

John A. Ferguson Senior High



2014-15 School Improvement Plan

John A. Ferguson Senior High

15900 SW 56TH ST, Miami, FL 33185

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

School Board Approval

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

SIP Authority and Template

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

John A. Ferguson Senior 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: International Night, Hispanic Heritage Month, African American Month, and Multicultural student projects.

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

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

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

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

2014 – 2015

JOHN A. FERGUSON SENIOR HIGH SCHOOL DISCIPLINE PLAN

EXCLUSION FROM CLASS:

1-2 Exclusions Verbal Warning

3-5 Exclusions 1 Hour detention *

6-7 Exclusions Saturday school**

8-9 Exclusions 1-Day SCSI ***

10 Exclusions 3-Days SCSI***

11+ Exclusions 2+ Days (outdoor suspension)

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 / Suspension***

UNIFORM VIOLATIONS:

1st Violations Warning

2-4 Violations 1-Hour detention

5-7 Violations Saturday school **

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 DaySCSI***

5 TH Violation : 3 Days SCSI*

6+ Violation : Confiscate item, Parent conferences, 2+ Days outdoor suspension

TRUANCY/SKIPPING CLASS

1ST Violation: Saturday school**

2ND Violation : 1 Day SCSI***

3RD Violation : 2 Days CSI***

4TH Violation : 3 DAYS CSI***

5+ Violation : Outdoor suspension

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 OUTDOOR SUSPENSION.

OUTDOOR SUSPENSION

The violations listed below will result in outdoor suspension. 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 (Fighting, use of narcotics/mood modifiers, using profanity towards a school board employee, damaging schools property/vandalism, possession/distribution of obscene material, bullying)

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, TRUST Program, Tutoring, Clubs, Athletics, and School Activities. Students who are flagged for poor academic performance or emotional issues are recommended for the Response to Intervention (RTI) process, which would ultimately facilitate support services within our school.

Early Warning Systems

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

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

During 2013-2014, 13% of 9th students failed two or more courses in any subject. Our goal for 2014-2015 is to reduce the number of students failing two or more courses by 1 percentage point to 12%. Students will be offered many opportunities to retake and forgive failed courses. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 21% of students failed an English Language Arts or Mathematics course. Our goal for 2014-2015 is to reduce the number of students failing English Language Arts or Mathematics courses by 2 percentage point to 19%. Extended hour tutorial sessions, counseling, and In-House Boot Camps will be made available to these students. Opportunities to retake and forgive failed courses will be made available to students. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 10% of 9th and 10th grade students scored a Level 1 on the statewide standardized assessment in English Language Arts. Our goal for 2014-2015 is to reduce the number of students scoring a Level 1 in the English Language Arts state assessment by 1 percentage point to 9%. During 2013-2014 .05% of students in grades 9th, 10th and 11th scored a Level 1 in the Mathematics standardized assessments. Our goal for 2014-2015 is to eliminate the number of students scoring a Level 1 in the Mathematics standardized assessments. Extended hour tutorial sessions, counseling, In-House Boot Camps, and opportunities to retake failed courses will be made available to these students. Since John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 11% of students had a GPA less than 2.0. Our goal for 2014-2015 is to reduce the number of students with a GPA less than 2.0 by 1 percentage point to 10%. Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness. Students will be informed and encouraged to participate in tutoring sessions and course forgiveness opportunities through Connect-Ed messages, academic counseling sessions, afternoon announcements, email blasts, and teacher conversations. During 2013-2014, 9% of ninth grade students had one or more absences within the first 20 days of school. Our goal for 2014-2015 is to drop that

percentage by at least 1 percentage point to 8%. Students may choose to be absent from school for reasons not approved by the school board. Students will be encouraged to attend school through counseling sessions, social worker visits, and teacher conversations. During 2013-2014, 16% of students had an attendance record below 90%. Our goal for 2014-2015 is to drop that percentage by 2 percentage points to 14%. Parents will receive a Connect-Ed message every time their son/daughter is absent from school. The Student Services staff will contact parents and students individually once the students have 5 absences or more. Students with perfect attendance during a nine week period will participate in an incentive program. During 2013-2014, 18% of students were suspended from school at least one day either Indoor or Outdoor. Our goal for 2014-2015 is to lower the number of students being suspended to Indoor or Outdoor by at least one percentage point to 17%. Students are not always knowledgeable about classroom rules, school-wide procedures, and Code of Student Conduct. Teachers will share classroom rules, school-wide procedures, and Code of Student Conduct with all students.

