

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**John A. Ferguson Senior (7121)**

Feeder Pattern - John A. Ferguson Senior

Regional Center V

District 13 - Miami-Dade

Principal - Jane Garraux

Superintendent - Rudolph F. Crew, Ed.D.



---

## EXECUTIVE SUMMARY

---

John A. Ferguson Senior High School opened in August 2003 with only ninth grade students. This is the second year that the student body is comprised of all four classes: ninth, tenth, eleventh, and twelfth grades. Currently, of the 4,077 students enrolled at John A. Ferguson Senior High School, 1,171 are in grade 9 (28 percent), 1,217 are in grade 10 (30 percent), 911 are in grade 11 (22 percent), and 832 are in grade 12 (20 percent). Of the total, there are 2,055 males (49.1 percent) and 2,076 females (50.3 percent). The ethnic breakdown is: 3,599 Hispanic (87 percent), 328 White (8 percent), 80 Black (2 percent), and 124 other (3 percent). There are 1,750 students who qualify as Economically Disadvantaged (42 percent). There are 214 full time teachers at Ferguson Senior High School. Of this number 56 are White (26 percent), 19 are Black (9 percent), 134 are Hispanic (63 percent), 4 are Asian/Pacific Islanders (2 percent), and 1 is Native American (0 percent). Seventy-seven teachers are male (36 percent) and 137 teachers are female (64 percent). Among the faculty, there are 68 teachers who hold Masters degrees (32 percent), 30 who have a Specialist or PhD degree (14 percent), and 116 who have a Bachelors degree (54 percent). An area of concern for our school is the rapid population growth. A second, additional building since the school opened in 2003 is scheduled to start construction in November 2007. 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.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Hispanics students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of Hispanic students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of Economically Disadvantaged students scoring at or above Achievement Level three on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 58 percent of ELL students scoring at or above Achievement Level three on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 58 percent of SWD scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve or maintain their mathematics skills as evidenced by 77 percent of all students scoring at or above Achievement Level three on the 2008 FCAT Mathematics administration.

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 62 percent of SWD scoring at or above Achievement Level three on the 2008 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 83 percent of tenth grade students scoring at or above 3.5 on the 2008 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade 11 will demonstrate improved science skills as evidenced by 63 percent scoring at or above Level 3 on the 2008 FCAT Science administration.

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 12, as evidenced by PTSA records. Increasing attendance at PTSA meetings will result in greater communication with parents.

Given an emphasis on a safe and orderly environment, student behavior at John A. Ferguson Senior High will improve as evidenced by a ten percent decrease in outdoor suspension days. However, the school's enrollment grew by 11%; thus the number of outdoor suspension days will remain the same at 1266.

Given an increased emphasis on instructional technology support, 50 percent of John A. Ferguson Senior High teachers will incorporate technology in their instruction and assessment.

Given instruction in physical education, students at John A. Ferguson Senior High School will demonstrate improved fitness as evidenced by 47 percent of students participating in the FITNESSGRAM test program being award winners in the 2007-2008 school year.

Given the need for John A. Ferguson Senior High School graduates to fit into the global economy, 80% of 2008 graduates will earn certificates as academy completers.



# School Improvement Plan

## 2007-2008



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.

Given instruction using Sunshine State Standards and support strategies involving tutorial services, individualized and group monitoring, and counseling, John A Ferguson Senior High School will increase the 2008 graduation rate to 81%.

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.



# School Improvement Plan 2007-2008



## 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.

## 7121 - 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.

---

## ***Schools Graded 'C' or Below***

---

### **Professional Development:**

The objectives are designed to provide many professional developments throughout the school year. These professional developments in service are designed to enhance our faculty and staff creativity in delivering academic instruction. In achieving these goals, it will allow our students to advance in their academic achievements and accomplish their educational goals. In addition to specific academic goals, our teachers and staff will be able to articulate and align the curriculum among all academies.

### **CRISS Strategies:**

CRISS training provides teachers with various strategies throughout the training; written reflection will be incorporated, monthly group follow-up will be offered to the teachers to share/discuss student work. Teachers will demonstrate use of CRISS philosophy and strategies.

### **Differentiated Instruction:**

The Instructional staff will learn to differentiate activities based on the same instructional objectives by differentiating at least four elements within the classroom setting, content, process, product and environment. By doing so, instructional staff will identify rationale and resources for Florida's Reading initiative. The instructional staff will understand the need for explicit instruction and how to create a differentiated environment, target needs and design data based solutions, and develop instructional strategies in phonological awareness, phonics, fluency, vocabulary and comprehension.

