

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: JOHN A. FERGUSON SENIOR HIGH

District Name: Dade

Principal: Jane Garraux

SAC Chair: William Dukes

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-21-2009

Dr. Eric J. Smith, Commissioner
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VISION and MISSION STATEMENTS

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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 1st, 2004 serving a primarily Hispanic population and a community which ranges between diverse socio-economic levels. This is the fourth year that Ferguson has grades 9, 10, 11, and 12. John A. Ferguson Senior High School is an academy based senior 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 in 60 acres, which includes the 12 acre lake. The building opened with three wings, including the main three story academic building, a 3000 seat gymnasium, an 800 seat cafeteria, and a 900 seat auditorium. Two years ago a new classroom building was opened with 34 classrooms, and 850 student stations. Last year, an additional classroom building was opened with 32 classrooms, and 800 student stations. Ferguson Senior High opened in August 2003 with 488 grade nine students only. In its second year, Ferguson's enrollment grew to 1,504 students enrolled in grades nine and ten. 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 4151. Student attendance consistently averages between 94-95%, and graduation rates have averaged between 85-94%. John A. Ferguson belongs to the Ferguson feeder pattern which has demonstrated academic excellence by being comprised of elementary and middle schools that have been graded as A or B schools. Ferguson currently meets class size by averaging 23.43 students per class.

John A. Ferguson currently employs 280 full time faculty, staff, and 40 part time employees. There are five administrators, 148 general classroom teachers, 24 SWD teachers, four ELL teachers, 26 vocational teachers, nine counselors, an athletic director, an activities director, a media specialist, a Test Chairperson, an AV specialist, a College Assistance Placement (CAP) advisor, six lead teachers, a reading coach, a computer specialist, a cafeteria manager, two SCSJ teachers, six paraprofessionals, eight security monitors, 19 custodians, and 16 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 2008, the buildings contain approximately 437,000 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. 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 was one of 11 schools in the District selected to be in the first cohort of high schools implementing the Secondary School Reform Frameworks.

Ferguson continues to implement 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.

Community involvement includes membership in the West Kendall Business Association, Chamber South, and partnerships, with First Bank Florida, Wachovia Bank, Washington Mutual Bank, Publix, Super Wheels Skating Center, and Miami Seaquarium. Through these partnerships representatives visit our campus and talk to our students about employability skills, industry trends, and career opportunities. Our business partners often provide internship or employment opportunities for our students.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

After earning a school record high of 532 accountability points on the 2009 FCAT, which raised the school grade to an "A" from a "B", John A. Ferguson enters the next school year fully committed to maintaining the "A". In addition to its improved FCAT scores, Ferguson Senior High school's graduation rate improved from 85% to 94% during the 2008-2009 school year. The indoor suspension rate was reduced from 2438 days during 2007-2008 to 2236 during 2008-2009. The attendance rate at John A. Ferguson Senior High School increased for the 2008-2009 school year with a 94.91% as compared to 94.60% for the 2007-2008 school year.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

Although John A. Ferguson's school grade for the 2008-2009 school year is an "A", the school did not make Adequate Yearly Progress (AYP) in any of the sub-groups for Reading. The school did achieve AYP in Math for the following sub-groups: White, Hispanic, and Economically Disadvantaged, but must continue to strive for AYP in Math for the following sub-groups: ELL and SWD.

Student Demographics

Currently, John A. Ferguson consists of a 4151 student population. Of the 4151 students at John A. Ferguson Senior High School, 939 are in grade nine (22%), 1122 are in grade 10 (27%), 1163 are in grade 11 (28%), and 958 are in grade 12 (23%). Of the total, there are 2062 males (50%) and 2062 females (51%). The ethnic breakdown is: 89 Black (2%), 3606 Hispanic (87%), 122 Other (3%), 334 White (8%). There are 1724 students who qualify as economically disadvantaged students (41%). There are 822 students enrolled in gifted classes (19%) with 1216 students enrolled in Advanced Placement classes (29%), 320 students with disabilities (SWD) enrolled in Special Education (SWD) classes (7%), and 225 English Language Learners (ELL) students enrolled in English for speakers of other languages (ELL) classes (5%). In addition, there are 109 grade 12 students (2%) 137 grade 11 students (3%) enrolled in the International Baccalaureate Diploma program. There are 152 grade 10 students (3%), and 99 grade 9 students (2%) enrolled in Pre International Baccalaureate Program.