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

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

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

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

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

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

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

Saturday Academy
In-House Academic Bootcamps

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal for the 2014-2015 school year is to increase the percentage of parents participating in school wide activities to 47% (1883). Forty-six percent (1843) of Ferguson parents were involved in parental activities during the 2013-2014 school year.

Barrier(s) Lack of proficiency in the English language can be a factor 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 a separate session of the scheduled function will be offered in Spanish.

Fidelity will be monitored by administration verifying that all written and oral communication to parents is done bilingually.

Effectiveness will be monitored by reviewing Connect Ed reports and Parent Sign In sheets.

Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.

Barrier (s) Lack of Parental PTSA Enrollment & PTSA Membership

Conduct membership drive activities involving students, parents, and teachers.

Administrators and PTSA Board will monitor membership drive

Membership forms and PTSA sign in sheets will be monitored for effectiveness of membership drive

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

In an effort to sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement the following strategies are implemented:

1. Participation in EESAC meetings is encouraged.
2. Student ambassadors visit businesses and solicit their partnerships.
3. PTSA Outreach
4. Dade Partner process when someone inquires or is recruited
5. Academy specific parent involvement.

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

Tier 1(Leadership Team)

- Kathy Guerra, Assistant Principal will schedule and facilitate regular Rtl 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:

- Rachel Sturgeon, Behavior Specialist - Provides behavioral management strategies.
- Dr. Fernando A. Laracuente, EdD, RN – MTSS/RTI Coordinator. The main function of the MTSS/RTI Coordinator is to facilitate the MTSS/RTIs as at-risk students are referred. The MTSS/RTI Coordinator

assists Secondary School Counselors in the following manner:

- a. Reviews documentation and assists in the problem-solving process
- b. Coordinates, schedules and facilitates MTSS/RTI/SST staff meetings
- c. Ensures school timeliness compliance through the problem-solving process or multi-tiered levels
- d. Acts as a consultant to secondary school counselors and student services personnel on individual cases
- e. Performs any and all other duties as designated by administration and the MTSS/RTI Problem-Solving Team

- Dr. Maria L. Rodriguez, PhD – Clinical Psychologist. The main function of the Clinical/School Psychologist is to act as a consultant during the problem-solving process. She provides the team and teachers with recommendations as interventions to perform for academically at-risk student. The Clinical/School Psychologist reviews all information pertaining to the problem-solving process before a transfer or a recommendation for placement is provided. This person is also responsible for the evaluation and screening of at-risk students. She reviews and gathers data necessary to prepare for a SST meeting. The School Psychologist involvement with the MTSS/RTI Team include, but are not limited to:

Preview and gather data necessary to prepare for a SST meeting

- a. Participate in the School Support Team/Problem Solving Team’s review and evaluation of student data
- b. Utilize problem solving skills to help identify and assess the learning, development, and adjustment characteristics and needs of students as well as the environmental factors affecting learning. Together with target area specialists, the school psychologist helps develop appropriate intervention plans based on available data
- c. Assist in ensuring that progress monitoring is conducted on a regular basis
- d. Utilize psychological methods, instruments, and techniques for purposes of measurement, understanding, and prediction of learning and behavior in the school student
- e. Conduct a thorough psycho-educational assessment of students for which an M-Team evaluation has been requested

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

- Mariana Lopez – 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.

- Ms. Tracey Pezoldt, M.Ed. – TRUST Counselor. The function of the TRUST 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.

- Dr. Lisa Robertson, Principal
- Dr. Fernando Laracuenta, Guidance Counselor
- Rachel Sturgeon, Behavior Specialist
- Dr. Maria L. Rodriguez, School Psychologist
- Mariana Lopez, School Social Worker
- Kathy Guerra, Assistant Principal
- Mindy Acosta-Leon, Assistant Principal
- Ideal Garcia, Assistant Principal
- Stanley Thompkins, Assistant Principal
- Ellissica Cannon, SPED Department Chair
- Tracy Pezoldt, TRUST Counselor

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. Fernando Laracuenta, Guidance Counselor
- Rachel Sturgeon, Behavior Specialist
- Dr. Maria L. Rodriguez, School Psychologist
- Mariana Lopez, School Social Worker
- Kathy Guerra, Assistant Principal
- Ellissica Cannon, SPED Department Chair

