John A. Ferguson Senior High

2015-16 School Improvement Plan

John A. Ferguson Senior High

15900 SW 56TH ST, Miami, FL 33185

http://ferguson.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

John A. Ferguson Senior High School's purpose is to promote a culture of academic excellence by providing equitable, effective, appropriate, and engaging instructional strategies and by using data to drive instruction. Ferguson supports students in their quest to reach their highest potential. The school expects that graduates will be prepared to successfully enter college, career training, or the workforce and will become productive citizens and life-long learners.

Provide the school's vision statement

• All Ferguson students can learn and succeed.
• Learning should be meaningful.
• Students need challenging, engaging academic instructional practices and strategies based on current research and grade level standards, with developmentally appropriate materials, current technology, and learning experiences delivered by highly qualified professionals.
• Collaborative and continuous data-driven decision making, goal setting, and instructional adjustment, based on formal and informal assessment results, is necessary for optimum student achievement.
• Personal growth and learning in the areas of physical/mental/social/emotional health and the arts are necessary parts of student development.
• All stakeholders share the responsibility for students' academic progress and contribute to students' desire to be lifelong learners.
• Students will be prepared for the world of work through achieving industry certifications and/or prepared for college through a rigorous academic curriculum.
• Visionary leadership at all levels is critical in order to continually improve performance and engage all stakeholders.

School Environment

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

John A. Ferguson Senior High School creates a multicultural environment for our students, parents and teachers. Data analysis of the School Climate Survey is a key indicator determining if these relationships are being created. We encourage parent/teacher/student involvement through school activities to include: Open House, International Night, Hispanic Heritage Month, African American Month, and Multicultural student projects.

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

John A. Ferguson's faculty and staff work collaboratively to individualize student and family needs by implementing programs within the school community. Our priority is to provide a safe learning environment for all students. Programs and policies supported by the Miami-Dade school district include: Bullying & Harassment Prevention Policy and Curriculum, Comprehensive Student Services Program, DFYIT (Drug Free Youth In Town), Alternative to Suspension Program, Health Connect, HIV/AIDS Education Program, Homeless Education Program (Project Upstart), Youth Empowerment Summit facilitated by identified school Peer Leaders, School Counseling Program, Students Against

Destructive Decisions (SADD), School Police Program, School Social Work Program, Sexual Minority Network, and TAP (Teenage Parent Program).

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

2014 – 2015
JOHN A. FERGUSON SENIOR HIGH SCHOOL DISCIPLINE PLAN
EXCLUSION FROM CLASS:
1-2 Exclusions Verbal Warning
3-5 Exclusions 1-hour detention *
6-7 Exclusions Saturday school **
8-9 Exclusions 1-Day SCSI ***
10 Exclusions 3-Days SCSI***
11+ Exclusions 2+ Days Success Center
TARDINESS TO SCHOOL (PER 9 WEEK PERIOD) AND/OR CLASS (SCHOOL YEAR)
1-2 Tardies Warning/Parent contact
3-4 Tardies 1-hour detention *
5-7 Tardies Saturday school **
8-10 Tardies 1 Day SCSI***
11+ Tardies 2-3 Days SCSI ***
UNIFORM VIOLATIONS:
1st Violations Warning/
2-4 Violations 1-Hour detention
5-7 Violations Saturday school **
8+ Violations 1 Day SCSI ***
ELECTRONICS VIOLATION
Cell phone, MP3/IPOD, Camera/Video, Camera, Game console, ETC.
Exclusion from class
1st Violation : Warning
2nd Violation : 1 Hour detention*
3rd Violation : Saturday school**
4th Violation : 1 Day SCSI***
5th Violation : 3 Days SCSI*
6+ Violation : Confiscate item, Parent conference, 2+ Days Success Center
TRUANCY/SKIPPING CLASS
1st Violation: Saturday school**
2nd Violation : 1 Day SCSI***
3rd Violation : 2 Days CSI***
4th Violation : 3 DAYS CSI***
5+ Violation : Success Center Assignment
USE/POSSESSION OF TOBACCO PRODUCTS 3 Days indoor suspension
CURSING/DEFIANT 1-3 Days SCSI***
*Detentions are served in the cafeteria on Tuesdays, Wednesdays, and Thursdays from 2:30-3:30. Failure to serve detention will result in Saturday School assignment.
** Saturday School is served from 8:30 – 11:30. Failure to serve Saturday School will result in further disciplinary action.
***SCSI – Indoor Suspension is served during the regular school day. Failure to follow the strict guidelines in SCSI will result in further disciplinary action and/or assignment to a Success Center.
Success Center Assignment
The violations listed below will result in an Success Center assignment. REPEATED violations and/or

other

more serious violations may result in recommendation for expulsion, as well as restitution. Administrative decisions will be made based on the Code of Student Conduct and School Board Rules, and will be made on a case by case basis.

