

# John A. Ferguson Senior High



# 2017-18 Schoolwide Improvement Plan

## John A. Ferguson Senior High

15900 SW 56TH ST, Miami, FL 33185

<http://ferguson.dadeschools.net/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| High School<br>9-12                              | No                     | 74%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 95%   |

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for John A. Ferguson Senior High

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - N/A                             |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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: Start with Hello, Values Matter, 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).

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

Below is our discipline plan for the 2017-2018 school year.

**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 AOS 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 AOS 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 : AOS 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 an AOS Center.

#### Success Center Assignment

The violations listed below will result in an AOS 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.

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

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.

### **3. Early Warning Systems**

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

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

During the 2016-2017 school year, 2% of 9th grade students failed an ELA or a Math course. The percent of other grade levels failing an ELA or a Math course includes 11% of the 10th grade students, 15% of the 11th grade students and 7% of the 12th grade students. Our goal for the 2017-2018 school year is to reduce the percent of students failing an ELA or a Math course by 1 percentage point in each grade level. Therefore the expected percent of students failing an ELA or Math course in 2017-2018 will be 1% for 9th, 10% for 10th, 14% for 11th and 6% for 12th grade students. Students will be offered many opportunities to retake and forgive failed courses, as well as attend after school tutoring sessions and Saturday boot camps in order to improve academic weaknesses. 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 the 2016-2017 school year, 3% of our students in grades 9-12 scored a Level 1 or 2 in the ELA or Mathematics End-of-Course assessments. Our goal for 2017-2018 school year is to reduce the number of students scoring a Level 1 or 2 on the ELA or Mathematics End-of-Course assessments by 1 percentage point to 2%.

During the 2016-2017 school year, 16% of our students in grades 9-12 exhibited two or more early warning indicators. Our goal for 2017-2018 is to reduce the number of students exhibiting two or more early warning indicators by 1 percentage point to 15%.

#### **b. Provide the following data related to the school's early warning system**



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

| Indicator                       | Grade Level |   |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11  | 12  |     |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23  | 111 | 107 | 67  | 308   |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 236 | 332 | 332 | 272 | 1172  |
|                                 | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |     |    |     | Total |     |
|--|-------------|---|---|---|---|---|---|---|---|-----|----|-----|-------|-----|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10 | 11  |       | 12  |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 240 | 82 | 218 | 90    | 630 |

**c. 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 are employed by the school to improve the academic performance of students identified by the early warning system:

Intensive Reading and Mathematics  
 8 period day schedule (SSR)  
 Extended Hours Tutorial Sessions  
 Pull-out by interventionists (Mathematics and/or Language Arts)  
 Counseling (Academic and Behavioral)  
 District's Attendance Policy  
 Code of Student Conduct  
 Saturday Academy  
 In-House Academic Boot Camps  
 Referrals to Success Centers  
 Values Matter District Program  
 Referral to RTi if needed

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.****a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

The school works with fidelity to build a positive relationship with families, increase involvement, communicate the school's mission and vision, and keeping parents informed of their child's progress. Our goal for the 2017-2018 school year is to increase the percentage of parents participating in school wide activities to 50% (2200). Forty-seven percent (1880) of Ferguson parents were involved in parental activities during the 2016-2017 school year.

The following activities are planned in order to enhance family and community engagements: New Student Orientation, Senior Parent Night, Lowest 25% parent meeting, Open House, Curriculum Fair, AP Potential Parent/Student meeting, Falcon Fright Night, Visual and Performing Arts events, Sports events, PTSA, EESAC, and Advisory Boards for Magnet Academies.

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.