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

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

1. Holding regular team meetings where problem solving is the sole focus. At Ferguson we hold these meetings at least once a month.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

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

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

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

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

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12).
- reading and supplementary instructional materials (K-12).
- cultural supplementary instructional materials (K-12).
- purchase of supplemental hardware and software for the development of language and literacy skills

in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Robertson	Principal
Luis Diaz	Teacher
Frank Davis	Teacher
Lisa DeVries	Teacher
Elizabeth Brito	Teacher
Christian Provenzo	Teacher
Rosa Moreno De Ayala	Education Support Employee
Paola Sibon	Parent
Ana Jurado	Parent
Rosemary Macgowan	Parent
Flor Camacho	Parent
Marietta Yglesias	Parent
Christian Alfonso	Student
Enrique Escallon	Business/Community
Frank Irizarry, Jr	Business/Community
Sol Gonzalez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

- After School Tutorials Reading \$ 3,500.00
- After School Tutorials Mathematics \$ 1,750.00
- After School Tutorials Science \$ 1,750.00
- Agenda Books \$ 8,000.00
- Student Incentives for Testing, Academics, and Attendance \$ 3,000.00
- Teacher Mini-Grants (limit of \$200.00ea) \$ 1,000.00

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

Yes

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

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Acosta-Leon, Mindy	Principal
Acosta-Leon, Mindy	Assistant Principal
Guerra, Kathy	Assistant Principal
Cannon, Ellissica	Teacher, ESE
Mateos, Mayra	Teacher, K-12
Parsons, Mary	Teacher, K-12
Rainelli, Sandra	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

The following recommendations have been made by the Reading Leadership Team for the 2014-2015 school year:

Reading Leadership Team will encourage and support teacher collaboration through Professional Learning Communities to promote new instructional techniques such as new technology and ELA Assessments.

The LLT is responsible for monitoring the use of Instructional Focus Calendars that are tailored to each teacher's classes.

School's website provides teachers with resources such as High School Reading Task Cards to infuse reading in the content areas.

A school-wide Vocabulary Initiative has been implemented where words from all of the content areas will be shared on a daily basis with students.

Public and Collaborative Teaching

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

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

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

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

In order to retain and recruit highly qualified, certified-in-field, effective teachers to the school the following strategies are implemented:

Extra Period Supplements

Teacher Mentor

Academy Lead Teacher

Department Chair

Persons responsible: Principal, Assistant Principals

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

New teachers will be assigned Teacher Mentors that are certified in the same subject area. Activities will include peer observation, feedback, and lesson planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

At John A. Ferguson Senior we work together to provide an equitable and continuous learning experience reflecting high expectations that actively engages each student in meaningful, lifelong learning.

We increase student achievement through the provision of systemic innovative curricula characterized by standards and research-based educational programs that deliver effective and differentiated instruction in partnership with parents, business, and our diverse community.

Teachers are informed of the curricular updates that take place at the state and district level. All teachers have been informed of the Florida Standards and use the most up to date Pacing Guides provided by the district. Information is made available to teachers in order to increase awareness and knowledge in current research and best practices at the national and state level.

The administrative team monitors the fidelity of implementation and compliance with local/state/federal requirements, to maximize return on investment.

Instructional Strategies

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

Data is collected and analyzed year around in order to provide differentiated instruction to meet the diverse needs of students. During the first Nine weeks of school, Teachers administer the Fall Baseline to all 9th and 10th grade students in Reading, to all students currently enrolled in Algebra, Geometry, Biology, and US History, and to students who failed the 10th grade FCAT. Teachers then review student results by downloading reports created by Thinkgate which provides teachers data by standards. Teachers will create Intervention Plans that tailor their instruction towards the weaknesses identified by the baseline. This process happens again at mid-year. At the beginning of the year, teachers also use Student Performance Indicators to identify student deficits based on the student's performance on previous standardized assessments. Teachers then are able to use Differentiated Instruction to help students master their academic deficits.

