

SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: *7121 - John A. Ferguson Senior*

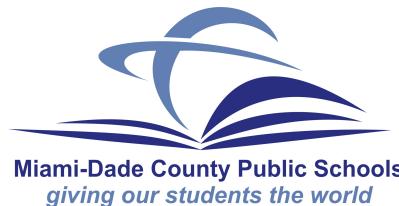
FeederPattern: *John A. Ferguson Senior*

Region: *Regional Center V*

District: *13 - Miami-Dade*

Principal: *Dr. Donald Hoecherl*

Superintendent: *Rudolph F. Crew, Ed.D.*



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

John A. Ferguson Senior

John A. Ferguson Senior High School opened in August 2003 with only ninth grade students. This is the first year that the student body is comprised of all four classes: ninth, tenth, eleventh, and twelfth grades.

Currently, of the 3,625 students at John A. Ferguson Senior High School, 1085 are in grade 9(30 percent), 1161 are in grade 10 (32 percent), 774 are in grade 11 (21 percent), and 605 are in grade 12 (17 percent). Of the total, there are 1837 males (51 percent) and 1788 females (49 percent). The ethnic breakdown is: 63 Asian (two percent), 78 Black (two percent), 3,145 Hispanic (86 percent), three Indian (less than one percent), 35 Multicultural (one percent), and 301 White (8 percent). There are 1,126 students who qualify as Economically Disadvantaged (31 percent). There are 192 full time teachers at Ferguson Senior High School. Of this number 53 are White (28 percent), 18 are Black (nine percent), 118 are Hispanic (61 percent), and three are Asian/Pacific Islanders (two percent). Sixty-four teachers are male (33 percent) and 128 are female (67 percent). Among the faculty, there are 61 teachers who hold Masters degrees (32 percent), and 29 who have a Specialist or Ph.D. degree (15 percent). As an Academy School with a history of academic excellence, it is the goal of all Ferguson stakeholders to maintain the high level of achievement demonstrated to date while continuing to build for the future. The specific goals outlined in this School Improvement Plan are as follows:

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of Hispanic students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of Economically Disadvantaged students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51 percent of LEP students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 – 10 will improve their reading skills as evidenced by a minimum of 51 percent of SWD scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve or maintain their mathematics skills as evidenced by 69 percent of students scoring at or above Achievement Level three on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent of Students With Disabilities scoring at or above Achievement Level three on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 68 percent of tenth grade students scoring at or above 3.5 on the 2007 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in Grade 11 will demonstrate improved science skills as evidenced by 59 percent of 11th grade students scoring at or above Achievement Level three on the 2007 administration of the FCAT Science test.

Given an emphasis on communication with parents, the number of John A. Ferguson Senior High School parents supporting their student's education by participating in PTSA will increase to an average attendance at general meetings of 15, as evidenced by PTSA records.

Given the intention that students, faculty and staff at John A. Ferguson Senior High will work and study in a safe environment conducive to learning, indoor suspensions will decrease as evidenced by COGNOS records indicating the number of incidents leading to indoor suspension during 2006-2007 do not exceed 1,666.

Given an increased emphasis on instructional technology support, 96 Ferguson teachers, which represents 50 percent of John A. Ferguson Senior High teachers, will participate in workshops relating to instructional technology.

Given instruction in physical education, students at John A. Ferguson Senior High School will demonstrate improved fitness as evidenced by 45 percent of students participating in the FITNESSGRAM test program being award winners in the 2006-2007 school year.

Given the need for John A. Ferguson Senior High School graduates to fit into the global economy, 50% of 2007 graduates will earn certificates as academy completers.

Given that John A. Ferguson Senior High School will implement strategies to increase cost effectiveness, it will rank at or above the 50th percentile statewide in the Return on Investment (ROI) index of value and

cost effectiveness of its programs.

A review of the results of the Organizational Performance Improvement Snapshot Survey reveals that there are two areas of concern. The first is related to District Strategic Planning Alignment. In this category, although the scores were relatively high, it is believed that they indicate a need for increased understanding of the goals of the School Improvement Plan and how the school's plan aligns with district goals. This can be accomplished through discussion of the School Improvement Plan in Critical Friends Groups. The second area of concern relates to the category of Education Design. The scores in this category seem to indicate that there is an opportunity for improvement in collecting data about the quality of one's work. This concern can be addressed through communication with staff and faculty at faculty meetings and professional development on data driven decision making.