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

John A. Ferguson has a multitude of students, each with different social and emotional needs. The School Climate Survey is one of our indicators to monitor if student needs are being met. Services offered to our students include: School Counseling Services, Tutoring, Clubs, Athletics, and School Activities. Students who are flagged for poor academic performance or emotional issues are recommended for the Response to Intervention (RTI) process, which would ultimately facilitate support services within our school.

Early Warning Systems

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

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

During 2014-2015, 14% of 9th students failed two or more courses in any
subject. Our goal for 2015-2016 is to reduce the number of students
failing two or more courses by 1 percentage point to 13%. Students will be offered many opportunities to retake and forgive failed courses. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes.
During 2014-2015, 7% of students failed a Reading course. Our goal for 2015-2016 is to reduce the number of students failing a Reading course by 2 percentage points to 5%. Extended hour tutorial sessions, counseling, and In-House Boot Camps will be made available to these students. Opportunities to retake and forgive failed courses will also be made available. Due to the fact that John A. Ferguson has an 8 period day, students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes.
During 2014-2015, 15% of students failed a Math course. Our goal for 2015-2016 is to reduce the number of students failing a Math course by 1 percentage point to 14%. Extended hour tutorial sessions, counseling, and In-House Boot Camps will be made available to these students. Opportunities to retake and forgive failed courses will also be made available. Due to the fact that John A. Ferguson has an 8 period day, students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes.
During 2014-2015, 10% of 9th and 10th grade students scored a Level 1 on the statewide standardized assessment in English Language Arts. Our goal for 2015-2016 is to reduce the number of students scoring a Level 1 in the English Language Arts state assessment by 1 percentage point to 9%. During 2014-2015, 5% of students in grades 9th, 10th and 11th scored a Level 1 in the Mathematics standardized assessments. Our goal for 2015-2016 is to reduce the number of students scoring a level 1 in Mathematics standardized assessments by 1 percentage point to 4%. Extended hour tutorial sessions, counseling, In-House Boot Camps, and opportunities to retake failed courses will be made available to these students. Since John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes.
During 2014-2015, 11% of students had a GPA less than 2.0. Our goal for 2015-2016 is to reduce the number of students with a GPA less than 2.0 by 1 percentage point to 10%. Students sometimes do

not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness. Students will be informed and encouraged to participate in tutoring sessions and course forgiveness opportunities through Connect-Ed messages, academic counseling sessions, afternoon announcements, email blasts, and teacher conversations.

During 2014-2015, 8% of ninth grade students had one or more absences within the first 20 days of school. Our goal for 2015-2016 is to drop that percentage by at least 1 percentage point to 7%. Students may choose to be absent from school for reasons not approved by the school board. Students will be encouraged to attend school through counseling sessions, social worker visits, and teacher conversations.

During 2014-2015, 16% of students had an attendance record below 90%. Our goal for 2015-2016 is to drop that percentage by 2 percentage points to 14%. Parents will receive a Connect-Ed message every time their son/daughter is absent from school. The Student Services staff will contact parents and students individually once a student has 5 or more absences. Students with perfect attendance during a nine week period will participate in an incentive program.

During 2014-2015, 18% of students were suspended from school at least one day either Indoor or Outdoor.