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

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
6. Advisory Boards for each Magnet Academy

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

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

| Name                    | Title                  |
|-------------------------|------------------------|
| Acosta-Leon, Mindy      | Assistant Principal    |
| Garcia, Ideal           | Assistant Principal    |
| Thompkins, Stanley      | Assistant Principal    |
| Villalobos, Rafael      | Principal              |
| Rodriguez, Rosalyn      | Assistant Principal    |
| Rodriguez, Maria        | Psychologist           |
| Martinez-Salazar, Maria | School Counselor       |
| De Las Cuevas, Liz      | Teacher, K-12          |
| Brenlla, Santiago       | Teacher, K-12          |
| Stewart, Susan          | Attendance/Social Work |

#### **b. Duties**

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

Rafael A. Villalobos, Principal will maximize the school budget to properly staff and bring in all required resources. In addition, the principal builds a school culture of success and excellence for all stakeholders.

Mindy Acosta-Leon, Assistant Principal for Curriculum, will work closely with faculty to ensure that all students are making learning gains in the FSA and EOC exams. In addition, collaboration will be take place throughout the school year with the five lead teachers from the magnet academies to promote and ensure the success of these academies is on-going.

Ideal Garcia, Assistant Principal will assist in maximizing of the school budget, discipline, and school culture.

Stanley Thompkins, Assistant Principal will facilitate all industry certification exams and work with CTE teachers to maximize student success in these courses.

##### **Tier 1(Leadership Team)**

Rosalyn Rodriguez, 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. Liz De Las Cuevas, 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:

- Reviews documentation and assists in the problem-solving process
- Coordinates, schedules and facilitates MTSS/RTI/SST staff meetings
- Ensures school timeliness compliance through the problem-solving process or multi-tiered levels
- Acts as a consultant to secondary school counselors and student services personnel on individual cases
- 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 an SST meeting. The School Psychologist involvement with the MTSS/RTI Team include, but are not limited to:

- a. Preview and gather data necessary to prepare for a SST meeting
- b. Participate in the School Support Team/Problem Solving Team's review and evaluation of student data
- c. 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
- d. Assist in ensuring that progress monitoring is conducted on a regular basis
- e. Utilize psychological methods, instruments, and techniques for purposes of measurement, understanding, and prediction of learning and behavior in the school student
- f. Conduct a thorough psycho-educational assessment of students for which an M-Team evaluation has been requested
- g. 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.

Ms. Susan Stewart – 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
- Rosalyn Rodriguez, 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
- Liz De Las Cuevas, Behavior Specialist
- Dr. Maria L. Rodriguez, School Psychologist
- CHI, School Social Worker
- Rosalyn Rodriguez, Assistant Principal
- Rachel Sturgeon, SPED Department Chair
- Santiago Brenlla, MTSS/RTI Coordinator

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

#### Tier I

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 at least once a month where problem solving is the sole focus.
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. Responding 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. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring 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 overall positive group response is not evident
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 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. Lastly, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for next year's SIP. At this time, previous year's trend data across grade levels is used to examine impact on 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:



| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Rafael Villalobos  | Principal                  |
| Luis Diaz          | Teacher                    |
| Lisa DeVries       | 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                     |
| Robert Perez       | Teacher                    |
| Mayra Reyes        | Teacher                    |
| Brian Wheeler      | Student                    |
| Linda Edwards      | Teacher                    |
| Maria Molina       | Education Support Employee |
| Carmen Howren      | Education Support Employee |
| Carmen Monje       | Parent                     |
| Angel Rodriguez    | Student                    |
| Estefany Marin     | Student                    |
| Alberto Mancebo    | Business/Community         |

## **b. Duties**

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

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

#### **a. Evaluation of last year's school improvement plan**

The 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.