The objectives outlined above are designed to facilitate the overall goal of continuing to improve student achievement in reading, mathematics, writing, and science. In addition to specific academic goals, it is our intention to facilitate the accomplishment of students in each academy as they prepare to graduate as academy completers. Our goals also include improving the use of technology as a tool to support student achievement, optimizing student fitness, and continuing to ensure a safe environment that is conducive to learning.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

John A. Ferguson Senior

VISION

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.

MISSION

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

CORE VALUES

Integrity; Visionary Leadership; Life-time Learning; Pursuit of Excellence; Respect; Responsibility for Self and Community

School Demographics

John A. Ferguson Senior High School opened in August 2003, with grade nine only, on the campus of Braddock Senior High School, and moved in its entirety to its new campus, located at 15900 SW 56 Street, on March 1, 2004. This is the first year that Ferguson has grades 9, 10, 11, and 12. John A. Ferguson Senior High School is an academy-based high school, offering the following academies: Design and Architecture, Hospitality and Tourism, Information Technology, International Baccalaureate, International Business and Finance, Medical Skills/Biomedical. The campus is situated on 60 acres, which includes a 12-acre lake. The building opened with three wings, including the main three-story academic building, a 3,000-seat gymnasium, an 800-seat cafeteria, and a 900-seat auditorium. This year, a new classroom building was opened with 34 classrooms, and 850 student stations.

Ferguson Senior High opened in August 2003 with 488 grade 9 students only. In its second year, Ferguson's enrollment grew to 1,504 students enrolled in grades 9 and 10. In the following year, 2,589 students were enrolled in grades 9, 10, and 11. Currently, with all four grades enrolled, the student population is 3,625.

Of the 3,625 students at John A. Ferguson Senior High School, 1085 are in grade 9 (30 percent), 1161 are in grade 10 (32 percent), 774 are in grade 11 (21 percent), and 605 are in grade 12 (17%). Of the total, there are 1837 males (51 percent) and 1788 females (49 percent). The ethnic breakdown is: 63 Asian (two percent), 78 Black (two percent), 3,145 Hispanic (86 percent), three Indian (less than one percent), 35 Multicultural (one percent), and 301 White (8 percent). There are 1,126 students who qualify as economically disadvantaged (31 percent). There are 679 students enrolled in gifted classes (19 percent), 643 enrolled in Advanced Placement classes (14 percent), 353 Students With Disabilities (SWD) enrolled in Special Education (SPED) classes (ten percent), and 186 Limited English Proficiency (LEP) students enrolled in English for Speakers of Other Languages (ESOL) classes (five percent). In addition, there are 83 grade 12 students (two percent) and 157 grade 11 students (four percent) enrolled in the International Baccalaureate Diploma program. There are 146 grade 10 students (four percent), and 139 grade 9 students (four percent) enrolled in the pre-International Baccalaureate Program.

John A. Ferguson Senior High School employs 243 full time staff and faculty and 10 part time staff. There are five administrators, 135 general classroom teachers, 15 SPED teachers, three ESOL teachers, 26 vocational teachers, eight counselors, one athletic director, one activities director, three media specialists, one communications specialist, one AV specialist, one career specialist, one College Assistance Placement (CAP) advisor, six lead teachers, one cafeteria manager, one SCSI teacher, five paraprofessionals, eight security monitors, 18 custodians, and 13 clerical personnel. Located at 15900 SW 56 Street in southwest Miami-Dade County, Ferguson Senior High was officially dedicated on April 22, 2004. With the opening of a new classroom building in August of 2006, the buildings contain approximately 364,000 square feet of classroom, office, and computer lab space. Outdoor facilities include football, softball, baseball, and soccer fields, as well as basketball, racquetball, and tennis courts and a driver's education range. Additionally, there is a state-of-the-art Information Center, which presently contains 40 computers.

John A. Ferguson Senior High has several unique qualities. There are six industry-focus academies, and Ferguson is a "Tech-Prep/High Schools That Work" facility. Ferguson is one of 11 schools in the District selected to be in the first cohort of high schools implementing the Secondary School Reform Frameworks. Ferguson has been approved as the fourth high school in Miami-Dade County to become authorized to offer the prestigious International Baccalaureate (IB) Diploma Program. Furthermore, Ferguson is making every effort to provide a safe learning environment for its students. There are security cameras monitoring all areas of the building. Ferguson also has a school-wide uniform policy which makes it easy to identify our students and promotes appropriate behavior.