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

Strategy: Extended School Day

Minutes added to school year: 9,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Acosta-Leon, Mindy, macostaleon@dadeschools.net

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

Data is collected and analyzed year around. During the first Nine weeks of school, Teachers administer the Fall Baseline to all 9th and 10th grade students in Reading, to all students currently enrolled in Algebra, Geometry, Biology, and US History, and to students who failed the 10th grade FCAT. Teachers then review student results by downloading reports created by Thinkgate which provides teachers data by standards. Teachers will create Intervention Plans that tailor their instruction towards the weaknesses identified by the baseline. This process happens again at mid-year. At the beginning of the year, teachers also use Student Performance Indicators to identify student weaknesses based on the student's performance on previous standardized assessments. Teachers then are able to use Differentiated Instruction to help students master their weaknesses.

Student Transition and Readiness

PreK-12 Transition

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

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

To inform and support our incoming cohorts, student services personnel visits middle schools in our feeder pattern and provide the incoming students information regarding:

Graduation requirements

Assessments (ELA, EOC, AP, IB, Industry Certification)

Academy Selection

To inform and support our outgoing cohorts the school provides the following services:

Counseling sessions (whole group and individual)

Academy Information meetings

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

College and Career Readiness

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

John A. Ferguson offers students elective courses and courses in their Major Area of Interest. Many of these courses focus on job skills and include the opportunities for student internships and industry certification. Students choose a Major Area of Interest upon entering the ninth grade. Once the Major Area of Interest is declared, the academy-based courses are prescribed. Additional elective courses can be selected based on student interest. As part of the curriculum for the ninth grade transition class, students receive instruction in academic and career planning. 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.

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

John A. Ferguson offers students academy elective courses based on their future career plans. Many of these courses focus on job skills and include the opportunities for student internships and industry certification. In addition to academy classes students are encouraged to participate in dual enrollment courses on and off campus and in advanced placement classes where they have the opportunity to earn both high school and college credit.

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.

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 them. The Lead Teachers are active in maintaining community contacts that welcome our students for academy related jobs. Academy Teachers are informed of various job opportunities through the Lead Teachers and students who show interest are usually given summer placements in both jobs and internships. Students in the Hospitality and Tourism Academy are often placed in both paid and unpaid internships in corporations such as Carnival Cruise Lines. The culinary students prepare breakfast and luncheons for guests in the building as well as serve them. 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. The International Business and Finance students are placed in accounting firms and insurance companies. During tax season our senior accounting students prepare taxes for members of the community. The students in the IT academy are often called to create websites for other schools in the district as well as helping our computer technicians and teachers on site. Our Design and Architecture students in the TV Production strand work in the videotaping and editing of our graduation ceremony and extend this service to other schools as well. Industry certification courses and opportunities are embedded into all of our academies. Lastly, all academy students are encouraged to purchase uniforms and or work related apparel. On certain days or for certain events the students are asked to come to school in these

clothes. All these experiences facilitate the transition into career pathways for our students. Once students complete the four years of the academy and some additional criteria students are considered academy completers and receive an Academy Certificate. The Academy Certificate may equate to college credit being granted for the academy courses taken here at Ferguson. In most cases, students must complete the academy to receive credit for each course; however in some instances in order to accommodate transfer students etc., credit is given for the classes the student completed even if they were unable to complete the academy. This school year we had 85% of our senior class graduate from Ferguson with 60% of our seniors receiving an Academy Certificate. This data suggests that a large number of our graduates are successful in completing the academy and can reap the benefits of college credits with our articulation agreements.

At the moment our main articulation agreement is with Miami Dade College. Each academy has classes that articulate with this institution. From the International Business and Finance academy the International Business strand, Accounting strand, Entrepreneurship strand, and Business Supervision strand, all fully articulate giving the student the opportunity to earn 12 college credits for completing the academy. Also in the International Business Academy, the Early Childhood Education strand fully articulates. The Biomedical Academy has the First Responder and Nursing Assistant strand fully articulate, while the Health Unit Coordinator strand partially articulates. In the Information Technology Academy the Computer Programming strand, Web Design strand, and Networking strand fully articulate. Our Digital Design strand partially articulates with MDC and fully articulates with the Art Institute of Ft. Lauderdale and Florida National College. Lastly, in the Design and Architecture Academy the Drafting strand fully articulates with MDC and the TV production strand fully articulates with the Art Institute of Ft. Lauderdale. Many of our art and music strands such as Photography, Drawing and Painting and Comprehensive Theater have courses that articulate with certain art institutes across the nation. Many of our academies also lead to industry certifications such as, Microsoft, Web Design, EXCEL, and FLASH.

