulting in the creation of a plan to improve outcomes in acceleration course participation and results. Monitoring needs assessment and subsequent improvement plan for acceleration programs involves several key step, including gathering data on current participation rates, student outcomes in acceleration courses, and feedback from stakeholders (including teachers and students). This data will establish a baseline for current strengths and weaknesses, highlighting areas where vocational courses may be misaligned with CTE exams. Regular checkpoints will be established to review the implementation of the improvement plan, such as tracking participation rates, student outcomes, and adjustments made to align vocational courses more effectively with CTE exams, in both short and long term.

Action Step #2

Program Awareness

Person Monitoring:

Carlos Escobar

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By the end of the academic year, increase the number of students enrolled in advanced placement courses by 15%, as measured by subject selection sheets and enrollment. The first step is to conduct outreach and awareness campaigns starting from 9th grade to educate students and parents about the benefits of AP courses, emphasizing college credit opportunities and advanced learning experiences. Additionally, we will streamline the enrollment process by integrating AP course options more prominently into subject selection sheets and academic counseling sessions, ensuring accessibility and clarity for students.

Action Step #3

Collaborative Learning

Person Monitoring:

Carlos Escobar

By When/Frequency:

by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using results from the PSAT, initiative mentorship matches for 80% of the identified students,

fostering peer-to-peer knowledge exchange and collaboration that will result in increase enrollment in dual enrollment coursework. By analyzing PSAT scores to identify students demonstrating strong academic potential suitable for dual enrollment, we will establish a mentorship program matching these students with peers who have excelled in similar coursework, fostering knowledge exchange and collaboration. The mentorship between students is crucial as it leverages peer-to-peer relationships to enhance learning outcomes.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Celebrating successes through special recognition of staff and student accomplishments and publicly celebrating achievements plays a crucial role in fostering supportive relationships, demonstrating care, and strengthening connections within the school community. On last year's student climate survey, only 55% of students expressed that they thought their teachers made learning fun and interesting. As a school, we want learning and learning outcomes to be motivating for our students. By highlighting the connection between effort and achievement, students learn to appreciate the value of perseverance and are motivated to strive for excellence. This approach not only encourages a positive mindset towards learning but also reinforces a culture where hard work is celebrated and acknowledged. As we continue to look at School Climate Survey results, our focus on continuing to improve school morale is at the forefront of our plans.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The school aims to enhance student success celebration by increasing the percentage of students recognized for academic achievements. Based on prior year data showing around 30% of students were formally acknowledged for their academic successes. This year, the specific measurable outcome is to achieve a 15% increase in the number of students recognized.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Focusing on celebrating students will be monitored through implementing recognition programs for

students who achieve proficiency standards or have demonstrated significant growth in topic tests, mid-year assessments, and progress monitoring. This approach seeks to foster a supportive environment where academic accomplishments are celebrated and valued. Enhancing student success celebration through increased recognition of academic achievements not only motivates students but also acknowledges and affirms the efforts and dedication of teachers in fostering academic growth and excellence.

Person responsible for monitoring outcome

Monica Babich

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The focus on celebrating successes involves publicly celebrating staff and student achievements to encourage all stakeholders. This highlights the link between effort and success, acknowledging not only achieving passing scores but also significant learning gains.

Rationale:

Celebrating successes through public recognition of staff and student achievements is crucial for fostering motivation, positive reinforcement, and a supportive culture. By highlighting achievements, whether they are passing scores or significant learning gains, the focus is not just on outcomes but also on the effort and dedication that led to those accomplishments. This public acknowledgment serves to motivate individuals to continue striving for excellence, while also demonstrating to all stakeholders the direct link between effort and success. It creates a positive atmosphere where achievements are valued and celebrated, ultimately contributing to a more engaged and motivated community committed to continuous improvement and growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Recognition Events

Person Monitoring:

Monica Babich

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Host a minimum of one recognition event per quarter year to publicly celebrate and acknowledge staff and student achievements.

Action Step #2

Feedback Mechanisms

Person Monitoring:

Monica Babich

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a feedback mechanism where at least 80% of staff and students report feeling recognized and appreciated for their achievements based on regular surveys, data chats, and climate surveys.