Student Attendance Rates

The attendance rate at John A. Ferguson Senior High School increased for the 2008-2009 school year with a 94.91% as compared to 94.60% for the 2007-2008 school year. This achievement contributed to the district's overall (.06%) increase from the 2007-2008 school year (95.51% from 95.45%) The attendance for the past three years at John A. Ferguson Senior High School 2006-2007: 94.26; 2007-2008: 94.60; 2008-2009: 94.91. Miami Dade District 2006-2007: 94.88; 2007-2008: 95.45; 2008-2009: 95.19.

Student Mobility

The student mobility rate during 2007-2008 was 13%.

Student Suspension Rates

The suspension rates at Ferguson Senior High during the 2008-2009 school year were as follows:
Indoor suspension 2236 days, there was a significant decrease of 202 indoor suspensions days from 2438 of the previous year (2007-2008). The indoor suspension rate dropped by 8%. Outdoor suspension 522 days during 2008-2009 and 209 suspensions days during 2007-2008.

Student Retention Rates

The retention rates for the school year 2008-2009 were:
Prior June Membership 3968
Number not promoted 145
Percent not promoted 3.7%

Class Size

A point has been made to reduce class sizes in all subject areas and in all grade levels to reduce discipline problems and strengthen the one-on-one relationship between students and teachers. Ferguson currently meets class size averaging 23.36. The average class size in general education classrooms is: 9th Grade: 25 students; 10th Grade 24.83 students; 11th Grade 24.81 students; 12th Grade 23.36. The teacher to student ratio in General Education classrooms is 1 teacher to 25 students. The average class size in ELL classrooms is 25 students. The average class size in inclusion classrooms is 25 students. The average class size in SWD classrooms is 15 students. The teacher to student ratio in SWD classrooms is: Varying Exceptionalities 1 teacher to 15 students; Emotional Behavior Disorders: 1 teacher to 5 students; Mentally Handicapped: 1 teacher to 8 students.

Academic Performance of Feeder Pattern

The Ferguson feeder pattern, demonstrates continued academic excellence by being comprised of elementary and middle schools that have been graded A or B by the state of Florida, while consistently maintaining or improving their FCAT school grades. The elementary schools in this feeder pattern have historically earned an A grade. Dr. Manuel Barreiro Elementary earned an A for 2008-2009, its DA status is unclassified due to the fact that this school has been open for one year. Bowman Foster Ashe Elementary earned an A and did not meet AYP for 2008-2009, its DA status is PREVENT I and SINI: 1. Dante B. Fascell Elementary earned an A and met AYP for 2008-2009, its DA status is unclassified. Jane S. Roberts K-8 Center earned an A and did not meet AYP for 2008-2009, its DA status is PREVENT I and SINI 1. Zelda Glazer Middle School earned an A for 2008-2009, its DA status is unclassified since this school has only been open one year. Howard A. Doolin Middle earned a B and did not meet AYP for 2008-2009, its DA status is CORRECT I and SINI: 6. Lamar Louise Curry Middle earned an A and did not meet AYP for 2008-2009, its DA status is PREVENT I and SINI: 3. John A. Ferguson Senior earned an A and did not meet AYP for 2008-2009, our DA status is CORRECT II and SINI: 5.

Partnerships and Grants

The school will continue its participation with the district's Magnet grant, which provides a number of additional resources, including teachers, clerical personnel, supplies, testing fees and dues, and academic materials to enhance the curriculum and the academy model.

Community involvement includes membership in the West Kendall Business Association, Chamber South, and partnerships, with First Bank Florida, Wachovia Bank, Washington Mutual Bank, Publix, Super Wheels Skating Center, and Miami Seaquarium. Through these partnerships, representatives visit our campus and talk to our students about employability skills, industry trends, and other career opportunities. Our business partners often provide internship or employment opportunities for our students.

John A. Ferguson collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes:

Head Start, Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representative from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					Principal of John A. Ferguson Senior in: 2008-2009 Grade: A, Reading Mastery: 54%; Math Mastery: 84%; Science Mastery: 44%; AYP 79%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading. Principal of John A. Ferguson Senior in: 2007-2008 Grade: B, Reading Mastery: 52%; Math

