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John A. Ferguson Senior High

15900 SW 56TH ST, Miami, FL 33185

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of John A. Ferguson Senior High School is to develop within its community the actualization of the essential core values:

Integrity
Visionary Leadership
Lifetime Learning
Pursuit of Excellence
Respect
Responsibility for Self and Community

Provide the school's vision statement.

The community of John A. Ferguson Senior High School is engaged in an educational journey with high standards for social, academic, and physical instruction. All students will emerge with integrity and become life-long learners so that they can succeed in a competitive, ever-changing global economy.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Barnett, Wendy	Principal	<p>The principal's job duties and responsibilities are detailed below.</p> <p>Enables faculty and staff to work as a system focused on student learning. Maintains a school climate that supports student engagement in learning. Generates high expectations for learning growth by all students. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction. Engages in data analysis for instructional planning and improvement. Communicates the relationships among academic standards, effective instruction, and student performance. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction. Employs a faculty with the instructional proficiencies needed for the school population served.</p> <p>Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.</p> <p>Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.</p> <p>Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. Promotes school and classroom practices that validate and value similarities and differences among students. Provides recurring monitoring and feedback on the quality of the learning environment. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency. Uses critical thinking and problem solving techniques to define problems and identify solutions. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed. Empowers others and distributes leadership when appropriate. Uses effective technology integration to enhance decision making and efficiency throughout the school. Identifies and cultivates potential and emerging leaders. Provides evidence of delegation and trust in subordinate leaders. Plans for succession management in key positions. Promotes teacher-leadership functions focused on instructional</p>

Name	Position Title	Job Duties and Responsibilities
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proficiency and student learning. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Organizes time, tasks and projects effectively with clear objectives and coherent plans. Establishes appropriate deadlines for him/herself and the entire organization. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. Actively listens to and learns from students, staff, parents, and community stakeholders. Recognizes individuals for effective performance. Communicates student expectations and performance information to students, parents, and community. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. Utilizes appropriate technologies for communication and collaboration. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community. Engages in professional learning that improves professional practice in alignment with the needs of the school system. Demonstrates willingness to admit error and learn from it; Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Biomedical

Departments:
ELL, Language Arts, Reading, ESE

IPEGS
Instructional Walkthroughs & Support

Athletics
Professional Development
ESE/ELL – Compliance
CTE
Bootcamps/Tutoring (ELA)

Cafeteria Staff
Of the Year Committee
Faculty Meetings
Student Discipline

Del Valle, Assistant
Dulce Principal

Name	Position Title	Job Duties and Responsibilities
		Lunch Supervision Arrival & Dismissal Supervision Threat Assessment Team Mental Health Coordinator Student of the Month PTSA Website School Messenger & Social Media Data Management Climate Surveys Handbooks: Student/Parent & Staff Hurricane Support/Assistance Internal Funds Keys Athletic/Activities Supervision ALL Varsity Football Games 9th Grade ELA, 10th Grade ELA, Acceleration (ICE)

DASH & Information Technology

Departments:
 Science, Foreign Language,
 Physical Education

IPEGS
 Instructional Walkthroughs & Support

Daily Attendance
 Attendance Appeals
 Drop-Out Prevention
 CTE
 Bootcamps/Tutoring (Science)
 SCSI
 Nurses
 Technology Network & Support
 Student Discipline
 Lunch Supervision
 Arrival & Dismissal Supervision

McFarley, Assistant
 Larry Principal

Student Success Center Contact
 SCSI/ID/Uniform Compliance
 Clinic Services- Health Screenings
 Black History Month
 Accident/Injuries ASPEN
 Lunch Program (F/R)
 Transportation
 Dade Partners/Volunteers

Name	Position Title	Job Duties and Responsibilities
		Raptor- Visitors Data Management Facility Management Fire/Emergency Drills Hurricane Support/Assistance Student & Faculty Parking Technology/ Tablet Inventory Athletic/Activities Supervision ALL Varsity Football Games Biology, Lowest 25 Math, Acceleration (ICE)
		International Baccalaureate Departments: Math, Student Services IPEGS Instructional Walkthroughs & Support School Improvement Plan (SIP) STEAM Assessments (School-wide) Dual Enrollment Honor Roll Bootcamps/Tutoring (Math, AP/IB) Clerical Staff Substitute Coverage Curriculum Council Student Discipline Lunch Supervision Arrival & Dismissal Supervision Graduation Cohort Registrations/Transfers/WD Master Schedule/Articulation FLVS Interventions EESAC School Messenger & Social Media Data Management Handbooks: Clerical & Substitutes Hurricane Support/Assistance Payroll/Staff Attendance Textbook Inventory FTE Surveys/Compliance Athletic/Activities Supervision
Assistant Principal		