Our goal for 2015-2016 is to lower the number of students being suspended to Indoor or referred to success centers by at least one percentage point to 17%. Students are not always knowledgeable about classroom rules, school-wide procedures, and Code of Student Conduct. Teachers will share classroom rules, school-wide procedures, and Code of Student Conduct with all students. Students displaying behavioral issues will be referred to counseling.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	77	113	117	364	671
One or more suspensions	185	185	185	187	742
Course failure in ELA or Math	66	122	90	25	303
Level 1 on statewide assessment	110	98	0	0	208
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	85	97	98	129	409

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

The following are intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (those students exhibiting two or more early warning indicators):
Extended Hours Tutorial Sessions
Counseling (Academic and Behavioral)
District's Attendance Policy
Code of Student Conduct
Saturday Academy
In-House Academic Bootcamps
Referrals to Success Centers

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Our goal for the 2015-2016 school year is to increase the percentage of parents participating in school wide activities to 48% (2006). Forty-seven percent (1936) of Ferguson parents were involved in parental activities during the 2014-2015 school year.
Barrier(s)
Lack of proficiency in the English language can be a factor in keeping parents from attending school functions.
Connect-Ed messages and written communication regarding school events will be sent to parents in English and Spanish.
All oral and written communication will be made in English and Spanish.
Whenever possible session(s) of the scheduled function(s) will be offered bilingually.
Fidelity will be monitored by administration verifying that all written and oral communication to parents is conducted bilingually.
Effectiveness will be monitored by reviewing Connect Ed reports and Parent Sign In sheets.
Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.
Barrier(s)
Lack of Parental PTSA Enrollment & PTSA Membership
Conduct membership drive activities involving students, parents, and teachers.
Administrators and PTSA Board will monitor membership drive.
Membership forms and PTSA sign in sheets will be monitored for effectiveness of membership drive.

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

In an effort to sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement the following strategies are implemented:
1. Participation in EESAC meetings is encouraged.

2. Lead Teachers visit businesses and solicit their partnerships.
3. PTSA Outreach
4. Dade Partner process when someone inquires or is recruited
5. Academy specific parent involvement

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Acosta-Leon, Mindy	Assistant Principal
Guerra, Kathy	Assistant Principal
Garcia, Ideal	Assistant Principal
Thompkins, Stanley	Assistant Principal
Villalobos, Rafael	Principal

Duties

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

Tier 1(Leadership Team)
Kathy Guerra, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RTI problem solving:
Ms. Rachel Sturgeon, Behavior Specialist - Provides behavioral management strategies.
Mr. Santiago Brenlla – MTSS/RTI Coordinator. The main function of the MTSS/RTI Coordinator is to facilitate the MTSS/RTIs as at-risk students are referred. The MTSS/RTI Coordinator assists Secondary School Counselors in the following manner:
a. Reviews documentation and assists in the problem-solving process
b. Coordinates, schedules and facilitates MTSS/RTI/SST staff meetings
c. Ensures school timeliness compliance through the problem-solving process or multi-tiered levels
d. Acts as a consultant to secondary school counselors and student services personnel on individual cases
e. Performs any and all other duties as designated by administration and the MTSS/RTI Problem-Solving Team.
Dr. Maria L. Rodriguez, PhD – Clinical Psychologist. The main function of the Clinical/School Psychologist is to act as a consultant during the problem-solving process. She provides the team and teachers with recommendations as interventions to perform for academically at-risk student. The Clinical/School Psychologist reviews all information pertaining to the problem-solving process before a transfer or a recommendation for placement is provided. This person is also responsible for the evaluation and screening of at-risk students. She reviews and gathers data necessary to prepare for a SST meeting. The School Psychologist involvement with the MTSS/RTI Team include, but are not limited to:
Preview and gather data necessary to prepare for a SST meeting
a. Participate in the School Support Team/Problem Solving Team's review and evaluation of student data
b. Utilize problem solving skills to help identify and assess the learning, development, and adjustment

characteristics and needs of students as well as the environmental factors affecting learning. Together with target area specialists, the school psychologist helps develop appropriate intervention plans based on available data

c. Assist in ensuring that progress monitoring is conducted on a regular basis

d. Utilize psychological methods, instruments, and techniques for purposes of measurement, understanding, and prediction of learning and behavior in the school student

e. Conduct a thorough psycho-educational assessment of students for which an M-Team evaluation has been requested

f. Analyze and interpret the data collected as well as the results of the psycho-educational evaluation in order to compose a comprehensive report. The psycho-educational report should answer the referral question and provide pertinent recommendations of research-based interventions.

TBA – School Social Worker. The function of the School Social Worker is to act as a consultant to the team, student and family. This team member observes and meets with family members in order to assist them in accessing available resources in the community. The School Social Worker also suggests interventions and provides guidance to the team in the problem-solving process.