#### **b. 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.

#### **c. 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.

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

After School Tutorials and Saturday Bootcamps \$ 10,000.00  
Student Incentives for Testing, Academics, and Attendance \$ 2,999.00  
Teacher Mini-Grants (limit of \$200.00 each) \$ 1,000.00

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name               | Title               |
|--------------------|---------------------|
| Villalobos, Rafael | Principal           |
| Acosta-Leon, Mindy | Assistant Principal |
| Rodriguez, Rosalyn | Assistant Principal |
| Alvarez, Jeannette | Teacher, K-12       |
| De Leon, Emily     | Teacher, K-12       |
| Pangtay, Lynda     | Teacher, K-12       |
| Pardo, Nelson      | Teacher, K-12       |
| Parsons, Mary      | Teacher, K-12       |
| Obando, Sandra     | Teacher, K-12       |
| Rivera, Edda       | Teacher, K-12       |
| Romero, Leidy      | Teacher, K-12       |
| Wilson, Derek      | Teacher, K-12       |
| Thomas, Lowell     | Teacher, K-12       |
| Slater, Nicole     | Teacher, K-12       |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team is comprised of the Assistant Principal for Curriculum and all department chairs. The department representatives are trained monthly in a variety of reading strategies by the reading and language arts department chairs during curriculum council meetings. The strategies are designed to be incorporated into any curriculum and address the four reporting categories of the FSA ELA.

## D. Public and Collaborative Teaching

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

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

The school encourages positive working relationships among teachers. Whenever possible common planning times are scheduled for teachers working within the same content areas. Professional Learning Communities (PLC) are encouraged as an ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. In addition, departments have established Creative Collaborative Connection(CCC) meetings. Through participation in Professional Learning Communities(PLC) and Creative Collaborative Connection(CCC) teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning.

### 2. 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  
Creative Collaborative Connections(CCC)  
Professional Development  
Interns-Clinical Supervision

Persons responsible: Principal, Assistant Principals

### 3. 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 and provide opportunities for professional growth.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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.

## **b. Instructional Strategies**

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

Data is collected and analyzed year round in order to provide differentiated instruction that meets the diverse needs of students. At the beginning of the year, teachers use Student Performance Indicators to identify student deficits based on the student's performance on previous standardized assessments. In addition, teachers are informed which students in the lowest 25% are scheduled into their classes. Teachers are then able to use differentiated instruction to help students master their academic deficits. In November and February teachers administer the District Mid-Year Assessments and analyze the data by downloading reports from Gateway to Data (G2D) to create student tailored instruction and interventions prior to the state mandated assessments. In addition, student data from Power BI, ZipGrade, Edgenuity, FAIR, and Achieve 3000 is also reviewed and used for interventions. Teachers will tailor instruction to address identified weaknesses.

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

**Strategy: 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. Saturday Test Prep Boot Camps will be offered every month for the FSA/ELA assessments as well as the Math and Biology EOC exams.

Teachers will collaborate, plan, and engage in professional development activities during early release days, professional development work days, after school, and during 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](mailto: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 round in order to provide differentiated instruction to meet the diverse needs of students. At the beginning of the year, teachers use Student Performance Indicators to identify student deficits based on the student's performance on previous standardized assessments. In addition, teachers are informed which students in the lowest 25% are scheduled in their classes. Teachers are then able to use differentiated instruction to help students master their academic deficits. In November and February teachers administer the District Mid-Year Interims and analyze the data by downloading reports from Gateway to Data (G2D) in order to create student tailored instruction and interventions prior to the state mandated assessments. In addition, student data from; Power BI, ZipGrade, Edgenuity, FAIR, and Achieve 3000 is also reviewed and used for interventions. Teachers will tailor their instruction towards the weaknesses identified.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

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  
College Fair  
ASVAB exam  
ACT, SAT, and PERT exams testing opportunities are provided during the scheduled Saturdays  
Extended Hours Tutorials  
Senior Parent Night

## **b. College and Career Readiness**

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

John A. Ferguson offers students elective courses and courses within their magnet program. 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. Remind and Florida Shines is also used to help students and parents become informed about colleges, careers, and scholarships.

### ***2. 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 credits. Since the school participates in the Secondary School Reform Initiative (SSRI) and the school schedule consists of 8 classes, students are able to complete a career-based academy while receiving intensive classes that may be needed in order to fulfill state assessments required for graduation.