Principal	Jane Garraux	Master of Science, Physical Education Bachelor of Science, Physical Education Physical Education K-12 Leadership K-12	4	18	<p>Mastery: 81%; Science Mastery: 41%; AYP 77%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in reading.</p> <p>Principal of Southwood Middle School in: 2006-2007 Grade: A, Reading Mastery: 77%; Math Mastery: 75%; Science Mastery: 54%; AYP 95%, SWD did not make AYP in Math and Reading.</p> <p>Principal of Southwood Middle School in: 2005-2006 Grade: A, Reading Mastery: 81%; Math Mastery: 74%; AYP 95%, SWD did not make AYP in Reading.</p> <p>Assistant Principal of John A. Ferguson Senior in: 2004-2005 Grade: A, Reading Mastery: 47%; Math Mastery: 75%; AYP 90%, ELL and SWD did not make AYP in Reading. SWD did not make AYP in Math.</p>
Assis Principal	Mindy Acosta-Leon	Master of Science, School Guidance, Bachelor of Science, Elementary Education Certification: Elementary Ed Guidance K-12 Leadership K-12	6	2	<p>Assistant Principal of John A. Ferguson Senior in: 2008-2009 Grade: A, Reading Mastery: 54%; Math Mastery: 84%; Science Mastery: 44%; AYP 79%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Assistant Principal of John A. Ferguson Senior in: 2007-2008 Grade: B, Reading Mastery: 52%; Math Mastery: 81%; Science Mastery: 41%; AYP 77%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Counselor of John A. Ferguson Senior in: 2006-2007 Grade: C, Reading Mastery: 49%; Math Mastery: 77%; Science Mastery: 42%; AYP 74%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Counselor of John A. Ferguson Senior in: 2005-2006 Grade: B, Reading Mastery: 49%; Math Mastery: 74%; AYP 85%, ELL and SWD did not make AYP in Reading; SWD did not make APY in Math.</p> <p>Counselor of John A. Ferguson Senior in: 2004-2005 Grade: A, Reading Mastery: 47%; Math Mastery: 75%; AYP 90%, ELL and SWD did not make AYP in Reading. SWD did not make AYP in Math.</p>
Assis Principal	Felix Zabala	Bachelor of Arts, English Master of Science, English Certification: ESOL Leadership K-12	1	12	<p>Assistant Principal of John A. Ferguson Senior in: 2008-2009 Grade: A, Reading Mastery: 54%; Math Mastery: 84%; Science Mastery: 44%; AYP 79%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Assistant Principal of G. Holmes Braddock Sr., High School, 2007-2008 Grade: C, Reading Mastery: 42%; Math Mastery: 70%; Science Mastery: 34%; AYP 82%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Assistant Principal of G. Holmes Braddock Sr., 2006-2007 Grade: C, Reading Mastery: 38%; Math Mastery: 64%; Science Mastery: 37%; AYP 72%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Paul W. Bell Middle School/G. Holmes Braddock Sr. High School, A/C, Assistant Principal 2005-2006 Grade: A, Reading Mastery: 71%; Math Mastery: 59%; AYP</p>

					<p>87%, ELL and SWD did not make AYP in Math and reading. Grade: C, Reading Mastery: 34%; Math Mastery: 59%; AYP 72%, ELL and SWD did not make AYP in Math and reading. None of the subgroups make AYP in Reading.</p> <p>Paul W. Bell Middle School, A, Assistant Principal 2004-2005 Grade: A, Reading Mastery: 58%; Math Mastery: 59%; AYP 87%, ELL and SWD did not make AYP in Math and Reading.</p>
Assis Principal	Kathryn Guerra	Master of Science, Educational Leadership Bachelor of Science, English Education Certification: Leadership 6-12 English 6-12	2	3	<p>John A. Ferguson Senior High B – Assistant Principal 2008 – 2009 Grade: A, Reading Mastery: 54%; Math Mastery: 84%; Science Mastery: 44%; AYP 79%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>John A. Ferguson Senior High C – Assistant Principal 2007-2008 Grade: B, Reading Mastery: 52%; Math Mastery: 81%; Science Mastery: 41%; AYP 77%, ELL and SWD did not make AYP in Math and reading. None of the subgroups make AYP in Reading.</p> <p>Arvida Middle School A – Assistant Principal 2006-2007 Grade: A, Reading Mastery: 71%; Math Mastery: 74%; Science Mastery: 40%; AYP 90%, ELL and SWD did not make AYP in Math and Reading.</p> <p>Regional Center 5 – Curriculum Support Specialist/ Teacher Trainer 2005-2006</p> <p>Homestead Senior High D – Reading Coach 2004-2005 Grade: F, Reading Mastery: 16%; Math Mastery: 37%; AYP 27%, ELL and SWD did not make AYP in math and reading. None of the subgroups make APY in Reading. Black and Hispanic did not make AYP in Math.</p>
Assis Principal	Stanley Thompkins	Master of Science, Educational Leadership Bachelor of Science, Business Administration/ Accounting Certification, Business Middle Grades Math	3	3	<p>John A. Ferguson, Assistant Principal 2008-2009 Grade: A, Reading Mastery: 54%; Math Mastery: 84%; Science Mastery: 44%; AYP 79%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>John A. Ferguson B Assistant Principal 2007-2008 Grade: B, Reading Mastery: 52%; Math Mastery: 81%; Science Mastery: 41%; AYP 77%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>John A. Ferguson C Assistant Principal 2006-2007 Grade: C, Reading Mastery: 49%; Math Mastery: 77%; Science Mastery: 42%; AYP 74%, ELL and SWD did not make AYP in Math and reading. None of the subgroups make AYP in Reading.</p> <p>Southridge D Business/Voc Teacher 2005-2006 Grade: D, Reading Mastery: 21%; Math Mastery: 45%; AYP 56%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading.</p> <p>Coral Reef A Business/Voc Teacher 2004-2005 Grade: A, Reading Mastery: 66%; Math Mastery: 89%; AYP 100%.</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Coach	Yvonne L.- Martinez	Master of Science Reading K-12, Bachelor of Arts Elementary Education K-6, ESOL Endorsement	1	1	John A. Ferguson, , Reading Coach 2008-2009 Grade: A, Reading Mastery: 54%; Math Mastery: 84%; Science Mastery: 44%; AYP 79%, ELL and SWD did not make AYP in Math and Reading. None of the subgroups make AYP in Reading. Broward County Public Schools Substitute Teacher 2004-2008