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

The following are strategies that have been implemented in order for our students to achieve readiness for post-secondary:

- Extended Hours Tutorials (In all core areas, AP, IB, and Industry Certification)
- In-House Academic Boot Camps
- Individual Counseling Sessions
- PSAT (encouraged for grades 9 and 11 students, mandatory for all grade 10 students)
- Post-secondary Assessments at the school site (SAT, ACT, and PERT)
- College Advisor Classroom visitations
- College Night Informational Sessions for parents

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** During 2014-2015, students exhibiting early warning signs of not completing high school will be identified.
- G3.** Fifty (50%) of our students are enrolled in one or more accelerated STEM-related courses. Our goal for 2015-16 is that Fifty-one (51%) of students will be enrolled in one or more accelerated STEM-related courses.
- G4.** Our goal for the 2014-2015 school year is to increase the percentage of parents participating in school wide activities to 47% (1883). Forty-six percent (1843) of Ferguson parents were involved in parental activities during the 2013-2014 school year.

Strategic Goals Detail

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

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

G046896

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Reading - Hispanic	75.0
AMO Reading - ELL	58.0
AMO Reading - ED	73.0
AMO Reading - ED	73.0
AMO Math - Asian	95.0
AMO Math - ELL	59.0

Resources Available to Support the Goal 2

- School-Wide Vocabulary Initiative, Extended Time Tutorials, Reading Plus, Achieve 3000, Scholastic Read 180, Imagine Learning, Department Chairs, Khan Academy, IXL, Gizmos, Discovery Learning, Teacher Websites, Formal and Informal Assessments, and District Resources.

Targeted Barriers to Achieving the Goal 3

- Teachers lack the collaborative time needed in order to focus on increasing rigor during instruction through high-yield strategies.

Plan to Monitor Progress Toward G1. 8

Administrators will conduct walk-throughs.

Person Responsible

Mindy Acosta-Leon

Schedule

Daily, from 11/21/2014 to 11/26/2014

Evidence of Completion

Walk-through schedule

G2. During 2014-2015, students exhibiting early warning signs of not completing high school will be identified. **1a**

 G047160

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

- Counselors, Code of Student Conduct, District Attendance Policy, and PLASCO

Targeted Barriers to Achieving the Goal **3**

- During 2013-2014, 13% of 9th students failed two or more courses in any subject. Our goal for 2014-2015 is to reduce the number of students failing two or more courses by 1 percentage point to 12%. Students will be offered many opportunities to retake and forgive failed courses. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 21% of students failed an English Language Arts or Mathematics course. Our goal for 2014-2015 is to reduce the number of students failing English Language Arts or Mathematics courses by 2 percentage point to 19%. Extended hour tutorial sessions, counseling, and In-house Boot Camps will be made available to these students. Opportunities to retake and forgive failed courses will be made available to students. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 10% of 9th and 10th grade students scored a Level 1 on the statewide standardized assessment in English Language Arts. Our goal for 2014-2015 is to reduce the number of students scoring a Level 1 in the English Language Arts state assessment by 1 percentage point to 9%. During 2013-2014 .05% of students in grades 9th, 10th and 11th scored a Level 1 in the Mathematics standardized assessments. Our goal for 2014-2015 is to reduce to eliminate the number of students scoring a Level 1 in the Mathematics standardized assessments. Extended hour tutorial sessions, counseling, In-house Boot Camps, and opportunities to retake failed courses will be made available to these students. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 11% of students had a GPA less than 2.0. Our goal for 2014-2015 is to reduce the number of students with a GPA less than 2.0 by 1 percentage point to 10%. Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness. Students will be informed and encouraged to participate in tutoring sessions and course forgiveness opportunities through Connect-Ed messages, counseling sessions, afternoon announcements, email blasts, and teacher conversations. During 2013-2014, 9% of ninth grade students had one or more absences within the first 20 days of school. Our goal for 2014-2015 is to drop that percentage by 1 percentage points to 8%. Students may choose to be absent from school for reasons not approved by the school board. Students will be encouraged to attend school through counseling sessions, social worker visits, and teacher conversations. During 2013-2014, 16% of students had an attendance record below 90%. Our goal for 2014-2015 is to drop that percentage by 2 percentage points to 14%. Parents will receive a Connect-Ed message every time their son/daughter is absent from school. The Student Services staff will contact parents and students individually once the students have 5 absences or more. Students with perfect attendance during a nine week period will participate in a drawing and receive prizes. During 2013-2014, 18% of students were suspended from school at least one day either Indoor or Outdoor. Our goal for 2014-2015 is to lower the number of students being suspended to Indoor or Outdoor by one percentage point to 17%. Students are not always knowledgeable about classroom rules, school-wide procedures, and Code of Student

Conduct. Teachers will share classroom rules, school-wide procedures, and Code of Student Conduct with all students.