Name	Position Title	Job Duties and Responsibilities
		ALL Varsity Football Games Algebra 1, Geometry, Graduation, Acceleration (AP,DE, IB)
		Business & Finance Departments: Social Studies IPEGS Instructional Walkthroughs & Support Magnet Programs & Recruitment Activities CTE Bootcamps/Tutoring (Social Studies) Gifted Custodial Staff Security Staff Zone Mechanic Student Discipline *Lunch Supervision *Arrival & Dismissal Supervision
Martinez, Lazaro	Assistant Principal	SCSI/ID/Uniform Compliance Student Orientations Hispanic Heritage Month Boosters (Athletics/Activities) Data Management Facility Management Handbooks: Custodial & Security Hurricane Support/Assistance Safety Committee Voting United Way Athletic/Activities Supervision ALL Varsity Football Games US History, Lowest 25 ELA, Acceleration (ICE)

Stakeholder Involvement and SIP Development

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

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

The SIP development process involves actively involving stakeholders, including the school leadership team, teachers and staff, parents, students, and business or community leaders. Through communication, data analysis, and collaborative discussions, stakeholders provide valuable input in setting goals, developing strategies, and refining the SIP. Their perspectives and recommendations ensure a comprehensive and inclusive approach to school improvement, fostering ownership and engagement. By involving stakeholders, the SIP reflects the needs and priorities of the school community, leading to a more effective plan for driving positive change.

SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored through data collection and analysis, progress monitoring, stakeholder engagement, and focused analysis on the achievement gap. Feedback and input from teachers, parents, students, and community leaders will inform the revision process to ensure continuous improvement. This ongoing monitoring and revision cycle aims to increase student achievement, particularly for those with the greatest achievement gap, by adapting strategies and approaches based on evidence and stakeholder feedback.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	71	55	50	69	54	51	65		
ELA Learning Gains				65			51		
ELA Lowest 25th Percentile				58			35		
Math Achievement*	61	43	38	52	42	38	37		
Math Learning Gains				63			23		
Math Lowest 25th Percentile				57			23		
Science Achievement*	76	62	64	68	41	40	68		
Social Studies Achievement*	74	69	66	78	56	48	67		
Middle School Acceleration					56	44			
Graduation Rate	99	89	89	99	56	61	99		
College and Career Acceleration	74	70	65	75	67	67	74		
ELP Progress	51	49	45	55			44		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	739
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	63			
AMI				
ASN	84			
BLK	71			
HSP	72			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	84			
FRL	70			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	59			
AMI				
ASN	76			
BLK	73			
HSP	67			
MUL				
PAC				
WHT	71			
FRL	66			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	71			61			76	74		99	74	51
SWD	39			32			52	43		33	6	
ELL	45			52			62	56		77	7	51
AMI												
ASN	84			67			92	71		89	6	
BLK	58			67			75	73			5	
HSP	71			60			76	74		73	7	52

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	79			67			91	84		82	6	
FRL	69			59			72	73		72	7	49

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	69	65	58	52	63	57	68	78		99	75	55
SWD	35	56	52	27	43	43	51	47		96	37	30
ELL	41	59	55	43	59	51	49	60		98	80	55
AMI												
ASN	77	70	55	72	63		68	85		100	90	
BLK	67	80		53	57		67	83		100	75	
HSP	69	64	57	52	63	57	68	77		99	74	55
MUL												
PAC												
WHT	67	71	70	49	61	79	66	74		100	76	
FRL	66	64	59	51	63	58	64	75		99	73	54

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	65	51	35	37	23	23	68	67		99	74	44
SWD	31	35	25	23	21	22	46	39		99	44	
ELL	39	48	38	29	24	27	54	47		99	69	44
AMI												
ASN	79	55		57	35		86	59		100	88	
BLK	57	52		35	18		75	55		100	83	
HSP	64	50	35	37	24	23	68	67		99	74	45
MUL												
PAC												
WHT	66	48	35	35	17	18	68	84		100	69	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	61	48	33	34	23	25	65	65		99	71	44

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	70%	54%	16%	50%	20%
09	2023 - Spring	69%	51%	18%	48%	21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	56%	2%	50%	8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	52%	15%	48%	19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	65%	10%	63%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	66%	8%	63%	11%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The overall trend shows improvement in proficiency from 52% in 2022 to 63% in 2023 in math. This positive trend suggests that efforts to address the setbacks and adapt to the changes have yielded positive results in terms of overall proficiency. However, since math was the lowest-performing component, it indicates a need for additional attention and focus on addressing learning gains.