School Foundation

Leadership:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that the category of leadership was the strongest of the seven categories surveyed. In the category of leadership, all items received a score of 4.2-4.7. The lowest item of the seven refers to staff input. Providing opportunities for staff to have input in the continuous improvement cycle is an opportunity for improvement. As there were approximately 90 teachers added to the faculty this year due to the addition of another class of students and the implementation of Secondary School Reform, many of the new teachers have not yet experienced the process involved in Critical Friends Groups. It is believed that the perception of "being asked what I think" on the part of staff members is likely to increase significantly as new staff members experience Critical Friends Groups.

District Strategic Planning Alignment:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the area of district strategic planning alignment the overall score was 4.1, and scores for individual items ranged from 4.1-4.2, which are in the upper range. Scores on individual items seem to indicate that staff members do not perceive themselves as being extremely knowledgeable about the planning process at John A. Ferguson Senior High School. Discussion of the School Improvement Plan in the Critical Friends Groups should result in an increased score in this category.

Stakeholder Engagement:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of stakeholder engagement responses scored from 4.1-4.6. Knowing "who my customers are" is an area of strength, with a score of 4.6. Overall, the category was scored 4.4, which indicates it to be an area of strength. The weakest area, asking my customers if they are satisfied, is expected to improve as new faculty members become more familiar with procedures at Ferguson High School.

Faculty & Staff:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of faculty and staff scores from 4.0-4.5 show that there is general satisfaction with staff interaction and working conditions. The score of 4.5 in the item relating to the perception that the school is a safe workplace indicates that human resource focus is an area of strength. However, the score of 4.0 on the item relating to being recognized for one's work indicates an opportunity to improve in that area.

Data/Information/Knowledge Management:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of data/information/knowledge management scores range from 4.2-4.6, indicates this is an area of strength. Although this is an area of strength, the addition of a full-time data analyst would increase the ability of core area teachers to provide ongoing, fluid differentiated instruction to students based on assessment results in compliance with the District's Strategic Plan and the Eight-Step Continuous Improvement Model. The specific item with the highest score relates to knowing how to measure the quality of one's work. The score on this item was 4.6. The

overall category score of 4.6 demonstrates that faculty and staff know how to utilize data and monitor their progress in performing their specific assignments.

Education Design:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of education design results range from 3.9 to 4.2. The items with the highest score, 4.2, are related to having good processes. "I have control over my work processes" and "We have good work processes" were both scored 4.2. The remaining two items, relating to getting resources and collecting data about the quality of work, were scored at 3.9 and 4.1. The results seem to indicate a need for further professional development on data-driven decision making.

Performance Results:

A review of the results of the Organizational Performance Improvement Snapshot Survey reveals that in the category of performance results scores range from 3.5 to 4.5. The items with the highest score in this category indicate that staff members believe John A. Ferguson Senior High School has high standards and ethics and follows regulations. The item with the lowest score is related to knowing about the financial status of the school. The results seem to indicate that the faculty and staff do not understand the school budget and would benefit from instruction in the budget process.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

All students will work towards state mastery in reading.

Needs Assessment

An assessment of 2006 FCAT disaggregated data reveals that 44 percent scored at Achievement Level 3 or above. A closer look reveals that 46 percent of White students, 36 percent of Black students, and 43 percent of Hispanic students scored at Level 3 or above. Students in grades 9 and 10 scored lowest in the "Words/Phrases" skill strand. In grade 9, students earned 2 of 4 possible points (50 percent) in "Words/Phrases" In grade 10, students earned 3 of 6 possible points (50 percent) in "Words/Phrases."