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Extra Period Supplement	Principal	06/2010	
Department Chair/Asst Department Chair	Principal	06/2010	
Teacher Mentor	Assistant Principal	06/2010	
Academy Lead Teacher	Principal	06/2010	
Committee Leader	Assistant Principal	06/2010	
Critical Friends Coach	Principal	06/2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Beers, Shiara Y.	MNTL HNDCP	ESE- Autistic	Completed autism courses at FIU. Will add autism endorsement to current certificate
Marcy, Jessamine M.	PHYS ED., Health	PHYS. EDUC. 6-12	Currently registered for Biology subject area exam
Cristobal, Irene A.	BUS. ED., Exceptional Student Ed.	ESE - Varying Exceptional	Currently enrolled in two Reading courses for Reading Endorsement. Reading coach is working closely with this teacher by modeling lessons, informally observing, and providing professional feedback.
Jinright, Larry R.	ELEM. ED., Exceptional Student Ed.	ESE - Varying Exceptional	Enrolled in Science course will be taking the Earth Space Science subject area exam
Levy, Jennifer	Exceptional Student Education	ESE – Emotionally Handicap	Collaborating with district certification personnel in order to achieve certification in ESE Emotionally Handicap
Patterson, Clemistine	Exceptional Student Education	ESE - Autistic	Enrolled in the ESE- Autism Endorsement course.
Martins, Cristiane F.	Exceptional Student Education	ESE – Varying Exceptional	Currently registered to take the Math 6-12 subject area exam
Perez, Leonardo M.	Exceptional Student Education, MG Math	ESE – Severely Emot. Dist.	Currently registered to take the Math 6-12 subject area exam
Peyno, Teri K.	Exceptional Student Education	ESE – Varying Exceptional	Currently registered to take the English 6-12 subject area exam. Has completed 2 courses towards Reading Endorsement. Will be taking the remaining 4 courses for Reading Endorsement during the 2009-2010 school year. Reading coach is working closely with this teacher

			by modeling lessons and providing professional feedback.
Ruz, Raul G.	English	Language Arts English Sr.	Enrolled in second Reading Endorsement course. Reading coach is working closely with this teacher by modeling lessons, informally observing, and providing professional feedback.
Torron-Gomez, Maria D.	Spanish	French	Currently registered to take French 6-12 subject area exam.
Vallina, Marithery	Exceptional Student Ed.	ESE – Varying Exceptional	Has completed 1 course towards Reading Endorsement. Currently enrolled in 2nd course. Will take remaining 4 courses during the next school year. Reading coach is working closely with this teacher by modeling lessons and providing professional feedback.
Wong, Diane D.	Family and Consumer Science	Lead Teacher – Magnet Prog.	Has passed the Industrial Vocational Arts subject area exam. Will submit score to FDOE for additional subject area to certificate.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
210	0	33.81	41.43	24.76	50.48	90.14	3.33	11.9	12.86

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school- wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Education Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

John A. Ferguson Senior does not have any migrant students at the present time. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The student services department at John A. Ferguson identifies and works closely with "at risk" students in order to ensure that all students receive their high school diploma. District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

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

Title III

Funds used to supplement and enhance programs for English Language Learner (ELL). Services such as the following are provided: tutorial programs, reading and supplementary instructional materials, hardware and software for the development of language and literacy skills in reading, mathematics and science.