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

The component that showed the most significant decline was US History proficiency, dropping from 78% in 2022 to 74% in 2023. This decline can be attributed to three new teachers teaching the course for the first time, who may have faced challenges adjusting to the curriculum and delivering instruction.

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

The component that showed the widest gap compared to the state is Reading PM 3. Our school had higher proficiency rates than the state in both 9th and 10th grade. In 9th grade, our school had 68% proficiency compared to the state's 47%; in 10th grade, our school had 70% proficiency while the state had 49%. This indicates that our school's reading instruction outperformed the state, demonstrating effective teaching methods and a supportive learning environment. Sustaining this success involves continued emphasis on reading skills and providing ongoing student support.

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

Math showed the most improvement, with proficiency increasing from 52% in 2022 to 63% in 2023. The Algebra I and Geometry EOC exams demonstrated the most progress, with an 11-percentage point increase. The school implemented various measures, including tutoring, data chats, communication with parents, mandatory topic test administration, providing calculators and formula sheets, and strategic scheduling to ensure students' success on the exams. These efforts contributed to the significant improvement in math proficiency.

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

Our school will closely monitor attendance patterns as it is apparent that some students face difficulties consistently attending school. This issue is of utmost importance to us, as we are committed to ensuring that every student receives the highest quality education and has the opportunity to reach their full potential.

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

Based on the given information, the highest priorities for school improvement in the upcoming school year can be ranked as follows:

1. Continuing to focus on new and innovative action steps to ensure a continuous positive trend in math

scores despite already having good scores.

2. Working on improving US History scores to surpass the 2022 End-of-Course (EOC) scores.

3. Establishing a master schedule that addresses acceleration from day 1 of 9th grade to attain 100% acceleration.

These priorities highlight the school's commitment to maintaining and enhancing its strong performance in math, improving proficiency in US History, and providing a supportive and accelerated learning environment for students right from the beginning of their high school journey.

Area of Focus

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

#1. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will implement Accountable Talks. Through our data review, we noticed early warning indicators show that 147 seniors have not met the FSA ELA graduation requirement and 87 have not met the Math requirement. Lastly, 706 seniors have not met the community service requirement. By implementing Accountable Talks, the result should improve or maintain our graduation rate.

Measurable Outcome:

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

If we successfully implement Accountable Talks, we expect our graduation rate in 2024 to be at least 99%.

Monitoring:

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

The Leadership Team will conduct quarterly data chats with counselors and adjust initiatives based on current data. The Leadership Team and counselors will regularly track all seniors to provide extra services.

Person responsible for monitoring outcome:

Alice Veloso (aveloso@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Counselors will meet with all seniors at the beginning of the school year and engage in Accountable Talk. Accountable Talk stimulates higher-order and critical thinking—helping students to learn, reflect on their learning, and communicate their knowledge and understanding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on Accountable Talks, counselors will engage in meaningful, respectful, and beneficial conversations to help students develop a mindset of reflection. Counselors will collaborate one-to-one with seniors to adjust student schedules, register for national testing, and address social or emotional conflicts with the goal of ensuring a timely graduation. As a result, the school will increase or maintain a 99% graduation rate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/24/2023 - Seniors will participate in face-to-face orientation. During orientation, the administration will review all graduation requirements and disseminate pertinent testing dates and information. As a result, seniors will gauge their progress and register for courses or exams needed to meet timely graduation.

Person Responsible: Tanya Rae (stingrae@dadeschools.net)

By When: August 24, 2023

9/11/2023 - 9/29/2023 Counselors will meet with all seniors at the beginning of the school year and adjust student schedules as needed. This process will begin in September 2023 until all seniors meet with their counselor. As a result, all seniors can sit with their counselor and create a plan for completing all graduation requirements promptly.