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of Hispanic students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 51 percent of Economically Disadvantaged students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51 percent of LEP students scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 – 10 will improve their reading skills as evidenced by a minimum of 51 percent of SWD scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide Intensive Reading for all Level 1 and Level 2 students with emphasis on "Words/Phrases" especially among Hispanic, Black, Economically Disadvantaged, LEP students, and Students with Disabilities (SWD).	Administrators Student Services Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00
2. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administration, Faculty	8/14/06	5/30/07	District Strategic Plan	\$51831.90
3. Implement the key practices of the continuous improvement model High Schools That Work.	Principal Assistant Principal, Curriculum Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00
4. Provide opportunity for teachers to form Critical Friends Groups (Professional	Assistant Principal Curriculum, Critical Friends Coaches,	8/14/06	5/30/07	District Strategic Plan	\$0.00

Learning Communities)to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained Critical Friends Coach.	Faculty				
5. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
6. Provide differentiated instruction to address varied learner needs.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
7. Address needs of IB/AP/Gifted students and maintain performance of students scoring Level 3 and above by providing professional development in International Baccalaureate, Advanced Academics, Performance Based Assessment, Understanding by Design.	Assistant Principal, Curriculum Faculty	8/14/06	5/30/07	District Strategic Plan	\$12500.00
8. Implement CRISS strategies across the curriculum to address the needs of SWD, Economically Disadvantaged Students, and LEP students, and to improve student performance in Words/Phrases.	Administration Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00
9. Provide opportunities for Economically Disadvantaged students, LEP students and Students With Disabilities (SWD) to attend after school tutorials for FCAT skill remediation.	Assistant Principal, Curriculum ESOL Department Chairperson Faculty	9/11/06	05/24/07	District Strategic Plan	\$20000.00
10. Implement all senior high provisions of the M-DCPS Comprehensive Research-based Reading Plan.	Assistant Principal, Curriculum Reading Department Chairperson Counselors Faculty	8/14/06	5/30/2007	District Strategic Plan	\$0.00
11. Provide instruction using READ 180 for Intensive Reading Plus students	Principal Assistant Principal for Curriculum Reading Teachers	8/14/06	5/30/2007	District Strategic Plan	\$0.00
12. Provide opportunities and encourage all students to utilize the Information Center and Public Library for appropriate reading material.	Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Holt Elements of Literature; Holt Florida Practice Tests; Holt Interactive Reader; McDougal Littell Language of Literature; McDougal Littell FCAT Preparation and Practice; AMSCO Mastering FCAT Reading; FCAT Explorer; Secondary School Reform

Professional Development

CRISS Training; International Baccalaureate (IB) – English; Tools for Success; Critical Friends; Advanced Academics; Performance Based Assessment; Understanding by Design; Differentiated Instruction

Evaluation

Scores on the 2007 FCAT Reading test will evaluate whether or not this objective has been reached. District interim assessments will be used to monitor progress towards this objective. Teacher-developed tests will be used to monitor student progress in the tutorial program, as well as student surveys. Teachers will monitor progress throughout the year and make necessary adjustments.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

All students will work towards mastery of state standards in math.

Needs Assessment

Results of the 2006 FCAT math test indicate that 68 percent of all students tested scored Achievement Level 3 or above. Fifty-seven percent of Limited English Proficiency (LEP) students scored at Level 3 or above, as did 62 percent of Economically Disadvantaged students, 67 percent of Hispanic students, 59 percent of Black students, and 69 percent of White students. However, only 17 percent of Students with Disabilities (SWD) scored at Level 3 or above. Further analysis reveals that 35 percent of students in grade 9 and 29 percent of students in grade 10 have not met the state required mastery level in math. Grade 10 students scored 43 percent correct on the Algebraic Thinking cluster, and 43 percent correct on the Geometry cluster, the two lowest cluster scores. Therefore, using spiral instruction, classroom teachers should focus on these low scoring areas.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve or maintain their mathematics skills as evidenced by 69 percent of students scoring at or above Achievement Level three on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their mathematics skills as evidenced by 56 percent of Students With Disabilities scoring at or above Achievement Level three on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide Intensive Mathematics for all Level 1 and Level 2 students with emphasis on Algebraic Thinking and Geometry.	Administration Student Services Faculty	5/14/06	5/31/07	District Strategic Plan	\$0.00
2. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Adminsitration, Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
3. Implement the key practices of the continuous improvement model High Schools That Work.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
4. Provide opportunity for teachers to form Critical Friends Groups (Professional Learning Communities) to improve their professional practice by learning from one another through engaging in a structured conversation guided by a trained Critical Friends Coach.	Assistant Principal Curriculum Critical Friends Coaches Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
5. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
6. Provide differentiated instruction to address varied learner needs.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$12500.00
7. Address needs of IB/AP/Gifted students and maintain performance of students scoring Level 3 and above by providing professional development in International Baccalaureate, Advanced Academics, Performance Based Assessment, Understanding by Design.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
8. Implement CRISS strategies across the curriculum to address the needs of SWD and to improve student performance in Algebraic	Administration Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00