Title X- Homeless

District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program has been implemented at Ferguson. This program addresses violence and drug use prevention and intervention services for students through curriculum implemented by classroom teachers, and the TRUST Specialist.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Job Training

Lead Teachers work in collaboration with the Secondary School Reform (SSR) office, and the Office of Community Services in order to place students in the 11th and 12th grade in academy related internships.

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I

School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

John A. Ferguson's RTI team is composed by:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal for Curriculum: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessments of RtI skills of school staff, and ensures implementation of intervention support and documentation.

Social Studies, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Media Center Specialist: Provides technical support to teachers and staff regarding data management and display. Participates in student data collection, develops technology necessary to manage and display data.

Students Services, Department Chair: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students.

Exceptional Student Education (ESE), Department Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Mathematics, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Tech Arts, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

ESOL, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Language Arts, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Science, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

International Baccalaureate, Lead Teacher: Develops, leads and evaluates school core content standards / programs to integrate into their own academies. Assists in the design and implementation for progress monitoring, data collection, and data analysis. Provides support for assessment and implementation monitoring.

Information and Technology, Lead Teacher: Develops, leads and evaluates school core content standards / programs to integrate into their own academies. Assists in the design and implementation for progress monitoring, data collection, and data analysis. Provides support for assessment and implementation monitoring.

Design and Architecture, Lead Teacher: Develops, leads and evaluates school core content standards / programs to integrate into their own academies. Assists in the design and implementation for progress monitoring, data collection, and data analysis. Provides support for assessment and implementation monitoring.

Hospitality and Tourism, Lead Teacher: Develops, leads and evaluates school core content standards / programs to integrate into their own academies. Assists in the design and implementation for progress monitoring, data collection, and data analysis. Provides support for assessment and implementation monitoring.

Biomedical, Lead Teacher: Develops, leads and evaluates school core content standards / programs to integrate into their own academies. Assists in the design and implementation for progress monitoring, data collection, and data analysis. Provides support for assessment and implementation monitoring.

Business and Finance, Lead Teacher: Develops, leads and evaluates school core content standards / programs to integrate into their own academies. Assists in the design and implementation for progress monitoring, data collection, and data analysis. Provides support for assessment and implementation monitoring.

Reading Coach: Develops, leads and evaluates core content standards/programs: identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district

personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered "at risk," assist in the design and implementation for progress monitoring data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus weekly meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review data and link to instructional decisions; review progress monitoring data and establish curriculum. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan

The Rtl Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: academic and social / emotional areas needed to be addressed and helped set clear expectations for instruction and goal attainment.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN) for Reading, Edusoft for Interim Assessments, Florida Comprehensive Assessment Test (FCAT), Dashboard FCAT data for Mathematics, Reading, Writing and Science, and SPI for FCAT data that provides individual student data.

End of year: FCAT, AP scores and IB scores.

Frequency of Data: All the different programs provide data throughout the year.

Describe the plan to train staff on RTI.

Professional Development is provided to teachers and staff during Early Release Days. The Rtl team reviews data on a weekly basis, plans and makes decisions accordingly.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

FCAT Reading scores for ninth grade students increased from 53% to 55% scoring at or above level three when compared to the 2008 administration of the FCAT. Ninth graders made significant gains in the following Reading clusters: Words/Phrases from 71% to 78%, Main Idea/Purpose from 61% to 79%, Comparisons from 64% to 75%. One area of weaknesses identified through the ninth grade FCAT Reading data is in the Reference/Research cluster. The Reference/Research percent correct decreased from 67% to 56%.

FCAT Reading scores for 10th grade students increased from 43% to 46% scoring at or above level three when compared to the 2008 administration of the FCAT. Tenth graders made significant gains in the following Reading clusters: Main Idea/Purpose from 63% to 71%, Comparisons from 60% to 69%, while Words/Phrases remained the same at 67%. One of the weaknesses identified through the 10h grade FCAT Reading score is in the Reference/Research cluster. The Reference/Research percent correct decreased from 62% to 58%.

FCAT Mathematics scores for ninth grade students increased from 75% to 78% scoring at or above level three when compared to the 2008 administration of the FCAT. Ninth graders made significant gains in the following Math strands: Geometry from 55% to 64%, Algebraic Thinking from 60% to 70%, Data Analysis from 63% to 75%, while Measurement remained the same at 57%. One weakness identified through the ninth grade FCAT Math scores is Number Sense. The Number Sense percent correct decreased from 63% to 50%.