Dr. Maria Martinez - Guidance Counselor. The function of the Guidance Counselor is as a consultant to the team on cases that involve mental or emotional challenges. She provides the academically at-risk student with counseling and offers recommendations to the team, students, teachers, and family members with interventions to improve the academic performance of the at-risk student.

In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS/RTI .

Tier 2

Selected members of the MTSS/RTI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

• Mr. Rafael Villalobos, Principal
• Santiago Brenlla, MTSS/RTI Coordinator
• Dr. Maria Martinez, Guidance Counselor
• Rachel Sturgeon, Behavior Specialist
• Dr. Maria L. Rodriguez, School Psychologist
• CHI, School Social Worker
• Kathy Guerra, Assistant Principal
• Mindy Acosta-Leon, Assistant Principal
• Ideal Garcia, Assistant Principal
• Stanley Thompkins, Assistant Principal
• Rachel Sturgeon, SPED Department Chair

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

• Dr. Maria Martinez, Guidance Counselor
• Rachel Sturgeon, Behavior Specialist
• Dr. Maria L. Rodriguez, School Psychologist
• CHI, School Social Worker
• Kathy Guerra, Assistant Principal
• Rachel Sturgeon, SPED Department Chair

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

The MTSS/RTI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus. At Ferguson we hold these meetings at least once a month.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency.

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

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

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

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

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year to The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent

Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers (K-12).
• reading and supplementary instructional materials (K-12).
• cultural supplementary instructional materials (K-12).
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Adult Education
High School Only
High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rafael Villalobos	Principal
Luis Diaz	Teacher
Frank Davis	Teacher
Lisa DeVries	Teacher
Elizabeth Brito	Teacher
Christian Provenzo	Teacher
Paola Sibon	Parent
Rosemary Macgowan	Parent
Marietta Yglesias	Parent
Angel Rodriguez	Student
Enrique Escallon	Business/Community
Frank Irizarry, Jr	Business/Community
Ceresta Smith	Teacher
Shawn Beightol	Teacher
Maria Molina	Education Support Employee
Martha Escobar	Parent
Jeannie Franceschi	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC was consulted throughout the development of this school improvement plan. Student achievement data was reviewed by the SAC, and determination for expenditures was decided and approved by the SAC.

Development of this school improvement plan

The SAC was consulted throughout the development of this school improvement plan. Student achievement data was reviewed by the SAC, and determination for expenditures was decided and approved by the SAC.

Preparation of the school's annual budget and plan

The SAC was consulted throughout the preparation of the budget and school improvement plan. Student achievement data was reviewed by the SAC, and determination for expenditures was decided and approved by the SAC.

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

After School Tutorials Reading $ 3,500.00
After School Tutorials Mathematics $ 1,750.00
After School Tutorials Science $ 1,750.00
Student Incentives for Testing, Academics, and Attendance $ 2,999.00
Teacher Mini-Grants (limit of $200.00 each) $ 1,000.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Villalobos, Rafael	Principal
Acosta-Leon, Mindy	Assistant Principal
Guerra, Kathy	Assistant Principal
Parsons, Mary	Teacher, K-12
Fernandez, Erica	Teacher, ESE
Rainelli, Sandra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The following recommendations have been made by the Reading Leadership Team for the 2015-2016 school year:
Encourage and support teacher collaboration through Professional Learning Communities to promote new instructional techniques such as new technology and ELA Assessments.
Encourage the use of the Teacher Portal which provides resources to infuse reading and writing in the content areas.
Reading/Writing In-house boot camps.

Public and Collaborative Teaching

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

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

The school encourages positive working relationships between teachers. Whenever possible common planning times are scheduled for teachers working with the same subject areas. Professional Learning Communities (PLC) are encouraged as an ongoing process used to establish a schoolwide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. Through participation in Professional Learning Communities teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning.