Thinking and Geometry.					
9. Provide opportunities for extended day tutorials for all students, including Students with Disabilities (SWD), including the use of Cognitive Tutor.	Math Teachers	9/11/06	05/24/07	District Strategic Plan	\$20000.00

Research-Based Programs

Carnegie Cognitive Tutor Program; Riverdeep Program; McDougall Littell – Geometry; McDougall Littell – Algebra I; Key Curriculum – Discovering Algebra; Key Curriculum – Discovering Advanced Algebra; Key Curriculum – Discovering Geometry; AMSCO Preparing for the FCAT; Maplesoft; Secondary School Reform

Professional Development

CRISS training; Cognitive Tutor workshop; International Baccalaureate (IB) – Mathematics; Critical Friends; Project-based Learning; Advanced Academics; Understanding by Design; Performance Based Assessment; Differentiated Instruction; Data Driven Decision Making

Evaluation

Scores on the 2007 FCAT Mathematics test will evaluate whether or not this objective has been reached. District assessments and program assessments will be used to monitor progress towards this objective. Teacher-developed tests will be used to monitor student progress in the tutorial program, as well as student surveys. Teachers will monitor progress throughout the year and make necessary adjustments.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

All students will work towards mastery of state standards in writing.

Needs Assessment

The results of the 2006 FCAT Writing+ Administration indicate that 78 percent of students received a score of 3.5 or higher. Review of disaggregated data reveals that 74 percent of students received a score of 3.5 or higher on the persuasive writing prompt, while 83 percent of students received a score of 3.5 or higher on the expository writing prompt. Faculty should continue to maintain and improve instruction in both expository and persuasive writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 68 percent of tenth grade students scoring at or above 3.5 on the 2007 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
2. Implement the key practices of the continuous improvement model High Schools That Work to maintain high expectations.	Principal Assistant Principal, Curriculum Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00
3. Provide opportunity for teachers to form Critical Friends Groups (Professional Learning Communities)to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained Critical Friends Coach.	Assistant Principal Curriculum Critical Friends Coaches Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
4. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
5. Provide differentiated instruction to address varied learner needs.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
6. Address needs of IB/AP/Gifted students and maintain performance of students scoring Level 3 and above by providing professional development in International Baccalaureate, Advanced Academics, Performance Based Assessment, Understanding by Design.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
7. Implement CRISS strategies across the curriculum to improve student performance in writing, with emphasis on persuasive writing.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
8. Administer timed expository and persuasive writing prompts.	Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
9. Provide a variety of writing experiences when students create career portfolios, including cover letter and resume.	Career Specialist Academy Elective Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
10. Incorporate creative writing assignments,	Faculty	08/14/06	05/30/07	District Strategic	\$0.00

editorial writing assignments, and research papers to increase writing proficiency.				Plan	
11. Provide training for Language Arts Teachers in the use of FCAT style writing rubrics.	Assistant Principal, Curriculum Language Arts Department Chairperson Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Holt Elements of Literature; Holt Florida Practice Tests; Holt Interactive Reader; McDougal Littell Language of Literature; McDougal Littell FCAT Preparation and Practice; Secondary School Reform

Professional Development

CRISS Training; International Baccalaureate (IB) – English; Critical Friends; Advanced Academics; Performance Based Assessment; Understanding by Design; Differentiated Instruction; Data Driven Decision Making

Evaluation

Scores on the 2007 FCAT Writing+ test will evaluate whether or not this objective has been reached. District interim assessments will be used to monitor progress towards this objective. Teachers will monitor progress throughout the year and make necessary adjustments.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

All students will work towards mastery of state standards in science.