FCAT Mathematics scores for 10th grade students increased from 77% to 82% scoring at or above level three when compared to the 2008 administration of the FCAT. Tenth graders made significant gains in the following strands: Measurement from 50% to 60%, Algebraic Thinking from 50% to 64%, Data Analysis from 45% to 55%, while Number Sense remained the same at 64%, and Geometry remained the same at 43%.

FCAT Science scores for 11th grade students increased from 37% to 40% scoring at or above level three when compared to

the 2008 administration of the FCAT. Eleventh graders made significant gains in the following strands: Physical/Chemical from 50% to 54%, Earth Space from 50% to 58%, Life Environmental from 50% to 57%. One weakness identified through the 11th grade FCAT Science scores is Scientific Thinking. The Scientific Thinking percent correct dropped from 64% to 58%

FCAT Writing scores for 10th grade students increased by 1% when compared to the 2008 administration of the FCAT with 66% of students scoring above 4, while the percentage of students scoring 3.5 or higher remained the same at 87%.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009. The IFCs will be updated in November 2009 as determined by disaggregated data results from the first interim assessment and again in February 2011 as determined by the disaggregated data results from the second interim assessment.

Data from the 2009 FCAT was used to develop the IFCs. Data results from the two interim assessments will also be used. Teachers will be responsible for determining the instructional focus of whole group lessons and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results from the FCAT and interim assessments. The duration of instruction for each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing. Within the amount of time allotted by the IFC, teachers will provide instruction on each benchmark, allow the students opportunities to practice, assess the students' proficiency, and then re-teach the benchmark as needed, determined by student progress, in a whole group or small group setting.

Administration will implement a continuous cycle of visiting classrooms, evaluating lesson plans, monitoring teacher data, and conducting professional development sessions to ensure that the IFC is being utilized and implemented effectively. Mentors will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairpersons will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities and utilize the support of their colleagues.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference/Research
Writing: Expository and Persuasive Writing
Mathematics: Number Sense and Geometry
Science: Scientific Thinking

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Student performance data was analyzed and adjustments to the master schedule were made based on the data. Most of the strongest teachers are teaching both high performing and low performing students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

John A. Ferguson offers students elective courses and courses in their career path academies. Many of these courses focus on job skills and offer student internships.

Integration of the core academic classes into the career path academies allows instructors to ensure that content relates to practical, every-day experiences.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school offers students elective courses and courses in their career path academies. Many of these courses focus on job skills and offer student internships.

Once students choose a career path, their academy-based courses are prescribed. Additional elective courses can be selected based on the interest of the student.

Counselors meet with students by academy and guide them through the registration process. Final course selection is sent home for parent's signature.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet regularly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students.

Teachers will meet regularly for grade level meetings and Professional Learning Communities.

How are instructional focus lessons developed and delivered?

Focus lessons are developed by the subject area teachers and based on grade level and student performance.

Focus lessons are aligned to the benchmarks and standards for each subject and grade level and cover those benchmarks that are annually assessed on the FCAT.

Focus lessons are included as part of the daily lesson.

Focus lessons will be taught by content area teachers. Supplemental instruction will be done by elective and academy teachers.

How will instructional focus lessons be revised and monitored?

Student mastery will be determined by assessments of the focus lessons. Performance on these assessments will determine if the focus lessons need to be revised or re-taught.

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from the focus lessons as they are assessed throughout the year.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Assessments based on the focus lessons will be administered.

Three to five questions per benchmark will be used for assessment.

The assessments will be administered quarterly.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. This higher percentage will help ensure student proficiency.

The assessment results will be used to determine the instructional focus of whole group lessons. An item-analysis of the assessments will be used to determine if re-teaching is necessary.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students scoring less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet quarterly to review assessment data.

Department chairs will facilitate the meetings. A teacher will be designated to take notes from the meetings.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers quarterly to discuss assessment results and student progress.

During these meetings lesson plans and data binders will be used to provide evidence of instruction, assessment, and differentiation to address individual student needs.

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Students scoring FCAT Levels one or two will be placed in intensive Reading and/or intensive Math classes. After school tutorials will also be offered to those students, as well as all ELL students. Students scoring FCAT Level one or two and scoring 121 words or less correct per minute on the Florida Oral Reading Fluency Assessment (FORF) will participate in Intensive Reading+ classes. Progress monitoring will be examined by using the Florida Assessment for Instruction in Reading (FAIR). Intensive Reading+ will provide students with intensive reading interventions such as, phonics, fluency, vocabulary, and comprehension instruction. Students participating in the Intensive Reading+ program will have a daily 90 minute literacy block, with the same teacher providing Reading and Language Arts instruction. Writing will be promoted across the curriculum, with essay exams being an essential part of the curriculum in all subject areas. The FCAT Explorer will be used in Reading, Math, and Science classes. All Science classes will incorporate hands-on labs, and place special emphasis in the area of research and scientific thinking.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designated for intensive instruction will be used. Computerized programs or instructional software, in addition to internet-based instructional websites such as FCAT Explorer will be used. Teachers will use instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be used.