### **Critical Friends Groups:**

Critical Friends Groups translates into improving students' learning. The adult learning is accomplished through formal, ongoing interactions of small groups of staff that participate voluntarily. When engaging effectively, these groups increase student learning, contribute to the participant's professional growth, and strengthen the school and district's capacity to function as learning communities. To improve their practice, enhance student learning, and close the achievement gap, members of the Critical Friends Groups focus on questions that are both global and specific to their practice.

CFG members use their own insights and experiences, content or framework from other sources, and the following strategies and tools to acquire the knowledge, skills, and perspective they need to address the questions they have about their practice. From an analytical perspective, the group deals with issues and dilemmas related to student learning, looking closely at and learning from student work/student learning data, peer observations and debriefing, learning from print and other texts and looking at and reflecting upon teacher/educator work.

### **Disaggregated Data :**

Teachers are using the data from the 2007 FCAT Reading and Mathematics tests to identify specific strands in which the students scored below passing. Once these strands are identified, the teachers are creating plans designed to specifically target those areas. After the first interim assessment is conducted, the data will be reviewed. Teachers will determine whether any improvement has occurred in the targeted areas and if any additional areas require intervention. A new plan will be drawn up that will focus on identified areas of weakness. This cycle of review, revision, and implementation will occur after the second interim assessment is conducted. Teachers will also monitor student progress throughout the process using teacher-generated assignments and assessments

### **Informal and Formal Assessments:**



# School Improvement Plan

## 2007-2008



In order to follow the NCLB guidelines, an informal and formal assessment is needed. These assessments reveal each child's academic performance based on individual learning. The professional development opens different avenues for looking at data and how it should be used to address the needs of the student. District interim assessments will be used to monitor progress towards this objective. Teacher-developed test will be used to monitor student progress in tutorial program, as well as student surveys.

At John A. Ferguson High School there are several ways in which teachers as well as the district and state, evaluate student performance through both formal and informal assessment. Teachers are required to measure student progress through informal assessment a minimum of twice weekly.

Informal assessment at John A. Ferguson includes, but is not limited to, tests, homework, essays, oral evaluations, mid-term and final exams and any other measures a teacher uses to evaluate mastery of the subject being taught. As a school that deeply integrates the principles of Secondary School Reform, Ferguson teachers also use project-based learning strategies to informally assess student progression. Formal assessment by both the district and state include the Florida Comprehensive Assessment Test (FCAT) which gauges both teacher and student proficiency, the PSAT, the Florida Writing+ test and Interim Assessments.

### **Alternative Instructional Delivery Methods :**

The majority of the faculty of John A. Ferguson Senior High School has attended professional development in several methods of alternative instruction, including Project Based Learning, Using Rubrics, and Differentiated Instruction. One of the pillars upon which Ferguson Senior High was founded, is Project Based Learning. This type of summative assessment offers all students opportunities to show what they know. Students are able to put their skills into practice in a variety of creative ways. In addition, students, as well as teachers, are encouraged to develop scoring rubrics for projects. Rubrics help to clarify what it is that students need to know, and whether they have achieved a level of mastery.

Differentiated Instruction provides teachers with methods to address students' individual academic needs. With the plethora of research to support the existence of multiple intelligences, it is essential that teachers furnish numerous experiences for students to enhance their individual learning styles. These experiences are particularly essential in an academy-model school like Ferguson Senior High.



---

***Schools Offering Primarily Grades 6 through 12***

---

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

## Reading Goal

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

#### **Florida Education Priorities**

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"/>

### **Reading Statement**

All students will work towards state mastery in reading.

### **Needs Assessment**

An assessment of 2007 FCAT administration data reveals that 45 percent of all students scored at achievement Level 3 or above. Students in grade 9 and 10 scored lowest in the “reference/research” skill strand. Based on the FCAT results, tutorial activities should focus on reference/research and overall reading comprehension.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Hispanics students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of Hispanic students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 58 percent of Economically Disadvantaged students scoring at or above Achievement Level three on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 58 percent of ELL students scoring at or above Achievement Level three on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 58 percent of SWD scoring at or above Achievement Level three on the 2007 administration of the FCAT Reading.