Plan to Monitor Progress Toward G2. 8

Progress Reports and Student Credit Histories will be reviewed.

Person Responsible

Mindy Acosta-Leon

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Progress Reports and Student Credit Histories

G3. Fifty (50%) of our students are enrolled in one or more accelerated STEM-related courses. Our goal for 2015-16 is that Fifty-one (51%) of students will be enrolled in one or more accelerated STEM-related courses. 1a

G047645

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School website, Academy Counselors, Academy Lead Teachers, Curriculum Bulletin

Targeted Barriers to Achieving the Goal 3

- Students are not always aware of the benefits and availability of accelerated STEM-related courses within our school.

Plan to Monitor Progress Toward G3. 8

Articulation sessions, Subject Selection Sheets

Person Responsible

Mindy Acosta-Leon

Schedule

Weekly, from 2/2/2015 to 4/30/2015

Evidence of Completion

Articulation sessions, Subject Selection Sheets

G4. Our goal for the 2014-2015 school year is to increase the percentage of parents participating in school wide activities to 47% (1883). Forty-six percent (1843) of Ferguson parents were involved in parental activities during the 2013-2014 school year. 1a

G047616

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Connect-Ed, PTSA

Targeted Barriers to Achieving the Goal 3

- Barrier(s) Lack of proficiency in the English language can be a factor keeping parents from attending school functions.

Plan to Monitor Progress Toward G4. 8

Parent Sign-In Sheets to school activities

Person Responsible

Mindy Acosta-Leon

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Sign-In Sheets to school activities

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

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

 G046896

G1.B1 Teachers lack the collaborative time needed in order to focus on increasing rigor during instruction through high-yield strategies. **2**

 B116563

G1.B1.S1 Implement collaborative sessions that result in rigorous, purposeful, and engaging instructional activities. **4**

 S128265

Strategy Rationale

To increase rigor in all core content areas.

Action Step 1 **5**

Professional development will be provided for all teachers on the implementation of Gradual Release strategies through the use of collaborative sessions.

Person Responsible

Mary Parsons

Schedule

On 10/1/2014

Evidence of Completion

Agenda and sign-in sheet

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

Demonstration of effective implementation of Gradual Release Model can be evidenced through teacher lessons and delivery of instruction.

Person Responsible

Sandra Rainelli

Schedule

Daily, from 10/13/2014 to 11/21/2014

Evidence of Completion

Teacher lessons and authentic student work samples.

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

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

Person Responsible

Sandra Rainelli

Schedule

Weekly, from 10/13/2014 to 11/21/2014

Evidence of Completion

Reflection form and exit slip

G2. During 2014-2015, students exhibiting early warning signs of not completing high school will be identified.