Needs Assessment

The results of the 2006 FCAT science test indicate that 33 percent of eleventh grade students received a score of Level 3 or higher. Review of disaggregated data reveals that although Physical/Chemical was the content cluster area in which student performance was lowest, all areas of science content are in need of improvement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grade 11 will demonstrate improved science skills as evidenced by 59 percent of 11th grade students scoring at or above Achievement Level three on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE <i>(Identify by titles)</i>	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administration, Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
2. Implement the key practices of the continuous improvement model High Schools That Work.	Principal Assistant Principal, Curriculum Faculty	08/14/06	05/30/07	District Strategic Plan	\$0.00
3. Provide opportunity for teachers to form Critical Friends Groups (Professional Learning Communities)to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained Critical Friends Coach.	Assistant Principal Curriculum Critical Friends Coaches Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
4. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
5. Provide differentiated instruction to address varied learner needs with an emphasis on the content area Physical/Chemical Science.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
6. Address needs of IB/AP/Gifted students and maintain performance of students scoring Level 3 and above by providing professional development in International Baccalaureate, Advanced Academics, Performance Based Assessment, Understanding by Design.	Assistant Principal Curriculum Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
7. Continue the use of CRISS strategies to enhance student comprehension of scientific texts.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
8. Provide opportunities for students to attend after school tutorials for FCAT skill remediation.	Assistant Principal Curriculum Faculty	8/14/06	5/30/07	District Strategic Plan	\$5000.00

9. Provide professional development to promote inquiry-based learning.	Assistant Principal, Curriculum Science Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
10. Provide opportunities for inquiry-based learning involving small group work, individual exploration, peer instruction, and whole class discussions.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
11. Use lab reports in all science classes to promote reading, writing, mathematics and data interpretation skills.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe: Earth/Space Science; Prentice Hall: Biology, Chemistry; Holt, Rinehart & Winston: Chemistry; Current Publishing: Marine Science; Prentice Hall: Anatomy and Physiology; Secondary School Reform

Professional Development

CRISS training; Critical Friends; International Baccalaureate – Science; Inquiry-based learning; Understanding by Design; Differentiated Instruction.

Evaluation

Scores on the 2007 FCAT Science test will evaluate whether or not this objective has been reached. Teacher-developed tests will be used to monitor progress of students receiving tutorial assistance, as well as student surveys. Teachers will monitor progress throughout the year and make necessary adjustments.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Our goal is to develop a strong community partnership with parents.

Needs Assessment

In the 2005-2006 school year, Ferguson Senior High School had only 9th, 10th, and 11th grade students. The total school population averaged 2,600 students. A significant number of parents participated in New Student Orientation, Open House, AIP Parent Night, student activities, and athletics. Attendance at the Parent, Teacher, Student Association (PTSA) was extremely low, average attendance at general meetings being 8 people. Improved parental attendance at PTSA meetings is necessary to provide increased information to parents.

Measurable Objective

Given an emphasis on communication with parents, the number of John A. Ferguson Senior High School parents supporting their student's education by participating in PTSA will increase to an average attendance at general meetings of 15, as evidenced by PTSA records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide opportunities for parents to become active participants in the PTSA programs. Recruit parent participants at events such as the New Student Orientation, Open House and after school activities and athletic events.	Administrators Activities Director Athletic Director	8/14/06	05/30/07	District Strategic Plan	\$0.00
2. Use Conect-Ed phone calling service to invite Ferguson parents to attend PTSA meetings.	Administrators	8/14/06	5/30/07	District Strategic Plan	\$0.00
3. Provide opportunities for combined social activities/meetings to facilitate parent participation.	Administrators Activities Director Lead Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
4. Provide opportunities for parents to access Parent Link.	Gradebook Administrator	8/14/06	5/30/07	District Strategic Plan	\$0.00
5. Maintain a school site Parent Resource Center for parents.	Computer Specialist Office Manager	8/14/06	5/30/07	District Strategic Plan	\$500.00
6. Utilize website to invite parents to upcoming events, maintain sign in logs to record number of parents who participate in events.	Administration Webmaster	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Every Child-One Voice; Florida PTA Every Child-One Voice; National Standards for Parent/Family Involvement Standard I: Communicating

Professional Development

Parent Involvement Conference; Resource Fair; PTSA workshops; Parent Academy

Evaluation

This objective will be evaluated by using attendance rosters at PTSA meetings to determine the number of parent participants.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

To decrease the incidence of indoor suspensions.