How does the school identify staff's professional development needs to improve their instructional strategies?

Department chairs will identify teachers who have not received professional development. Teachers will be asked to provide input as to the types of professional development they feel would be most beneficial to them.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring and observations, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not making mastery will be offered after-school assistance via tutoring.

How will the effectiveness of the interventions be measured throughout the year?

Effectiveness of the interventions will be measured through the interim assessments. If students do not demonstrate mastery after the second assessment, the teacher and the grade level team will meet with the department chair to discuss strategies and interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who exceed mastery levels may participate in Gifted courses, Advanced Placement courses or the International Baccalaureate program. Students also have the opportunity to enroll in elective classes for enrichment purposes.

Describe how students are identified for enrichment strategies.

FCAT results, student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher-level courses and academic programs. Teacher recommendation is also taken into consideration. Before students enroll in an Advanced Placement course, parents are required to read and sign a student contract. Parents must also sign the subject selection sheet prior to registering students for courses.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
International Baccalaureate PLC – Made up of teachers teaching classes within the IB Academy	Lead Teacher, International Baccalaureate Academy	Monthly	August 2009- June 2010	The members of the IBPLC meet on a voluntary basis to participate in Interdisciplinary Project Development, Academy Branding and Marketing, Academy Progress Analysis, and assess academy-related Professional Development Needs
Information				The members of the ITPLC meet on a

Technology PLC –Made up of teachers teaching classes within the IT Academy	Lead Teacher, Information Technology Academy	Monthly	August 2009- June 2010	voluntary basis to participate in Interdisciplinary Project Development, Academy Branding and Marketing, Academy Progress Analysis, and assess academy-related Professional Development Needs
International Business and Finance PLC – Made up of teachers teaching classes within the IBF Academy	Lead Teacher, International Business and Finance Academy	Monthly	August 2009- June 2010	The members of the IBFPLC meet on a voluntary basis to participate in Interdisciplinary Project Development, Academy Branding and Marketing, Academy Progress Analysis, and assess academy-related Professional Development Needs
Design and Architecture PLC –Made up of teachers teaching classes within the DA Academy	Lead Teacher, Design and Architecture Academy	Monthly	August 2009- June 2010	The members of the DAPLC meet on a voluntary basis to participate in Interdisciplinary Project Development, Academy Branding and Marketing, Academy Progress Analysis, and assess academy-related Professional Development Needs
Medical Skills/Biomedical PLC –Made up of teachers teaching classes within the BM Academy	Medical Skill/Biomedical Academy	Monthly	August 2009- June 2010	The members of the BMPLC meet on a voluntary basis to participate in Interdisciplinary Project Development, Academy Branding and Marketing, Academy Progress Analysis, and assess academy-related Professional Development Needs
Hospitality and Tourism Academy PLC – Made up of teachers teaching classes within the HT Academy	Lead Teacher, Academy of Hospitality and Tourism	Monthly	August 2009- June 2010	The members of the HTPLC meet on a voluntary basis to participate in Interdisciplinary Project Development, Academy Branding and Marketing, Academy Progress Analysis, and assess academy-related Professional Development Needs.
Ferguson Curriculum Council – Academy Lead Teachers and Department Chairs/	Assistant Principal for Curriculum	Weekly	August 2009- June 2010	This interdisciplinary PLC evaluates performance and makes suggestions about changes in curriculum and teaching methodologies, as well as identifies school-wide professional development needs.
Secondary School Reform Committee – Made up of the chair and chairs of the SSR subcommittees	SSR Chair	Bi-Weekly	August 2009- June 2010	The Secondary School Reform Committee meets to coordinate actions of the subcommittees, which are organized around the six core principles of the Secondary School Reform Initiative, and to evaluate the progress of the initiative within the school.
Personalized Learning Environments Committee – A subcommittee of the Secondary School Reform Committee, teacher members can come from any discipline and grade level, and have a specialized interest in creating, sustaining, an improving Personalized Learning Environments.	Personalized Learning Environments Chair	Bi-Weekly	August 2009- June 2010	The PLEPLC meets to evaluate the mutual integration of Career Pathway Strand Curriculum into Core Academic Curriculum. The PLC also designs and implements relevant professional development for the faculty based on best practices and district guidance.
Empowered Educators Committee – A subcommittee of the Secondary School Reform Committee, teacher members can come from any discipline and grade level, and have a specialized interest in improving teacher effectiveness.	Empowered Educators Chair	Bi-Weekly	August 2009- June 2010	The EEPLC meets to evaluate the needs of faculty and design opportunities that allow faculty to collaboratively plan, and develop needs-based, specifically tailored, professional development.
Academic Engagement Committee - A subcommittee of the Secondary School Reform Committee,				