1

G047160

G2.B1 During 2013-2014, 13% of 9th students failed two or more courses in any subject. Our goal for 2014-2015 is to reduce the number of students failing two or more courses by 1 percentage point to 12%. Students will be offered many opportunities to retake and forgive failed courses. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 21% of students failed an English Language Arts or Mathematics course. Our goal for 2014-2015 is to reduce the number of students failing English Language Arts or Mathematics courses by 2 percentage point to 19%. Extended hour tutorial sessions, counseling, and In-house Boot Camps will be made available to these students. Opportunities to retake and forgive failed courses will be made available to students. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 10% of 9th and 10th grade students scored a Level 1 on the statewide standardized assessment in English Language Arts. Our goal for 2014-2015 is to reduce the number of students scoring a Level 1 in the English Language Arts state assessment by 1 percentage point to 9%. During 2013-2014 .05% of students in grades 9th, 10th and 11th scored a Level 1 in the Mathematics standardized assessments. Our goal for 2014-2015 is to reduce to eliminate the number of students scoring a Level 1 in the Mathematics standardized assessments. Extended hour tutorial sessions, counseling, In-house Boot Camps, and opportunities to retake failed courses will be made available to these students. Due to the fact that John A. Ferguson has an 8 period day students may retake courses for forgiveness during the regular school day. Students may also forgive and retake courses through FLVS and Adult Education classes. During 2013-2014, 11% of students had a GPA less than 2.0. Our goal for 2014-2015 is to reduce the number of students with a GPA less than 2.0 by 1 percentage point to 10%. Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness. Students will be informed and encouraged to participate in tutoring sessions and course forgiveness opportunities through Connect-Ed messages, counseling sessions, afternoon announcements, email blasts, and teacher conversations. During 2013-2014, 9% of ninth grade students had one or more absences within the first 20 days of school. Our goal for 2014-2015 is to drop that percentage by 1 percentage points to 8%. Students may choose to be absent from school for reasons not approved by the school board. Students will be encouraged to attend school through counseling sessions, social worker visits, and teacher conversations. During 2013-2014, 16% of students had an attendance record below 90%. Our goal for 2014-2015 is to drop that percentage by 2 percentage points to 14%. Parents will receive a Connect-Ed message every time their son/daughter is absent from school. The Student Services staff will contact parents and students individually once the students have 5 absences or more. Students with perfect attendance during a nine week period will participate in a drawing and receive prizes. During 2013-2014, 18% of students were suspended from school at least one day either Indoor or Outdoor. Our goal for 2014-2015 is to lower the number of students being suspended to Indoor or Outdoor by one percentage point to 17%. Students are not always knowledgeable about classroom rules, school-wide procedures, and Code of Student Conduct. Teachers will share classroom rules, school-wide procedures, and Code of Student Conduct with all students.

2

B117431

G2.B1.S1 Counselors will meet with all students exhibiting Early Warning Signs and provide academic and emotional support.

4

S129174

Strategy Rationale

To assist student exhibiting Early Warning Signs.

Action Step 1 5

Counselors will conduct individual and group counseling sessions targeting students with EWS.

Person Responsible

Mindy Acosta-Leon

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student Services personnel calendars

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student Credit Histories and Student Meeting Logs will be reviewed.

Person Responsible

Alice Veloso

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Student Credit Histories and Student Meeting Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student Credit Histories will be reviewed by the Student Services Department Chair and Assistant Principal for Curriculum.

Person Responsible

Alice Veloso

Schedule

Monthly, from 11/21/2014 to 5/29/2015

Evidence of Completion

Credit Histories and Student Services Calendars

G3. Fifty (50%) of our students are enrolled in one or more accelerated STEM-related courses. Our goal for 2015-16 is that Fifty-one (51%) of students will be enrolled in one or more accelerated STEM-related courses.

1

G047645

G3.B1 Students are not always aware of the benefits and availability of accelerated STEM-related courses within our school. 2

B118623

G3.B1.S1 Counselors and Academy Lead Teachers will inform students of all accelerated STEM-related courses offered at our school. 4

S130399

Strategy Rationale

Students will make wiser class selections if they are well informed.

Action Step 1 5

Counselors and Academy Lead Teachers will inform students of all accelerated STEM-related courses offered at our school during the articulation subject selection process.

Person Responsible

Mindy Acosta-Leon

Schedule

Weekly, from 2/2/2015 to 4/30/2015

Evidence of Completion

Articulation sessions, Subject Selection Sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Articulation sessions, Subject Selection Sheets

Person Responsible

Mindy Acosta-Leon

Schedule

Weekly, from 2/2/2015 to 4/30/2015

Evidence of Completion

Articulation sessions, Subject Selection Sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Articulation sessions, Subject Selection Sheets

Person Responsible

Mindy Acosta-Leon

Schedule

Weekly, from 2/2/2015 to 4/30/2015


Evidence of Completion

Articulation sessions, Subject Selection Sheets


G4. Our goal for the 2014-2015 school year is to increase the percentage of parents participating in school wide activities to 47% (1883). Forty-six percent (1843) of Ferguson parents were involved in parental activities during the 2013-2014 school year. **1**

 G047616

G4.B1 Barrier(s) Lack of proficiency in the English language can be a factor keeping parents from attending school functions. **2**

 B118565

G4.B1.S1 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 a separate session of the scheduled function will be offered in Spanish. **4**

 S130334

Strategy Rationale

Bilingual communication will assist in keeping all parents informed and encourage participation in school activities.