---

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide Intensive Reading for all Level 1 and Level 2 students in classes that are arranged according to Reading Level, with emphasis on "Reference/Research" among all of the NCLB subgroups.	Administrators Student Services Faculty	08/20/07	06/04/08	Secondary School Reform	0
2. Implement the core principles of Secondary School Reform as outlined by MDCPS.	Administration, Faculty	08/20/07	06/04/08	Secondary School Reform	0
3. Implement the key practices of the continuous improvement model High Schools That Work.	Administration Faculty	08/20/07	06/04/08	Continuous Improvement Model	0
4. Provide opportunity for teachers to form Critical Friends Groups (Professional Learning Communities) to improve their professional practice in Reading strategies by learning from one another through engaging in a structured conversation that is guided by a trained Critical Friends Coach.	Administration Faculty Critical Friends Coaches	08/20/07	06/04/08	Secondary School Reform	0
5. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration Faculty	08/20/07	06/04/08	Continuous Improvement Model	0
6. Provide differentiated instruction to address varied learner needs.	Administration Faculty	08/20/07	06/04/08	Secondary School Reform	0
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	08/20/07	06/04/08	Advanced Academics	0
8. Implement CRISS strategies across the curriculum to address the needs of SWD, Economically Disadvantaged Students, and ELL students, and to improve student performance in Reference/Research.	Administration Faculty	08/20/07	06/04/08	District-wide Literacy Plan	0
9. Provide opportunities for all students to attend after school tutorials for FCAT skill remediation.	Assistant Principal, Curriculum ELL Department Chairperson Faculty	08/20/07	06/04/08	Secondary School Reform	0
10. Implement all senior high provisions of the M-DCPS Comprehensive Research- based Reading Plan.	Administration Reading Department Chairperson Counselors Faculty	08/20/07	06/04/08	District-wide Literacy Plan	42165.95
11. Provide instruction using READ 180 for Intensive Reading Plus students	Principal Assistant Principal for Curriculum Reading Teachers	08/20/07	06/04/08	District-wide Literacy Plan	0
12. Provide opportunities and encourage all students to utilize the Information Center and Public Library for appropriate reading material.	Faculty	08/20/07	06/04/08	District-wide Literacy Plan	0

### Research-Based Programs

AMSCO Mastering FCAT Reading; FCAT Explorer; Secondary School Reform; Great Books-Sourcebooks; Jamestown

### Professional Development

CRISS Training; Critical Friends Groups: College Board; Differentiated Instruction; Tools for Success; Performance Based Assessment

### Evaluation

Scores on the 2008 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.

## Mathematics Goal

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

#### **Florida Education Priorities**

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"/>

### **Mathematics Statement**

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

### **Needs Assessment**

Results of the 2007 FCAT Mathematics administration indicate that 72 percent of all students tested scored Achievement Level 3 or above. Thirty-eight percent of English Language Learner (ELL) students scored at Level 3 or above, as did 63 percent of Economically Disadvantaged students, 70 percent of Hispanic students, 43 percent of Black students, 91 percent of Asian students, and 68 percent of White students. However, only 26 percent of Students with Disabilities (SWD) scored at Level 3 or above. Data reveals that the Algebraic Thinking cluster and the Geometry cluster were 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 77 percent of all students scoring at or above Achievement Level three on the 2008 FCAT Mathematics administration.

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 62 percent of SWD scoring at or above Achievement Level three on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide Intensive Mathematics for all Level 1 and Level 2 students with emphasis on Algebraic Thinking and Geometry.	Administration Student Services Faculty	08/20/07	06/04/08	Secondary School Reform	0
2. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administration, Faculty	8/20/07	6/04/08	Secondary School Reform	0
3. Implement the key practices of the continuous improvement model High Schools That Work.	Administration Faculty	8/20/07	6/04/08	Continuous Improvement Model	0
4. Provide opportunity for teachers to form Critical Friends Groups (Professional Learning Communities) to improve their professional practice in Mathematics 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	8/20/07	6/04/08	Secondary School Reform	0
5. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration Faculty	8/20/07	6/04/08	Continuous Improvement Model	0
6. Provide differentiated instruction to address varied learner needs.	Administration Faculty	8/20/07	6/04/08	Secondary School Reform	0
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	8/20/07	6/04/08	Advanced Academics	0
8. Implement CRISS strategies across the curriculum to address the needs of SWD and to improve student performance in Algebraic Thinking and Geometry.	Administration Faculty	8/20/07	6/4/08	Inclusion of SWD	0
9. Provide opportunities for extended day tutorials for all students, including Students with Disabilities (SWD), including the use of Cognitive Tutor.	Math Teachers	8/20/07	6/04/08	Secondary School Reform	16250

### 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; College Board

### Evaluation

Scores on the 2008 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.