Person Responsible: Alice Veloso (aveloso@dadeschools.net)

By When: September 29, 2023

9/29/2023 - Seniors missing the Algebra I EOC graduation requirement will be scheduled to take the PSAT. The exam provides seniors with an opportunity to meet the testing graduation requirement. As a result, the number of seniors missing the Algebra I EOC graduation requirement will decrease.

Person Responsible: Alice Veloso (aveloso@dadeschools.net)

By When: September 29, 2023

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey results, 59% of the staff Agreed or Strongly Agreed that staff morale is high at our school compared to 41% in 2020-2021. This indicates an increase of eighteen percentage points demonstrating that our efforts during the school year helped. Although this data demonstrates positive trends, it continues to be low and one of areas of focus during the 2023-2024 school year.

Measurable Outcome:

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

If we successfully implement Empowering Teachers and Staff, our staff morale will increase by ten percentage points in the 2023-2024 Climate Survey.

Monitoring:

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

A social committee will plan activities that build rapport for all staff to participate. Every staff meeting will begin with an opportunity to connect, and teachers will have designated speaking time. The leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented at our school. Based on survey responses, teachers will volunteer to lead initiatives and highlight their leadership skills.

Person responsible for monitoring outcome:

Dulce Del Valle (ddelvalle@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in decision-making.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We want to empower teachers in our school by involving them in decision-making. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on which initiatives to implement. As a result, the percentage of staff members who feel staff morale is high at our school will increase by ten percentage points on the 2023-2024 Climate Survey.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/25/2023 - The Social Committee hosted a staff reunion nearby to celebrate the end of the first week of school. As a result, faculty and staff can join outside of the school to celebrate successes.

Person Responsible: Nicole Slater (nicoleslater@dadeschools.net)

By When: August 25, 2023

9/14/2023 - All teachers will be invited to attend dinner at the school cafeteria before Open House. As a result, the faculty will have the opportunity to collaborate and build relationships.

Person Responsible: Tanya Rae (stingrae@dadeschools.net)

By When: September 14, 2023

9/12/2023 - Selected faculty or staff members will be honored as Falcon of the Month. As a result, they will be acknowledged for their hard work and dedication, further strengthening morale.

Person Responsible: Tanya Rae (stingrae@dadeschools.net)

By When: September 12, 2023

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Acceleration is a fundamental element employed in the computation of the school's overall academic evaluation. The attainment rates within the domains of Career & Technical Education (CTE), College Board Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment courses play a pivotal role in shaping this specific facet of the school's evaluation. Analysis of historical data indicates a decrease of 2 percentage points in the acceleration rate of 73% as compared to the preceding year which was 75%. Consequently, there arises a necessity to strategically enhance student engagement and proficient accomplishment in the aforementioned courses and/or examinations.

Measurable Outcome:

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

Teachers working together through Instructional Vertical Planning aims to boost student engagement and improve teaching outcomes in CTE, AP, IB, and DE courses. We expect the Spring of 2024 data to show a positive shift in the Acceleration percentage, with a target increase of at least two percentage points, from 73 to 75 percent.

Monitoring:

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

The administrative team will collaborate with the student services team and academy leaders to ensure that each student obtains at least one acceleration point. Quarterly Progress Monitoring and the implementation of an awareness initiative will be utilized to address this area of focus.

Person responsible for monitoring outcome:

Alice Veloso (aveloso@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Vertical Planning involves collaborative efforts among teachers to synchronize standards across different grade levels and cultivate a comprehensive comprehension of higher-grade expectations. A notable aspect of this process involves cross-grade dialogues about challenges students face with advanced-level standards. During these discussions, instructional strategies are brainstormed to aid lower-grade teachers in enhancing their students' readiness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ferguson has academies featuring Magnet strands within each of them. Students are required to choose a magnet strand for their involvement. It's worth noting that not all strands incorporate an acceleration element. As a result, students who aren't enrolled in CTE, IB, or AP courses can acquire acceleration credit via Dual Enrollment (DE) classes. It's essential to ensure that students grasp the significance of completing these acceleration courses, and it's equally crucial for the lessons to be delivered in an engaging and precisely targeted manner. This underscores the need for a combination of student-centered and teacher-centered approaches facilitated by instructional support and coaching.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17/2023 - All senior schedules were reviewed, and students without an opportunity to earn acceleration received a schedule change to Dual Enrollment. As a result, students will have an opportunity to acquire college credits while still in high school.