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

In order to retain and recruit highly qualified, certified-in-field, effective teachers to the school the following strategies are implemented:
Extra Period Supplements
Teacher Mentor
Academy Lead Teacher
Department Chair

Professional Learning Communities
Professional Development
Interns-Clinical Supervision
Persons responsible: Principal, Assistant Principals

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

Beginning teachers or teachers who have recently returned to teaching are paired with a veteran teacher within their same department to meet regularly for assistance throughout the school year. The mentor and mentee will meet frequently to discuss strategies for each standard in the Deliberate Practice Growth Target (DPGT). The mentor will be given time for feedback, coaching and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

At John A. Ferguson Senior we work together to provide an equitable and continuous learning experience reflecting high expectations that actively engages each student in meaningful, lifelong learning.
We increase student achievement through the provision of systemic innovative curricula characterized by standards and research-based educational programs that deliver effective and differentiated instruction in partnership with parents, business, and our diverse community.
Teachers are informed of the curricular updates that take place at the state and district level. All teachers have been informed of the Florida Standards and use the most up to date pacing guides provided by the district. Information is made available to teachers in order to increase awareness and knowledge in current research and best practices at the national and state level.
The administrative team monitors the fidelity of implementation and compliance with local/state/ federal requirements, to maximize return on investment.

Instructional Strategies

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

Data is collected and analyzed year around in order to provide differentiated instruction to meet the diverse needs of students. During the first nine weeks of school, teachers administer baseline exams to students in all core subject areas. Teachers then review student results by downloading reports created by Gateway to Data (G2D), ZipGrade, Edgenuity, FAIR, and Achieve 3000 which provide teachers data by standards. Teachers will tailor their instruction towards the weaknesses identified by baseline exams. This process happens again at mid-year. At the beginning of the year, teachers also use Student Performance Indicators to identify student deficits based on the student's performance on previous standardized assessments. Teachers are then able to use differentiated instruction to help students master their academic deficits.

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

Strategy: Extended School Day

Minutes added to school year: 9,600

After school tutorial sessions will be available in the areas of Reading, Language Arts, Mathematics, and Science. In-House Boot Camps will be offered one week prior to ELA exams, End of Course Exams, Advance Placement Exams, and International Baccalaureate Exams. Teachers will collaborate, plan, and engage in professional development activities during early release days, professional development work days, after school, and when possible during their planning time.

Strategy Rationale

The rationale to the Extended School Day strategy is that students receiving additional prescriptive reviews in the academic areas where they demonstrate weaknesses, will benefit from the additional assistance and become proficient in the assessed standards.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Acosta-Leon, Mindy, macostaleon@dadeschools.net

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

Data is collected and analyzed year around. During the first nine weeks of school, teachers administer baseline exams to students in all core subject areas. Teachers then review student results by downloading reports created by Gateway to Data (G2D), ZipGrade, Edgenuity, FAIR, and Achieve 3000 which provide teachers data by standards. Teachers will tailor their instruction towards the weaknesses identified by baseline exams. This process happens again at mid-year. At the beginning of the year, teachers also use Student Performance Indicators to identify student deficits based on the student's performance on previous standardized assessments. Teachers are then able to use differentiated instruction to help students master their academic deficits.

Student Transition and Readiness

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

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

To inform and support our incoming cohorts, student services personnel visits middle schools in our feeder pattern and provide the incoming students information regarding:
Graduation requirements
Assessments (ELA, EOC, AP, IB, Industry Certification)
Academy Selection
New Student Orientation
To inform and support our outgoing cohorts the school provides the following services:
Counseling sessions (whole group and individual)
Academy Information meetings

College Informational Nights
College Advisor Classroom Visitations
ASVAB exam
ACT, SAT, and PERT exams testing opportunities are provided during the scheduled Saturdays
Extended Hours Tutorials
Senior Parent Night

College and Career Readiness

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

John A. Ferguson offers students elective courses and courses in their Major Area of Interest. Many of these courses focus on job skills and include the opportunities for student internships and industry certification. Students choose a Major Area of Interest upon entering the ninth grade. Once the Major Area of Interest is declared, the academy-based courses are prescribed. Additional elective courses can be selected based on student interest. During the subject selection process, counselors meet with students by academy and offer guidance. The course selection sheet is sent home for parent's signature. ConnectEDU and Florida Shines is also used to help students and parents become informed about colleges, careers, and scholarships.