Needs Assessment

Analysis of the COGNOS indoor and outdoor suspension records from the 2005-2006 school year reveals that there were 1,241 reported incidents that led to indoor suspension. As the enrollment of the school has grown from 2,600 students in 2005-2006 to 3,600 in 2006-2007, a comparable number of incidents leading to indoor suspension in 2006-2007 would be 1,718. A decrease by 3% in the number of incidents leading to indoor suspension would result in no more than 1,666 incidents leading to indoor suspension.

Measurable Objective

Given the intention that students, faculty and staff at John A. Ferguson Senior High will work and study in a safe environment conducive to learning, indoor suspensions will decrease as evidenced by COGNOS records indicating the number of incidents leading to indoor suspension during 2006-2007 do not exceed 1,666.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE <i>(Identify by titles)</i>	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Inform students of appropriate behavior standards in all orientations by grade level.	Assistant Principals	8/14/07	10/19/07	District Strategic Plan	\$0.00
2. Distribute agendas to all students that contain the code of student conduct, expressing clear standards for behavior.	Assistant Principals, Activities Director	8/14/06	5/30/07	District Strategic Plan	\$0.00
3. Provide and utilize after school detentions as an alternative to indoor suspension	Assistant Principals Administrative Assistant Faculty	8/28/06	5/25/07	District Strategic Plan	\$0.00
4. Provide and utilize exclusion so students who are disruptive can be removed from class before behavior degenerates into a referable offense	Assistant Principals SCSI Coordinator Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
5. Increase contact with parents before disruptive behavior requires suspension.	Assistant Principals Faculty Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
6. Monitor number of incidents leading to indoor suspension in COGNOS monthly to be aware of progress toward achieving goal.	Assistant Principals Administrative Assistant	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Review Code of Student Conduct and school progressive discipline plan.

Evaluation

Suspension records in COGNOS will be reviewed monthly to monitor progress toward achieving the goal. Based on end of the year suspension reports in COGNOS, the number of incidents leading to indoor suspension will be 1,666 or fewer.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

It is our goal to maintain high technology standards and to improve instructional technology support.

Needs Assessment

The Regional Center V Secondary School Student Computer Statistics Report indicates that the student to computers ratio at John A. Ferguson Senior High School is 2:1. This matches to lowest ratio of any secondary school in Regional Center V. The total number of computers available for classroom use is 696. As John A. Ferguson Senior High School grows, the challenge presented is to continue to use technology as an effective instructional tool. Teachers would benefit from workshops in using the electronic gradebook, using Student Performance Indicators (SPI), Cognitive Tutor, or other instructional technology.

Measurable Objective

Given an increased emphasis on instructional technology support, 96 Ferguson teachers, which represents 50 percent of John A. Ferguson Senior High teachers, will participate in workshops relating to instructional technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Provide access to workshops on technology-related topics such as gradebook, Cognitive Tutor, and Student Performance Indicators to teachers.	Administration Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
2. Provide access to project-based learning projects for teachers and web-based class information for students through the Co-Nect exchange online.	Assistant Principal, Curriculum Faculty	8/14/06	5/30/07	District Strategic Plan	\$0.00
3. Purchase appropriate equipment through the magnet grant.	Administration	8/14/06	5/30/07	District Strategic Plan	\$20000.00

Research-Based Programs

N/A

Professional Development

Workshops relating to instructional technology such as use of electronic gradebook, Cognitive Tutor, Project-based learning, and Student Performance Indicators (SPI).

Evaluation

The objective will be evaluated by teacher attendance records of technology-related workshops.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Students enrolled in physical education classes at John A. Ferguson Senior High School will attain their optimal level of fitness while participating in a carefully planned program of physical activities, and develop a cognitive understanding about physical activity so they can adopt healthy and physically active lifestyles.

Needs Assessment

To properly assess both student fitness performance and program success, John A. Ferguson Senior High School physical education students participate in the FITNESSGRAM test program. FITNESSGRAM assessment data from the 2005-2006 school year reveals that the gold level was reached by 278 students and silver level was reached by 218 students. In total, 100 percent of students were tested and 42 percent were award winners.