## Writing Goal

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

#### **Florida Education Priorities**

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"/>

### **Writing Statement**

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

### **Needs Assessment**

The results of the 2007 FCAT Writing+ administration indicate that 82 percent of students received a score of 3.5 or higher. Review of disaggregated data reveals that 83 percent of students received a score of 3.5 or higher on the persuasive writing prompt, while 80 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 grade 10 will improve their writing skills as evidenced by 83 percent of tenth grade students scoring at or above 3.5 on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administration Faculty	8/20/07	6/04/08	Secondary School Reform	0
2. 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	8/20/07	6/04/08	Advanced Academics	0
3. Implement CRISS strategies across the curriculum to improve student performance in writing, with emphasis on persuasive writing.	Administration Faculty	8/20/07	6/04/08	District-wide Literacy Plan	0
4. Administer timed expository and persuasive writing prompts.	Language Arts Teachers	8/20/07	6/04/08	District-wide Literacy Plan	0
5. Provide a variety of writing experiences when students create career portfolios, including cover letter and resume.	Career Specialist Academy Elective Teachers	8/20/07	6/04/08	Secondary School Reform	0
6. Incorporate creative writing assignments, editorial writing assignments, and research papers to increase writing proficiency.	Faculty	8/20/07	6/04/08	District-wide Literacy Plan	0
7. Provide training for Language Arts Teachers in the use of FCAT style writing rubrics.	Assistant Principal, Curriculum Language Arts Department Chairperson Language Arts Teachers	8/20/07	6/04/08	District-wide Literacy Plan	0

### Research-Based Programs

Holt Elements of Literature; Holt Florida Practice Tests; Holt Interactive Reader; 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 2008 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.



## Science Goal

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

#### **Florida Education Priorities**

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"/>

### **Science Statement**

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

### **Needs Assessment**

The results of the 2007 FCAT Science administration indicate that 38 percent of eleventh grade students received a score of Level 3 or higher. Review of disaggregated data reveals that although Physical/Chemical and Life/Environmental were the content cluster areas 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 63 percent scoring at or above Level 3 on the 2008 FCAT Science administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administration, Faculty	8/20/07	6/04/08	Secondary School Reform	0
2. Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	AdministrationFaculty	8/20/07	6/04/08	Continuous Improvement Model	0
3. Provide differentiated instruction to address varied learner needs with an emphasis on the content area Physical/Chemical Science.	AdministrationFaculty	8/20/07	6/04/08	Seamless PreK-12 Curriculum	0
4. 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 CurriculumFaculty	8/20/07	6/04/08	Advanced Academics	0
5. Continue the use of CRISS strategies to enhance student comprehension of scientific texts.	Science Teachers	8/20/07	6/04/08	Seamless PreK-12 Curriculum	0
6. Provide opportunities for students to attend after school tutorials for FCAT skill remediation.	Assistant Principal CurriculumFaculty	8/20/07	6/04/08	Secondary School Reform	5000
7. Provide professional development to promote inquiry-based learning.	Assistant Principal, CurriculumScience Department Chairperson	8/20/07	6/04/08	Secondary School Reform	0
8. Provide opportunities for inquiry-based learning involving small group work, individual exploration, peer instruction, and whole class discussions.	Science Teachers	8/20/07	6/04/08	Secondary School Reform	0
9. Use lab reports in all science classes to promote reading, writing, mathematics and data interpretation skills.	Science Teachers	8/20/07	6/04/08	Secondary School Reform	0

### Research-Based Programs

Glencoe: Earth/Space Science; Prentice Hall: Biology, Chemistry; Holt, Rinehart & Winston: Chemistry; Current Publishing: Marine Science; Prentice Hall: Anatomoy 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 2008 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.

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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**

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

Attendance at the Parent, Teacher, Student Association (PTSA) general meetings has been low, averaging six attendees. Improved parental attendance at PTSA meetings is necessary to actively engage parents as partners.