The following courses offer students opportunities for industry certification:

Veterinary Assistant 4 and 5, Digital Media/Multimedia Design 1, 2 and 3, Accounting Applications 1, 2, and 3, Digital Information Technology, Game & Simulation Foundations, Design, and Programming, Digital Design 1, 2 and 3, 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 4, Electrocardiograph Aide 3, Emergency Medical Responder, Nursing Assistant 3, 911 Emergency Operator, 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 3 and 4, Network Systems and Specialized Technologies, Career Education for Students with Disabilities



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

Students 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. 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 healthcare profession from professors and licensed 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 students are asked to attend school in their academy attire. 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. Last school year 91% of our senior class graduated 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 strands such as Early Childhood Education, International Business, Accounting, and Business Management majors are all fully articulated giving students the opportunity to earn 12 college credits for completing the academy. The Biomedical Academy offers two majors that fully articulated with MDC, Nursing Assistant and Emergency Medical Responder. In the Information Technology Academy, Computer Programming and Networking majors 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, Drafting fully articulates with MDC



and TV production fully articulates with the Art Institute of Ft. Lauderdale while partially articulating 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.

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

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)  
Test Prep Saturday 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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      If core instruction is increased in all content areas, then student achievement will improve.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If core instruction is increased in all content areas, then student achievement will improve. 1a

G096736

**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             |               |

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G1.** 8

District Mid-year Assessments

**Person Responsible**

Mindy Acosta-Leon

**Schedule**

Daily, from 11/13/2017 to 2/16/2018

**Evidence of Completion**

Data provided by the Mid-year Assessments

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096736

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

 B260212

**G1.B1.S1** To ensure 100% of the student population is assigned an electronic device that accesses online curriculum and tools. **4**

 S275651

### 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

Rosalyn Rodriguez

#### Schedule

On 10/2/2017

#### 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 instructional technology can be evidenced through teacher lessons and delivery of instruction.

**Person Responsible**

Mindy Acosta-Leon

**Schedule**

Daily, from 9/28/2017 to 4/30/2018

***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 through Creative Collaborative Connections (CCC).

**Person Responsible**

Rosalyn Rodriguez

**Schedule**

On 5/31/2018

***Evidence of Completion***

Reflection form and exit slip

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion               | Due Date/ End Date |
|-------------------------|--|--------------------|-------------------------------|---|--------------------|
| <b>2018</b>             |  |                    |                               |   |                    |
| G1.B1.S1.A1<br>A370320  | Professional development will be provided for all teachers on the implementation of instructional... | Rodriguez, Rosalyn | 9/28/2017                     | Agenda, sign-in sheet, and follow-up activity       | 10/2/2017 one-time |
| G1.MA1<br>M398715       | District Mid-year Assessments  | Acosta-Leon, Mindy | 11/13/2017                    | Data provided by the Mid-year Assessments           | 2/16/2018 daily    |
| G1.B1.S1.MA1<br>M398712 | Demonstration of effective implementation of instructional technology can be evidenced through...    | Acosta-Leon, Mindy | 9/28/2017                     | Teacher lessons and authentic student work samples. | 4/30/2018 daily    |
| G1.B1.S1.MA1<br>M398711 | Teachers will participate in sharing best practices, model lessons, and/or in-house on-demand...     | Rodriguez, Rosalyn | 10/3/2017                     | Reflection form and exit slip                       | 5/31/2018 one-time |

## V. Professional Development Opportunities

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

**G1.** If core instruction is increased in all content areas, then student achievement will improve.

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

**G1.B1.S1** To ensure 100% of the student population is assigned an electronic device that accesses online curriculum and tools.

### PD Opportunity 1

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

#### Facilitator

David Duque

#### Participants

Teachers

#### Schedule

On 10/2/2017



## VI. Technical Assistance Items

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

## VII. Budget

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