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

John A. Ferguson offers students academy elective courses based on their future career plans. Many of these courses focus on job skills and include the opportunities for student internships and industry certification. In addition to academy classes students are encouraged to participate in dual enrollment courses on and off campus and in advanced placement classes where they have the opportunity to earn both high school and college credit.
The following courses offer students opportunities for industry certification:
Veterinary Assistant 4 and 5, Digital Media/Multimedia Foundations 1, 2 and 3, Accounting Applications 1, 2, and 3, Introduction to IT, Game & Simulation Foundations, Design, and Programming, Computing for College and Careers, Digital Design 1, 2 and 3, Administrative Office Technology, Business Software Applications, Business and Entrepreneurial Principles, Legal Aspects of Business, Business Supervision, International Business Systems, International Finance and Law, Cooperative Diversified Education, Diversified Career Technology Principles, Health Science Education Directed Study, Early Childhood Education 2, 3, and 4, Electrocardiograph Aide 3, Emergency Medical Responder, Nursing Assistant 3, Design Services Core, Principles of Interior Design Services, Interior Design Techniques, Interior Design Specialist, Advanced Technology Applications, Building Trades and Construction Design Technology 1, 2 and 3, Television Production 1-10, Culinary Arts 2, 3 and 4, Sport, Recreation, and Entertainment Essentials, Travel and Tourism Marketing Management, Computer Technology for Travel, Technology Support Services-Client Systems, Network Systems and Specialized Technologies, Career Education for Students with Disabilities, Dual Enrollment: Introduction to Microcomputers, International Business Systems, International Finance and Law, Business Software Applications 1, and Sport Recreation and Entertainment Essentials.

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

Students at Ferguson are expected to have successful post-secondary experiences since their time at Ferguson is spent in preparation for them to continue their academic career. The academy model allows for students to receive both skills and opportunities that better prepare them upon graduation. Students begin their academy in the 9th grade, each year taking at least one class related to their academy major.

In 11th and 12th grade students are encouraged to complete academy related internships where their knowledge can be put into practice. Some of these internships have turned into jobs for some of our students. The Lead Teachers are active in maintaining community contacts that welcome our students for academy related jobs. Academy Teachers are informed of various job opportunities through the Lead Teachers and students who show interest are usually given summer placements in both jobs and internships. Students in the Hospitality and Tourism major are often placed in both paid and unpaid internships in corporations such as Carnival Cruise Lines. The culinary students prepare breakfast and luncheons for guests in the building, affording them the opportunity to practice their skills. They also operate an in-house restaurant, The Falcon Flame, which opens on a quarterly basis. Biomedical students are placed at job sites such as nursing facilities and local hospitals. In addition, the Nursing and Veterinary Assisting Bio-Medical programs require students to participate in clinical learning experiences that are based on pre-established clinical partnerships with local businesses. While engaged in these clinicals, students are under the direct supervision of a licensed and certified industry professional and must complete a certain number of hours in order to be eligible to sit for the certification exam at the end of the program. Furthermore, the Pre-med club is in partnership with the FIU School of medicine so those interested can learn from, be mentored by, and gain valuable insight about the Health care profession from real world professors and practitioners. The International Business and Finance students are placed in accounting firms and insurance companies. During tax season our senior accounting students prepare taxes for members of the community. The students in the IT academy are often called to create websites for other schools in the district as well as helping our computer technicians and teachers on site. Our Design and Architecture students in the TV Production strand work in the videotaping and editing of our graduation ceremony and extend this service to other schools as well. Industry certification courses and opportunities are embedded into all of our academies. Lastly, all academy students are encouraged to purchase uniforms and or work related apparel. On certain days or for certain events the students are asked to come to school in these clothes. All these experiences facilitate the transition into career pathways for our students.

Once students complete the four years of the academy and some additional criteria students are considered academy completers and receive an Academy Certificate. The Academy Certificate may equate to college credit being granted for the academy courses taken here at Ferguson. In most cases, students must complete the academy to receive credit for each course; however in some instances in order to accommodate transfer students etc., credit is given for the classes the student completed even if they were unable to complete the academy. This school year we had 87% of our senior class graduate from Ferguson with 60% of our seniors receiving an Academy Certificate. This data suggests that a large number of our graduates are successful in completing the academy and can reap the benefits of college credits with our articulation agreements.