### 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 12, as evidenced by PTSA records. Increasing attendance at PTSA meetings will result in greater communication with parents.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/07	6/04/08	Other/ Not Applicable	0
2. Use Conect-Ed phone calling service to invite Ferguson parents to attend PTSA meetings.	Administrators	8/20/07	6/04/08	Other/ Not Applicable	0
3. Provide opportunities for combined social activities/meetings to facilitate parent participation.	Administrators Activities Director Lead Teachers	8/20/07	6/04/08	Other/ Not Applicable	0
4. Provide opportunities for parents to access Parent Link.	Gradebook Administrator	8/20/07	6/04/08	Other/ Not Applicable	0
5. Maintain a school site Parent Resource Center for parents.	Computer Specialist Office Manager	8/20/07	6/04/08	Other/ Not Applicable	250
6. Utilize website to invite parents to upcoming events, maintain sign in logs to record number of parents who participate in events.	Administration Webmaster	8/20/07	6/04/08	Other/ Not Applicable	0

### 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.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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*

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

### **Discipline & Safety Statement**

To decrease the incidence of outdoor suspensions.

### **Needs Assessment**

Analysis of the COGNOS indoor and outdoor suspension records from the 2006-2007 school year reveals that John A. Ferguson Senior High School students served 1266 outdoor suspension days. In 2007-2008, John A. Ferguson Senior High School has 111 percent of 2006-2007 enrollment. Based on this increase, the school would have had approximately 1405 outdoor suspension days.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior at John A. Ferguson Senior High will improve as evidenced by a ten percent decrease in outdoor suspension days. However, the school's enrollment grew by 11%; thus the number of outdoor suspension days will remain the same at 1266.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Inform students of appropriate behavior standards in all grade level orientations	Assistant Principals	8/20/07	10/19/07	Alternative Education	0
2. Review agendas with all students that contain the code of student conduct, expressing clear standards for behavior.	Assistant Principals, Activities Director	8/20/07	10/19/07	Alternative Education	0
3. Establish student counseling and Parent Academy workshops/counseling programs to offer students an alternative in lieu of outdoor suspension.	Administration Trust Counselor	8/20/07	6/04/08	Student Wellness	0
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 CoordinatorFaculty	8/20/07	6/04/08	Alternative Education	0
5. Increase contact with parents by initiating parental conferences before disruptive behavior requires suspension.	Assistant PrincipalsFacultyCounselors	8/20/07	6/04/08	Alternative Education	0
6. Monitor number of incidents leading to indoor suspension in COGNOS monthly to be aware of progress toward achieving goal.	Assistant PrincipalsAdministrative Assistant	8/20/07	6/04/08	Alternative Education	0

### 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 1,266 or less.

## Technology Goal

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

#### **Florida Education Priorities**

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**

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

### **Technology Statement**

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

### **Needs Assessment**

The student to computers ratio at John A. Ferguson Senior High School is approximately 4:1. The total number of computers available for classroom use is 930. 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, Edusoft, FCAT Explorer, Questia, Atomic Learning, Riverdeep, Student/Teacher Portals, or other instructional technology.

### Measurable Objective

Given an increased emphasis on instructional technology support, 50 percent of John A. Ferguson Senior High teachers will incorporate technology in their instruction and assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide access to workshops on technology-related topics such as gradebook, Cognitive Tutor, and Student Performance Indicators to teachers.	AdministrationFaculty	8/20/07	6/04/08	Other/ Not Applicable	0
2. Provide access to project-based learning projects for teachers and web-based class information for students through the Co-Nect exchange online.	Administration Faculty	8/20/07	6/04/08	Secondary School Reform	10000
3. Provide Edusoft and other evaluation software training in order to maximize data collection and effective analysis.	Administration Computer Specialist	8/20/07	6/04/08	Continuous Improvement Model	0

### Research-Based Programs

Edusoft, Pearson, Cognitive Tutor, FCAT Explorer, Questia, Atomic Learning, Riverdeep

### Professional Development

Workshops relating to the use of Student Performance Indicators (SPI), Cognitive Tutor, Edusoft, FCAT Explorer, Questia, Atomic Learning, Riverdeep, Student/Teacher Portals, or other instructional technology.

### Evaluation

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



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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*

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

### **Health & Physical Fitness 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 the 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 2006-2007 school year reveals that the gold level was reached by 388 students and silver level was reached by 210 students. In total, 100 percent of the 1300 students enrolled in physical education were tested and 46 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 47 percent of students participating in the FITNESSGRAM test program being award winners in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/07	6/04/08	Student Wellness	0
2. Administer a FITNESSGRAM post-test and compare results to pre-test results in order to determine student fitness improvement.	Physical Education Teachers	8/20/07	6/04/08	Student Wellness	0
3. Provide an appropriate amount of educational time devoted to fitness related activities on a weekly basis.	Assistant Principal, CurriculumPhysical Education Department Chairperson, Physical Education Teachers	8/20/07	6/04/08	Student Wellness	0
4. Provide activities in physical education classes that emphasize improvement in cardiovascular fitness, flexibility, and muscular strength and endurance.	Assistant Principal, CurriculumPhysical Education TeachersPhysical Education Department Chairperson	8/20/07	6/04/08	Student Wellness	0
5. Develop and implement a curriculum map to meet the goals and objectives of the FITNESSGRAM program.	Physical Education Department Chairperson, Physical Education Teachers	8/20/07	6/04/08	Student Wellness	0

### Research-Based Programs

FITNESSGRAM, National Fitness Related Standards

### Professional Development

FITNESSGRAM workshop

### Evaluation

Scores on the FITNESSGRAM post-test will evaluate whether the objective was reached.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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**

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"/>

### **Electives & Special Areas Statement**

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

### **Needs Assessment**

John A. Ferguson Senior High School students will take electives in their academy strand and have the opportunity to earn certificates as academy completers, improving their preparedness to fit into the global economy. In 2006-2007, 78 percent of graduates were academy completers.

### Measurable Objective

Given the need for John A. Ferguson Senior High School graduates to fit into the global economy, 80% of 2008 graduates will earn certificates as academy completers.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Meet with Grade 12 students to ensure they understand requirements to be academy completers.	Academy Lead Teachers Student Services	8/20/07	6/04/08	Secondary School Reform	0
2. Assist students in completing community service requirements.	Lead Teachers, Student Services	8/20/07	6/04/08	Secondary School Reform	0
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	8/20/07	6/04/08	Secondary School Reform	0
4. Implement the core principles of Secondary School Reform with emphasis on students making career based choices when selecting classes.	Administration Lead Teachers Student Services Faculty	8/20/07	6/04/08	Secondary School Reform	0

### 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 2008 graduates receiving certificates as academy completers will determine whether this goal has been met.

### Return On Investment Goal

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

**Florida Education Priorities**

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**

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

**Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Become more informed about the use of financial resources in relation to school programs.	Administrators Curriculum Council	8/20/07	6/04/08	Business Process Redesign	0
2. Collaborate with the district on resource allocation.	Administrators	8/20/07	06/04/08	Business Process Redesign	0
3. Collaborate with the regional center office on resource allocation.	Administrators	8/20/07	6/04/08	Business Process Redesign	0
4. Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/07	6/04/08	Business Process Redesign	0
5. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/20/07	6/04/08	Business Process Redesign	0

### 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.

## Graduation (High Schools Only) Goal

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

#### *Florida Education Priorities*

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

### **Graduation (High Schools Only) Statement**

to improve graduation rate.

### ***Needs Assessment***

An analysis of the 2007 graduation rate indicates that 80% of the seniors at John A. Ferguson Senior High School earned their high school diploma within four years.

### Measurable Objective

Given instruction using Sunshine State Standards and support strategies involving tutorial services, individualized and group monitoring, and counseling, John A Ferguson Senior High School will increase the 2008 graduation rate to 81%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1 Provide parent/student meetings for each grade level to inform parents and students about graduation requirements.	Administration Student Services	9/18/07	5/30/08	Other/ Not Applicable	0
2. Implement the core principles of Secondary School Reform as outlined by M-DCPS.	Administrators Student Services Master Scheduler Faculty	8/20/07	6/04/08	Secondary School Reform	0
3. Identify and meet with all seniors who may not graduate and provide remediation plan, including group monitoring and counseling strategies.	Administrators Student Services	8/20/07	6/04/08	Continuous Improvement Model	0
4. Provide graduation and testing requirements to students and parents through college and financial aid workshops.	Administrators Student Services	8/20/07	6/04/08	Other/ Not Applicable	0

### Research-Based Programs

Secondary School Reform

### Professional Development

College Board Fall Counselor Workshop, State University System Workshop

### Evaluation

Graduation rates for 2008 will determine whether or not this objective has been reached.



**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***

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	42165.95
Mathematics	16250
Writing	0
Science	5000
Parental Involvement	250
Discipline & Safety	0
Technology	10000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>73665.95</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*