Action Step 1 **5**

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 a separate session of the scheduled function will be offered in Spanish

Person Responsible

Mindy Acosta-Leon

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Connect-Ed message logs, Written communication sent home, Parent Sign-In sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Connect-Ed message logs, Written communication sent home, Parent Sign-In sheets

Person Responsible

Mindy Acosta-Leon

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Connect-Ed message logs, Written communication sent home, Parent Sign-In sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parent Sign-In Sheets to school activities

Person Responsible

Javier Nora

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Sign-In Sheets to school activities

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided for all teachers on the implementation of Gradual Release strategies through the use of collaborative sessions.	Parsons, Mary	10/1/2014	Agenda and sign-in sheet	10/1/2014 one-time
G2.B1.S1.A1	Counselors will conduct individual and group counseling sessions targeting students with EWS.	Acosta-Leon, Mindy	10/1/2014	Student Services personnel calendars	5/29/2015 biweekly
G4.B1.S1.A1	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 a separate session of the scheduled function will be offered in Spanish	Acosta-Leon, Mindy	8/18/2014	Connect-Ed message logs, Written communication sent home, Parent Sign-In sheets	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Counselors and Academy Lead Teachers will inform students of all accelerated STEM-related courses offered at our school during the articulation subject selection process.	Acosta-Leon, Mindy	2/2/2015	Articulation sessions, Subject Selection Sheets	4/30/2015 weekly
G1.MA1	Administrators will conduct walk-throughs.	Acosta-Leon, Mindy	11/21/2014	Walk-through schedule	11/26/2014 daily
G1.B1.S1.MA1	Teachers will participate in sharing best practices, model lessons, and/or in-house on-demand digital lessons.	Rainelli, Sandra	10/13/2014	Reflection form and exit slip	11/21/2014 weekly
G1.B1.S1.MA1	Demonstration of effective implementation of Gradual Release Model can be evidenced through teacher lessons and delivery of instruction.	Rainelli, Sandra	10/13/2014	Teacher lessons and authentic student work samples.	11/21/2014 daily
G2.MA1	Progress Reports and Student Credit Histories will be reviewed.	Acosta-Leon, Mindy	10/30/2014	Progress Reports and Student Credit Histories	5/29/2015 monthly
G2.B1.S1.MA1	Student Credit Histories will be reviewed by the Student Services Department Chair and Assistant Principal for Curriculum.	Veloso, Alice	11/21/2014	Credit Histories and Student Services Calendars	5/29/2015 monthly
G2.B1.S1.MA1	Student Credit Histories and Student Meeting Logs will be reviewed.	Veloso, Alice	10/30/2014	Student Credit Histories and Student Meeting Logs	5/29/2015 monthly
G3.MA1	Articulation sessions, Subject Selection Sheets	Acosta-Leon, Mindy	2/2/2015	Articulation sessions, Subject Selection Sheets	4/30/2015 weekly
G3.B1.S1.MA1	Articulation sessions, Subject Selection Sheets	Acosta-Leon, Mindy	2/2/2015	Articulation sessions, Subject Selection Sheets	4/30/2015 weekly
G3.B1.S1.MA1	Articulation sessions, Subject Selection Sheets	Acosta-Leon, Mindy	2/2/2015	Articulation sessions, Subject Selection Sheets	4/30/2015 weekly
G4.MA1	Parent Sign-In Sheets to school activities	Acosta-Leon, Mindy	8/18/2014	Parent Sign-In Sheets to school activities	6/5/2015 monthly
G4.B1.S1.MA1	Parent Sign-In Sheets to school activities	Nora, Javier	8/18/2014	Parent Sign-In Sheets to school activities	6/5/2015 weekly
G4.B1.S1.MA1	Connect-Ed message logs, Written communication sent home, Parent Sign-In sheets	Acosta-Leon, Mindy	8/18/2014	Connect-Ed message logs, Written communication sent home, Parent Sign-In sheets	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Teachers lack the collaborative time needed in order to focus on increasing rigor during instruction through high-yield strategies.

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

PD Opportunity 1

Professional development will be provided for all teachers on the implementation of Gradual Release strategies through the use of collaborative sessions.

Facilitator

Sandra Rainelli, Mayra Mateos, and Mary Parsons (Literacy Department Chairs)

Participants

Language Arts Teachers

Schedule

On 10/1/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0