At the moment our main articulation agreement is with Miami Dade College. Each academy has classes that articulate with this institution. From the International Business and Finance academy the International Business major, Accounting major, and Business Management major, all fully articulate giving the student the opportunity to earn 12 college credits for completing the academy. Also in the International Business Academy, the Early Childhood Education major fully articulates. The Biomedical Academy offers two majors that fully articulate with MDC, Nursing Assistant and Emergency Medical Responder. In the Information Technology Academy the Computer Programming major, Web Design major, and Networking major fully articulate. Our Digital Design major partially articulates with MDC and fully articulates with the Art Institute of Ft. Lauderdale and Florida National College. Lastly, in the Design and Architecture Academy the Drafting major fully articulates with MDC and the TV production major fully articulates with the Art Institute of Ft. Lauderdale and partially articulates with MDC. Many of our art and music majors such as Photography, Drawing and Painting and Comprehensive Theater have courses that articulate with certain art institutes across the nation.

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

The following are strategies that have been implemented in order for our students to achieve readiness for post-secondary:
Extended Hours Tutorials (In all core areas, AP, IB, and Industry Certification)
In-House Academic Boot Camps
Individual Counseling Sessions
PSAT (encouraged for grades 9 and 11 students, mandatory for all grade 10 students)
Post-secondary Assessments at the school site (SAT, ACT, and PERT)
College Advisor Classroom visitations
College Night Informational Sessions for parents

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G070383

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - ED	
AMO Math - Asian	
AMO Math - ELL	

Resources Available to Support the Goal `2`

- Microsoft Suite, Promethean and Smart Boards, Tablets, Bootcamps, Extended Time Tutorials, Reading Plus, Achieve 3000, Scholastic Read 180, Imagine Learning, Khan Academy, IXL, Gizmos, Discovery Learning, Teacher Websites, Formal and Informal Assessments, and District Resources.

Targeted Barriers to Achieving the Goal `3`

- Teachers and students lack proficiency in some of the instructional technologies available.

Plan to Monitor Progress Toward G1. `8`

Administrators will conduct walk-throughs.

Person Responsible
Mindy Acosta-Leon

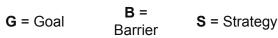**Schedule**
Daily, from 9/8/2015 to 4/30/2016

Evidence of Completion
Walk-through schedule

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G070383

G1.B1 Teachers and students lack proficiency in some of the instructional technologies available. `2`

🔑 B183321

G1.B1.S1 Implement collaborative sessions that result in rigorous, purposeful, and engaging instructional activities that target technology proficiency. `4`

🔑 S195055

Strategy Rationale

To increase proficiency in available instructional technology that will impact student achievement.

Action Step 1 `5`

Professional development will be provided for all teachers on the implementation of instructional technology.

Person Responsible

Kathy Guerra

Schedule

On 10/2/2015

Evidence of Completion

Agenda, sign-in sheet, and follow-up activity

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Demonstration of effective implementation of intructional technology can be evidenced through teacher lessons and delivery of instruction.

Person Responsible

Mindy Acosta-Leon

Schedule

Daily, from 9/8/2015 to 4/30/2016

Evidence of Completion

Teacher lessons and authentic student work samples.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Teachers will participate in sharing best practices, model lessons, and/or in-house on-demand digital lessons.

Person Responsible

Kathy Guerra

Schedule

On 10/8/2015

Evidence of Completion

Reflection form and exit slip

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided for all teachers on the implementation of instructional technology.	Guerra, Kathy	9/3/2015	Agenda, sign-in sheet, and follow-up activity	10/2/2015 one-time
G1.MA1	Administrators will conduct walk-throughs.	Acosta-Leon, Mindy	9/8/2015	Walk-through schedule	4/30/2016 daily
G1.B1.S1.MA1	Teachers will participate in sharing best practices, model lessons, and/or in-house on-demand digital lessons.	Guerra, Kathy	10/8/2015	Reflection form and exit slip	10/8/2015 one-time
G1.B1.S1.MA1	Demonstration of effective implementation of intructional technology can be evidenced through teacher lessons and delivery of instruction.	Acosta-Leon, Mindy	9/8/2015	Teacher lessons and authentic student work samples.	4/30/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers and students lack proficiency in some of the instructional technologies available.

G1.B1.S1 Implement collaborative sessions that result in rigorous, purposeful, and engaging instructional activities that target technology proficiency.

PD Opportunity 1

Professional development will be provided for all teachers on the implementation of instructional technology.

Facilitator

Rebecca De Armas, David Duque

Participants

Teachers

Schedule

On 10/2/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional development will be provided for all teachers on the implementation of instructional technology.	$0.00
		Total:	$0.00