Measurable Objective

Given instruction in physical education, students at John A. Ferguson Senior High School will demonstrate improved fitness as evidenced by 45 percent of students participating in the FITNESSGRAM test program being award winners in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Administer a FITNESSGRAM pre-test to determine baseline measures. Comparing pre-and post-test results will provide a valid measure of student improvement.	Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
2. Administer a FITNESSGRAM post-test and compare results to pre-test results in order to determine student fitness improvement.	Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
3. Provide an appropriate amount of educational time devoted to fitness related activities on a weekly basis.	Assistant Principal, Curriculum Physical Education Department Chairperson, Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
4. Provide activities in physical education classes that emphasize improvement in cardiovascular fitness, flexibility, and muscular strength and endurance.	Assistant Principal, Curriculum Physical Education Teachers Physical Education Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
5. Develop and implement a curriculum map to meet the goals and objectives of the FITNESSGRAM program.	Physical Education Department Chairperson, Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM workshop

Evaluation

Scores on the FITNESSGRAM post-test will evaluate whether 45 percent of students participating in the FITNESSGRAM test program will be award winners.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Align academy electives within the academy strands so that students will have the opportunity to receive certificates for completion of all academy requirements.

Needs Assessment

Graduates in 2007 will face a greater than ever need to fit into a global economy. As members of a career-themed academy, 2007 John A. Ferguson Senior High School graduates will have the opportunity to take electives in their academy strand and earn certificates as academy completers, improving their preparedness to fit into the global economy.

Measurable Objective

Given the need for John A. Ferguson Senior High School graduates to fit into the global economy, 50% of 2007 graduates will earn certificates as academy completers.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Meet with Grade 12 students to ensure they understand requirements to be academy completers.	Academy Lead Teachers Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00
2. Assist students in completing community service requirements.	Lead Teachers, Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00
3. Continue to assign one counselor to work with each lead teacher to ensure that all students register for appropriate academy classes.	Assistant Principal, Curriculum Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Tech Prep/High Schools that Work, Small Learning Communities

Professional Development

Lead Teacher Workshops, Critical Friends Groups, National Foundation, International Baccalaureate training

Evaluation

The number of 2007 graduates receiving certificates as academy completers will determine whether this goal has been met.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

John A. Ferguson Senior High School will rank at or above the 50th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE, for 2004-2005, indicate that John A. Ferguson Senior High School received no ranking. As a new school, John A. Ferguson Senior High School had not established enough data to generate a ranking. It is the goal of John A. Ferguson Senior High School to enter the index as a new school ranked in the top 50th percentile statewide.

Measurable Objective

Given that John A. Ferguson Senior High School will implement strategies to increase cost effectiveness, it will rank at or above the 50th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Become more informed about the use of financial resources in relation to school programs.	Administrators Curriculum Council	08/08/05	05/24/06	District Strategic Plan	\$0.00
2. Collaborate with the district on resource allocation.	Administrators	08/08/05	05/24/06	District Strategic Plan	\$0.00
3. Collaborate with the regional center office on resource allocation.	Administrators	08/08/05	05/24/06	District Strategic Plan	\$0.00
4. Consider shared use of facilities, partnering with community agencies.	Administrators	08/08/05	05/24/06	District Strategic Plan	\$0.00
5. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/08/05	05/24/06	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, John A. Ferguson Senior High School will demonstrate cost effectiveness by reaching the 50th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

N/A

Needs Assessment

N/A

Measurable Objective

Action Steps

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

N/A

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC participated in a Budget Workshop during the 2004-2005 school year. The EESAC chose to allocate funds to support Co-Nect, which had a direct impact on instruction at John A. Ferguson Senior High School.

Training:

Through its funding of Co-Nect, the EESAC provided professional development in team building, using data for data driven decision making, and in implementing reading classes to assist Level 1 and Level 2 students.

Instructional Materials:

Instructional Materials were reviewed by the EESAC. The EESAC recommended that all textbook funds be allocated equitably among all core subject areas.

Technology:

The EESAC supported technology through its funding of Co-Nect and Co-Nect related initiatives.

Staffing:

All staffing issues for John A. Ferguson Senior High School were reviewed with the EESAC.

Student Support Services:

Student Support Service needs were reviewed with the EESAC.

Other Matters of Resource Allocation:

The EESAC chose to allocate resources in support of Co-Nect, which impacted a variety of areas through such items as project-based learning, curriculum mapping, and data driven decision making.

Benchmarking:

The EESAC supported curriculum mapping through Co-Nect.

School Safety & Discipline:

Any issues related to school safety and discipline were reviewed with the EESAC.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$84,331.90
Goal 2: Mathematics	\$32,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$5,000.00
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$20,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$142,331.90

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent