
SCHOOL IMPROVEMENT PLAN

2005-2006



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 year the student body is comprised of three classes: ninth, tenth, and eleventh grades.

Currently, of the 2,589 students at John A. Ferguson Senior High School, 1065 are in grade 9(41 percent), 970 are in grade 10 (38 percent), and 555 are in grade 11 (21 percent). Of the total, there are 1154 males (45 percent) and 1436 females (55 percent). The ethnic breakdown is: 44 Asian (two percent), 60 Black (two percent), 2,220 Hispanic (86 percent), four Indian (.2 percent), 21 Multicultural (.8 percent), and 242 White (9 percent). There are 930 students who qualify as economically disadvantaged (36 percent). As an Academy School that received a grade of “A” in the State of Florida’s A+ Plan for the 2004-05 school year, 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 – 10 will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level three on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades 9 – 10 will improve their reading skills as evidenced by a minimum of 44 percent of LEP students scoring at or above Achievement Level three on the 2006 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 44 percent of Students with Disabilities scoring at or above Achievement Level three on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades 9 – 10 will improve or maintain their mathematics skills as evidenced by a minimum of 72 percent of students scoring at or above Achievement Level three on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 – 10 will improve their mathematics skills as evidenced by a minimum of 50 percent of Students With Disabilities scoring at or above Achievement Level three on the 2006 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 a minimum of 73 percent of tenth grade students scoring at or above 4.0 on the 2006 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in the 11th grade will demonstrate improved science skills as evidenced by a score equal to or greater than the District mean score on the 2006 administration of the FCAT Science test.

Given an emphasis on communication with parents, the number of John A. Ferguson Senior High School parents participating in the PTSA and EESAC meetings will increase by 50 percent as compared to the 2004-2005 school year as evidenced by sign-in logs.

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 the percentage of reported incidents that result in indoor suspension decreasing by three percent as compared to the 2004-2005 school year.

Given an increased emphasis on instructional technology support, John A. Ferguson Senior High will improve in the area of Instructional Technology Support, as evidenced by an increase from 1.5 to 2.2 on the Instructional Technology Support portion of the STaR profile, matching the Miami-Dade County high average.

Given instruction in physical education, students at John A. Ferguson Senior High School will demonstrate improved fitness as evidenced by 36 percent of students participating in the FITNESSGRAM test program being award winners, an increase of three percent as compared to the 2004-2005 school year.

Given that 2006-2007 will be the first year that 12th grade students attend John A. Ferguson Senior High, the school will develop a master schedule for 2006-2007 that provides appropriate academy courses to enable all students to receive a certificate indicating that they have completed all the requirements of their academy, as evidenced by course offerings in the Curriculum Bulletin.

Given that John A. Ferguson High School will implement strategies to increase cost effectiveness, Ferguson 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 Performance Results. The scores in this category seem to indicate that there is a lack of understanding of the budget process by the faculty and staff. This concern can be addressed through communication with staff and faculty at faculty meetings and through the Curriculum Council.

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 finalize the

requirements of each academy in preparation for the first year in which grades nine through twelve students are in attendance. 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 is Miami-Dade County's newest state-of-the-art senior high. The 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 year Ferguson has grades 9, 10, and 11 and will add its final grade level next year. John A. Ferguson Senior High School is an academy-based high school, offering the following academies: Design and Architecture, Hospitality and Tourism, Information Technology and Telecommunications, International Baccalaureate, International Business and Finance, Biomedical/Medical Skills. The campus is situated on 60 acres, which includes a 12-acre lake. The building has three wings, including the main three-story academic building, a 3,000-seat gymnasium, an 800-seat cafeteria, and a 900-seat auditorium.

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. Currently, of the 2,589 students at John A. Ferguson Senior High School, 1065 are in grade 9 (41 percent), 970 are in grade 10 (38 percent), and 555 are in grade 11 (21 percent). Of the total, there are 1154 males (45 percent) and 1436 females (55 percent). The ethnic breakdown is: 44 Asian (two percent), 60 Black (two percent), 2,220 Hispanic (86 percent), four Indian (.2 percent), 21 Other (.8 percent), and 242 White (nine percent). There are 930 students who qualify as economically disadvantaged (36 percent). There are 473 students enrolled in gifted classes (18 percent), 354 enrolled in Advanced Placement classes (14 percent), 244 Students With Disabilities (SWD) enrolled in Exceptional Student Education classes (nine percent), and 156 Limited English Proficiency (LEP) students enrolled in English for Speakers of Other Languages (ESOL) classes (six percent). In addition, there are 83 grade 11 students enrolled in the International Baccalaureate Diploma program (three percent). There are 163 grade 10 students (six percent), and 145 grade 9 students (six percent) enrolled in the pre-International Baccalaureate Program.

John A. Ferguson Senior High School employs 175 full time staff and faculty and 10 part time staff. There are five administrators, 91 general classroom teachers, 10 ESE teachers, two ESOL teachers, 12 vocational teachers, six counselors, one athletic director, one activities director, two 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, two paraprofessionals, six security monitors, 18 custodians, and 10 clerical personnel. Located at 15900 SW 56 Street in southwest Miami-Dade County, Ferguson Senior High was officially dedicated on April 22, 2004. The buildings contain approximately 310,000 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 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 64 fully operational 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 50 teachers added to the faculty this year due to the addition of another class of students, 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 4.2, and scores for individual items ranged from 4.1-4.3, 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 increase 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 4.1-4.7. Knowing "who my customers are" is an area of strength, with a score of 4.7. Overall, the category was scored 4.4, which indicates it to be an area of strength. The weakest area, student and parent satisfaction, is expected to improve with the use of the Gradebook Parent Link, which is in operation this year.

Faculty & Staff:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of faculty and staff results scores from 4.3-4.7 show that there is general satisfaction with staff interaction and working conditions. Scores of 4.5 in items relating to the perception that the school and the supervisor care about the staff member, and being encouraged to develop skills, indicate that human resource focus is an area of strength. However, a score of 4.3 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 4.4-4.6, indicates this is an area of strength. 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 4.5 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 4.2 to 4.4. The item with the highest score, 4.4, is related to having good processes. "I have control over my work processes" was scored 4.3. The remaining two items, relating to getting resources and collecting data about the quality of work, were both scored at 4.2. 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 4.7. The item with the highest score in this category indicates that staff members believe John A. Ferguson Senior High School has high standards and ethics. 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 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 2004-2005 FCAT disaggregated data reveals that students in grades 9 and 10 scored lowest in the "Main Idea/Purpose" and "Reference/Research" skill strands. In grade 9, students earned 11 out of 16 possible points (69 percent) in "Main Idea/Purpose" and earned seven out of 12 possible points (58 percent) in "Reference/Research." In grade 10, students earned 11 out of 19 possible points (58 percent) in "Main Idea/Purpose" and earned eight out of 15 possible points (53 percent) in "Reference/Research." Therefore, instruction should focus on these skills, particularly through the homeroom reading program.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 – 10 will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above Achievement Level three on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades 9 – 10 will improve their reading skills as evidenced by a minimum of 44 percent of LEP students scoring at or above Achievement Level three on the 2006 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 44 percent of Students with Disabilities scoring at or above Achievement Level three on the 2006 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide opportunities and encourage all students to utilize the Information Center and Public Library for appropriate reading material.	Faculty	08/08/05	05/24/06
2. Provide all level 1 and level 2 students a daily reading period for intensive remediation of FCAT reading skills.	Administrators Student Services Faculty	08/08/05	05/24/06
3. Provide resource materials and workbooks for all level 1 and level 2 students to use during the designated reading period.	Assistant Principal, Curriculum Reading Leaders	08/08/05	05/24/06
4. Provide opportunities for LEP students and Students With Disabilities (SWD) to attend after school tutorials for FCAT skill remediation.	Assistant Principal, Curriculum ESOL Department Chairperson	08/08/05	05/24/06
5. Require English teachers to use the Accelerated Reader program.	Assistant Principal, Curriculum English Teachers Computer Specialist	08/08/05	05/24/06
6. Implement the key practices of the continuous improvement model High Schools That Work.	Principal Assistant Principal, Curriculum Faculty	08/08/05	05/24/06
7. Implement CRISS strategies across the curriculum.	Faculty	08/08/05	05/24/06
8. Provide training in the use of Student Performance Indicators (SPI) to teachers to enable them to develop Academic Improvement Plans (AIPs) for all 9th and 10th grade students who scored Level 1 or 2 on the FCAT Reading test and	Assistant Principal, Curriculum Faculty	08/08/05	05/24/06

all 11th grade students who have not passed the FCAT Reading test.			
9. Implement all senior high provisions of the M-DCPS Comprehensive Research-based Reading Plan.	Assistant Principal, Curriculum Language Arts Department Chairperson Counselors Faculty	08/08/05	05/24/06

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

Professional Development

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

Evaluation

Scores on the 2006 FCAT Reading test will evaluate whether or not this objective has been reached. District assessments will be used to monitor progress towards this objective. 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 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 2 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT math test indicate that 32 percent of students in grade 9 and 29 percent of students in grade 10 have not met the state required mastery level in math and that 21 percent of all students have not made annual learning gains. The two greatest areas of need for current 10th grade students are in the categories of Geometry and Number Sense. Therefore, using spiral instruction, classroom teachers should focus on these 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 – 10 will improve or maintain their mathematics skills as evidenced by a minimum of 72 percent of students scoring at or above Achievement Level three on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grades 9 – 10 will improve their mathematics skills as evidenced by a minimum of 50 percent of Students With Disabilities scoring at or above Achievement Level three on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide opportunities for extended day tutorials for all students, using Cognitive Tutor.	Math Teachers	08/08/05	05/24/06
2. Provide opportunities for extended day tutorials for all Students With Disabilities (SWD), using Cognitive Tutor.	Assistant Principal, Curriculum Math Teachers	08/08/05	05/24/06
3. Offer professional development opportunities for teachers in curriculum mapping and vertical teaming to ensure appropriate alignment for optimal skill coverage.	Assistant Principal, Curriculum Mathematics Department Chairperson	08/08/05	05/24/06
4. Utilize the Carnegie Learning Algebra I Cognitive Tutor Program.	Math Teachers Computer Specialist	08/08/05	05/24/06
5. Implement CRISS strategies across the curriculum.	Faculty	08/08/05	05/24/06
6. Provide training in the use of Student Performance Indicators (SPI) to teachers to enable them to develop Academic Improvement Plans (AIPs) for all 9th and 10th grade students who scored Level 1 or 2 on the FCAT Mathematics test and all 11th grade students who have not passed the FCAT Mathematics test.	Assistant Principal, Curriculum Faculty	08/08/05	05/24/06
7. Implement the key practices of the continuous improvement model High Schools That Work.	Principal Assistant Principal, Curriculum Faculty	08/08/05	05/24/06
8. Utilize the MDCPS Mathematics Scope and Sequence in teaching the courses for which it is available.	Assistant Principal, Curriculum Mathematics Department Chairperson Math Teachers	08/08/05	05/24/06

Research-Based Programs

Carnegie Cognitive Tutor Program; Geometer's Sketchpad 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

Professional Development

CRISS training; Cognitive Tutor workshop; International Baccalaureate (IB) – Mathematics; Curriculum Mapping/Vertical Teaming workshops; Critical Friends; Project-based Learning; Advanced Academics; Inclusion workshops; Understanding by Design; Performance Based Assessment; Differentiated Instruction

Evaluation

Scores on the 2006 FCAT Mathematics test will evaluate whether or not this objective has been reached. District assessments will be used to monitor progress towards this objective. 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 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 3 STATEMENT:

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

Needs Assessment

The results of the 2005 FCAT writing test indicate that 72 percent of students received a score of 4.0 or higher. Review of disaggregated data reveals that 67 percent of students received a score of 4.0 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"/>	<input 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"/>	<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 a minimum of 73 percent of tenth grade students scoring at or above 4.0 on the 2006 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer timed expository and persuasive writing prompts.	Language Arts Teachers	08/08/05	05/24/06
2. Implement CRISS strategies across the curriculum.	Faculty	08/08/05	05/24/06
3. Create career portfolios, including cover letter and resume.	Career Specialist Academy Elective Teachers	08/08/05	05/24/06
4. Incorporate creative writing assignments, editorial writing assignments, and research papers to increase writing proficiency.	Faculty	08/08/05	05/24/06
5. Implement teacher developed "writing workshop" in grade nine to serve as the foundation for grade 10 writing instruction.	Language Arts Teachers	08/08/05	05/24/06
6. Provide training for Language Arts Teachers in the use of FCAT style writing rubrics.	Assistant Principal, Curriculum Language Arts Department Chairperson Language Arts Teachers	08/08/05	05/24/06
7. Provide training in the use of Student Performance Indicators (SPI) to teachers to enable them to develop Academic Improvement Plans (AIPs) for all 10th grade students who scored below 3 on the FCAT Writing+ test.	Assistant Principal, Curriculum Faculty	08/08/05	05/24/06
8. Implement the key practices of the continuous improvement model High Schools That Work.	Principal Assistant Principal, Curriculum Faculty	08/08/05	05/24/06

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

Professional Development

CRISS Training; Curriculum Mapping/Vertical Teaming; International Baccalaureate (IB) – English; PACES; Critical Friends; Advanced Academics; Performance Based Assessment; Understanding by Design; Differentiated Instruction

Evaluation

Scores on the 2006 FCAT Writing+ test will evaluate whether or not this objective has been reached. District 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 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 4 STATEMENT:

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

Needs Assessment

In 2004-2005, Ferguson Senior High School was composed of 9th and 10th grade students only. There are no prior science scores available on our current student population. However, based on data from the district, the greatest areas of need are in the “Physical and Chemical” and “Life and Environmental” skill strands. District-wide, students received five out of a possible 14 points for each of these skill strands. Science teachers should emphasize the “Physical and Chemical” and “Life and Environmental” skills through inquiry-based learning.

Measurable Objective

Given instruction using the Sunshine State Standards, students in the 11th grade will demonstrate improved science skills as evidenced by a score equal to or greater than the District mean score on the 2006 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide professional development in curriculum mapping and vertical teaming to identify FCAT skills for remediation.	Assistant Principal, Curriculum Science Department Chairperson	08/08/05	05/24/06
2. Use lab reports in all science classes to promote reading, writing, mathematics and data interpretation skills.	Science Teachers	08/08/05	05/24/06
3. Utilize a variety of technologies to gather and analyze data designed to assist students in FCAT science skills.	Science Teachers	08/08/05	05/24/06
4. Continue the use of CRISS reading strategies to enhance student comprehension of scientific texts.	Science Teachers	08/08/05	05/24/06
5. Provide opportunities for inquiry-based learning involving small group work, individual exploration, peer instruction, and whole class discussions.	Science Teachers	08/08/05	05/24/06
6. Implement the key practices of the continuous improvement model High Schools That Work.	Principal Assistant Principal, Curriculum Faculty	08/08/05	05/24/06
7. Provide training in the use of Student Performance Indicators (SPI) to teachers to enable them to develop Academic Improvement Plans (AIPs) for all 9th and 10th grade students who earn a "D" or an "F" in a Science course.	Assistant Principal, Curriculum Faculty	08/08/05	05/24/06

Research-Based Programs

Addison Wesley: Chemistry; PH Biology; Zumdahl Chemistry (AP); Earth Space Science, Geology, and Environment

Professional Development

CRISS training; Curriculum mapping; PACES; Critical Friends; International Baccalaureate – Science

Evaluation

Scores on the 2006 FCAT Science test will evaluate whether or not this objective has been reached. District assessments will be used to monitor progress towards this objective. 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

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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 2004-2005 school year, Ferguson Senior High School had only 9th and 10th grade students. The total school population averaged 1,504 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) and the Educational Excellence School Advisory Council (EESAC) was extremely low. Improved parental attendance at PTSA and EESAC meetings is necessary to provide increased information to parents regarding decision-making bodies.

Measurable Objective

Given an emphasis on communication with parents, the number of John A. Ferguson Senior High School parents participating in the PTSA and EESAC meetings will increase by 50 percent as compared to the 2004-2005 school year as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	08/08/05	05/24/06
2. Invite Ferguson parents to attend the PTSA and EESAC meetings.	Administrators	08/08/05	05/24/06
3. Provide opportunities for combined social activities/meetings to facilitate parent participation.	Administrators Activities Director Lead Teachers	08/08/05	05/24/06
4. Provide opportunities for parents to access Parent Link.	Gradebook Administrator	08/08/05	05/24/06
5. Maintain a school site Parent Resource Center for parents.	Computer Specialist Office Manager	08/08/05	05/24/06
6. Utilize website to invite parents to upcoming events, maintain sign in logs to record number of parents who participate in events.	Administration Webmaster	08/08/05	05/24/06

Research-Based Programs

National PTA Every Child-One Voice; Florida PTA Every Child-One Voice

Professional Development

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

Evaluation

This objective will be evaluated by using sign in sheets and EESAC minutes to determine the number of parent participants at all PTSA and EESAC meetings.

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.)

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

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

GOAL 6 STATEMENT:

To decrease the incidence of indoor suspensions.

Needs Assessment

Analysis of the indoor and outdoor suspension records from the 2004-2005 school year reveals that there were 457 reported incidents that led to indoor suspension. When compared to the student population in 2004-2005 of approximately 1500 students, the rate of incidents leading to indoor suspension was 30 percent. Although our student body has grown to almost 2600 students with the addition of another class during 2005-2006, a decrease in the percentage of incidents leading to indoor suspension would demonstrate the continued presence of a safe environment in which to learn and work.

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 the percentage of reported incidents that result in indoor suspension decreasing by three percent as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Inform students of appropriate behavior standards in all grade level orientations	Assistant Principals	08/08/05	05/24/06
2. Distribute agendas to all students that contain the code of student conduct, expressing clear standards for behavior.	Assistant Principals, Activities Director	08/08/05	05/24/06
3. Provide and utilize after school detentions as an alternative to indoor suspension	Assistant Principals Administrative Assistant Faculty	08/08/05	05/24/06
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	08/08/05	05/24/06
5. Increase contact with parents before disruptive behavior requires suspension.	Assistant Principals Faculty Counselors	08/08/05	05/24/05

Research-Based Programs

N/A

Professional Development

Review Code of Student Conduct and school progressive discipline plan.

Evaluation

Suspension records will be reviewed monthly to monitor progress toward achieving the goal. Based on end of the year suspension reports, the percentage of reported incidents that result in indoor suspensions will decrease by three percent as compared to the 2004-2005 school year.

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.)

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

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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

John A. Ferguson Senior High scored 1.5 in Instructional Technology Support on the most recent STaR school profile. Compared to other categories of the profile, this is the area of technology that is most in need of improvement.

Measurable Objective

Given an increased emphasis on instructional technology support, John A. Ferguson Senior High will improve in the area of Instructional Technology Support, as evidenced by an increase from 1.5 to 2.2 on the Instructional Technology Support portion of the STaR profile, matching the Miami-Dade County high average.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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	08/08/05	05/24/06
2. Provide instructional technology support to school faculty and staff by three to five percent of the IT Academy students.	Information Technology Lead Teacher	10/11/05	05/24/06
3. Survey teachers to assess classroom technology needs.	Principal Assistant Principal	10/11/05	12/15/05
4. Purchase appropriate equipment through the magnet grant.	Principal Assistant Principal	10/11/05	12/15/05
5. Provide video tutorials and on-line support for the electronic gradebook and SPI.	Information Technology Lead Teacher	10/11/05	05/24/06

Research-Based Programs

N/A

Professional Development

Video Tutorials, On-line Support, Before and After School Tutorials

Evaluation

The fall 2006 STaR survey will assess the success of the strategies used.

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.)

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

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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 2004-2005 school year reveals that the gold level was reached by 192 students and silver level was reached by 262 students. In total, 92 percent of students were tested and 33 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 36 percent of students participating in the FITNESSGRAM test program being award winners, an increase of three percent as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	08/08/05	05/24/06
2. Administer a FITNESSGRAM post-test and compare results to pre-test results in order to determine student fitness improvement.	Physical Education Teachers	08/08/05	05/24/06
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	08/08/05	05/24/06
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	08/08/05	05/24/06
5. Develop and implement a curriculum map to meet the goals and objectives of the FITNESSGRAM program.	Physical Education Department Chairperson, Physical Education Teachers	08/08/05	05/24/06

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM workshop

Evaluation

Scores on the FITNESSGRAM post-test will evaluate whether 36 percent of students participating in the FITNESSGRAM test program will be award winners, an increase of three percent as compared to the 2004-2005 school year.

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.)

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

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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

Based on district requirements and Tech Prep/High Schools That Work standards, academy strands are in the process of being reviewed. Final adjustments for the fourth year of course requirements must be made, and the master schedule for the 2006-2007 school year developed. Required courses to earn a certificate of academy completion must be finalized.

Measurable Objective

Given that 2006-2007 will be the first year that 12th grade students attend John A. Ferguson Senior High, the school will develop a master schedule for 2006-2007 that provides appropriate academy courses to enable all students to receive a certificate indicating that they have completed all the requirements of their academy, as evidenced by course offerings in the Curriculum Bulletin.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop electives in each academy strand that allows students to complete the program in which they are enrolled.	Assistant Principal, Curriculum Academy Lead Teachers Student Services	08/08/05	05/24/06
2. Locate teacher candidates, conduct interviews, and hire as necessary.	Assistant Principal, Curriculum Academy Lead Teachers Student Services	08/08/05	05/24/06
3. Initiate the development of an Executive Internship Program.	Principal Assistant Principal, Curriculum Lead Teachers	08/08/05	05/24/06
4. Continue to offer leadership class for 9th grade students to aid their academy selection.	Assistant Principal, Curriculum Student Services Selected Faculty	08/08/05	05/24/06
5. Assign one counselor to work with each lead teacher to ensure that all students register for appropriate academy classes.	Assistant Principal, Curriculum Student Services	08/08/05	05/24/06

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

Every student in grades 10-12 will be enrolled in an academy strand for the 2006-2007 school year.

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.)

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

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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 indicate that in 2003, John A. Ferguson received no ranking. As a new school, Ferguson 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 High School will implement strategies to increase cost effectiveness, Ferguson 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	
		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
2. Collaborate with the district on resource allocation.	Administrators	08/08/05	05/24/06
3. Collaborate with the regional center office on resource allocation.	Administrators	08/08/05	05/24/06
4. Consider shared use of facilities, partnering with community agencies.	Administrators	08/08/05	05/24/06
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

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, John A. Ferguson 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"/>

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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"/>	<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>

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 Ferguson Senior High.

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.

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