Action Step #3

Administrative Visibility

Person Monitoring:

Adrian Sanchez

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrative visibility and accessibility is important to increase student and teacher connections. Building those relationships are critical in setting school tone and improving morale, which will be measured by results of the school climate surveys.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Dissemination of the SIP will include sharing both the complete SIP as well as key information on the school website. These parent-friendly summaries in easily understandable language will be supported by hosting meetings before school wide events to engage in an open forum for interactive discussions. We also aim to offer multilingual communication to reach diverse families and utilize social media and digital platforms for updates and outreach. Another approach is the establishing of feedback mechanisms for continuous input and refinement, which will be done through our community liaison.

<https://varelahighschool.net/title-i/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

At Varela, fostering positive relationships with parents, families, and community stakeholders is at the core of the school's values. Understanding that the heart of Varela lies in these important connections, the school aims to build an approach that centers on building a collaborative and supportive network to meet the needs of all students and ensure their success. The school plans to cultivate strong partnerships through regular communication, engagement opportunities, and active

involvement in students' educational journeys. This includes events like Senior Parent night and Resource fair, New Student orientations, PTSA meetings, EESAC, outreach to Booster Clubs, parent-school conferences at various hours to accommodate parents, awareness campaigns on social media and activities to incentivize academic performance.

<https://varelahighschool.net/title-i/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

To enhance our academic programs at the school, we are focusing on empowering our teachers through professional development opportunities, with a strong emphasis on differentiated instruction. A special focus this year is on improving performance in math and science. This will be implemented by rolling out more data-backed personalized learning and providing students with a well-rounded, enriched and interdisciplinary curriculum.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Our School Improvement Plan is developed with input from all stakeholders. Different school committees, including EESAC, PTSA, Leadership Team, Administrative Team and Department heads, meet monthly to ensure all stakeholders share their thoughts on the school's progress towards achieving its goal. Our student services team help identify students who would benefit from Project Upstart as well as other community resources. Varela aims to foster synergy with various community services and programs, striving to create a supportive ecosystem that nurtures student success and well-being across multiple areas. This includes access to information about adult education programs, career and technical education and awareness campaigns around a wide-variety of relevant topics.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

All students have daily access to school counselors, mental health professionals and school nurses. Students are welcome to speak with school counselors, mental health professionals and school nurses during lunchtime. In addition, faculty and staff can provide students with referrals to counselor and or mental health professional as they deem necessary. Moreover, faculty and staff have been trained to recognize mental health issues through youth mental health training. Students also receive a 5 hour mental health training course. Student services helps conduct individual and group counseling, as well as classroom presentations. We cooperate with outside agencies providing mental health and other services with consent from parent/guardian is provided.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Our CAP advisor provides postsecondary opportunities for every student by hosting a school-wide college fair and a FAFSA night. In addition, students are encouraged to apply for Bright Futures as well as presented with resources for various other scholarships. Students are provided the opportunity to visit In-State universities, college, and technical colleges via the college tour trip during their junior year. Our college tour trip is put together by our class sponsors and school administration. In addition, we offer a variety of AP courses and Dual enrollment courses which students can earn post-secondary credit while still in high school as well as industry certification.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Our approach includes data collection, professional development for staff, and active family and

community involvement to effectively address and prevent behavioral issues through positive supports and interventions. We firmly believe that relationship building is integral part of every tier of intervention. This year, we also have the support of GEAR UP which allows for additional resources to implement data-driven interventions and progress monitoring.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Our PLST plans professional development based on input from our teachers. Teachers complete and submit a survey which the PLST uses to determine which PD best meets the needs of the faculty. The PLST meets monthly to discuss PD opportunities in and outside to school. This Information is shared with teacher via email and weekly briefings. Recruiting and retaining effective teachers is a hard task. To ensure retainment of new teachers, our new teachers are paired with mentor teacher and an assistant principal to help provide support in the classroom. This pairing help new teachers be successful while at the same time building capacity in new teachers with hopes of retaining them.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00