Person Responsible: YENIRE MELCHOR (ymelchor@dadeschools.net)

By When: September 11, 2023

8/22/2023 - Teachers were supplied with an Excel file containing the names of all students presently enrolled in an acceleration course; however, these students still need to fulfill the requirements for acceleration. As a result, teachers have a designated cohort of students who might require supplementary support to complete the acceleration course successfully.

Person Responsible: Lazaro Martinez (lazmartinez@dadeschools.net)

By When: August 22, 2023

9/11/2023 - Freshmen entering the school with a high school GPA will be enrolled in SLS 1510, which is a Dual Enrollment course required by all state universities. As a result, students will have the ability to earn college credits.

Person Responsible: YENIRE MELCHOR (ymelchor@dadeschools.net)

By When: September 11, 2023

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Looking ahead to the 2024 summative assessments, our focus is on maintaining strong learning gains for students enrolled in Algebra I and Geometry. In 2021, only 23% showed sufficient gains, while in 2022, this improved significantly to 63%. As learning gains will be considered again, our priority is to ensure robust advancements in math learning.

Measurable Outcome:

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

If we successfully implement Collaborative Data Chats, the percent of students currently enrolled in Algebra I and Geometry will sustain learning gains at 63% on the 2024 B.E.S.T. aligned Algebra I and Geometry EOC.

Monitoring:

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

The Administrative Team will work closely with the math department to ensure all students engage in regular data chats with their teachers and that teachers also join the administration in data chats.

Person responsible for monitoring outcome:

Wendy Barnett (pr7121@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In Collaborative Data Chats, educators, support staff, and administrators analyze student data to inform future instruction. Time is allocated to review teacher strategies for addressing assessed standards, including remediation and enrichment. These sessions also address teacher requirements for classroom assistance and how administrators and support staff can provide aid.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss teachers' activities and strategies to remediate and enrich students on the assessed standards. As a result, the percentage of students showing adequate learning gains on the 2024 Math EOCs will be 63 percentage points or higher.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

9/20/2023 - Algebra I teachers will administer the Topic 1 and 2 exams. As a result, teachers will have data to guide their instruction and remediate as needed.

Person Responsible: Jeannette Alvarez (jeannettealvarez@dadeschools.net)

By When: September 29, 2023

9/12/2023 - Geometry teachers will administer the Topic 1 and 2 exams. As a result, teachers will have data to guide their instruction and remediate as needed.

Person Responsible: Jeannette Alvarez (jeannettealvarez@dadeschools.net)

By When: September 29, 2023

September 29, 2023 - Teachers will conduct data chats with students. As a result, students will understand which problems and standards they are struggling with and those they have mastered.

Person Responsible: Wendy Barnett (pr7121@dadeschools.net)

By When: September 29, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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

The dissemination of the School Improvement Plan involves multiple approaches. Initially, the plan is introduced to the faculty during the Opening of Schools Meeting, where initiatives are outlined and input is sought. Subsequently, the plan is communicated to parents and the community through the EESAC initial meeting. It is also presented via the school's website. https://www.fergusonhs.org/apps/pages/index.jsp?uREC_ID=181433&type=d&pREC_ID=367388

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to establishing positive relationships with parents, families, and the community to achieve its mission and support students. This involves:

1. Open Communication: Regular updates through newsletters, emails, and conferences.
2. Family Engagement: Workshops, events, and advisory committees for active involvement.
3. Digital Access: Online platforms for real-time progress tracking.
4. Community Partnerships: Collaborative ties for enhanced student experiences.
5. Progress Updates: Timely reports on students' academic journey.
6. Parent Education: Resources to empower parental support.
7. Student Showcases: Opportunities to celebrate achievements together.

Through these measures, the school fosters a cooperative environment that aligns with its mission, supports students, and keeps parents well-informed.

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

The school is bolstering its academic program with a particular emphasis on acceleration to provide advanced learning opportunities. Collaborating with Career Technical Education, Miami Dade College, and Florida International University, the school offers industry certification and dual-enrollment programs that allow students to earn college credits. These partnerships ensure an enriched curriculum, mentorship, and resources for students to excel and seamlessly transition to the workforce and higher education.

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

N/A