teacher members can come from any discipline and grade level, and have a specialized interest in creating, sustaining, an improving Academically Engaging Experiences for all students.	Academic Engagement Chair	Bi-Weekly	August 2009- June 2010	The AEPLC evaluates the use of project based learning, interdisciplinary project development, and differentiated instruction, and develops tools to further the use of these and other practices that improves the level of individual engagements of students.
Accountable Leaders Committee - A subcommittee of the Secondary School Reform Committee, teacher members can come from any disciplines and grade level, and have a specialized interest improving administrative accountability, and those that want to become leaders in the school.	Assistant Principal over SSR	Bi-Weekly	August 2009- June 2010	The ALPLC meets to evaluate the progress academies make towards their mission and vision, provide leadership development opportunities to the faculty, and assist the administration, dept chairs, and academy leaders use the academy structure as a strategic, systemic approach to address both dropout prevention for vulnerable student populations and increased graduation rates.
Engaged Community and Youth Committee - A subcommittee of the Secondary School Reform Committee, teacher members can come from any disciplines and grade level, and have a specialized interest in building school and community partnerships.	Engaged Community Youth Chair	Bi-Weekly	August 2009- June 2010	The ECYCLC identifies opportunities to incorporate community-based learning projects into the curriculum and extracurricular activities, as well as finding opportunities for local businesses and community organizations to participate in school progress.
Integrated Systems Committee - A subcommittee of the Secondary School Reform Committee, teacher members can come from any disciplines and grade level, and have a specialized interest in analyzing data.	Lead Teacher, International Baccalaureate Academy	Bi-Weekly	August 2009- June 2010	The ISPLC evaluates the implementation of the SSR Initiative in terms of school-wide benefits to student success, effectiveness of academy recruitment and retention, and the incorporation of essential and common competencies. The PLC then develops suggested actions and projects based on those evaluations.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

Not Applicable

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

The ACT Online Program, funded by the Title 1 program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep program from home and or school. In addition each year the College Board offers the P-SAT to students free of charge to 10 grade students and for a small fee to students in grades 11-12.

Students at Ferguson are expected to have successful post-secondary experiences as much of their time at Ferguson is spent preparing them for this time in their life. The academy model allows for students to receive both skills and opportunities that better prepare them upon graduation. Students begin their academy in the 9th grade each year taking at least one class related to their academy. In addition to their elective(s), students at Ferguson have their core courses English, Mathematics, Science and Social Studies integrated into their academies. This allows teachers to plan curriculum that is more relevant to the specific interest and goals of the students.

In 11th and 12th grade students are encouraged to complete academy related internships where they can put their knowledge into practice. Some of these internships have turned into jobs for them. The lead teachers are active in maintaining community contacts that welcome our students for academy related jobs. Academy teachers are informed of various job opportunities through the lead teachers and students who show interest are usually given summer placements in both jobs and internships. Students in the Hospitality and Tourism academy are often placed in both paid and unpaid internships in corporations such as Carnival Cruise lines. The culinary students prepare food for breakfast and luncheons to guests in the building as well as serve them. They also operate an in house restaurant. Biomedical students are placed in job sites such as nursing facilities and local hospitals. The International business and finance students are placed in accounting firms and insurance companies. During tax season our senior accounting students prepare taxes for members of the community. The students in the IT academy are often called to create websites for other schools in the district as well as helping our computer technicians and teachers on site. Our Design and Architecture students in the TV production strand work in the videoing and editing of our graduation ceremony and do it for other schools as well. Lastly, all academy students are encouraged to purchase uniforms and or work related apparel. On certain days or for certain events the students are asked to come to school in these clothes. All these experiences facilitate the transition into career pathways for our students.

Once students complete the four years of the academy and some additional criteria students are considered academy completers and receive an Academy certificate. This academy certificate many times equates to college credit being granted for the academy courses taken here at Ferguson. In most cases students must complete the academy to receive credit for each course however in some instances in order to accommodate transfer students etc credit is given for the classes the student completed even if they were unable to complete the academy. This school year we had 94% of our senior class graduate from Ferguson with 93% of our seniors receiving an academy certificate. This data suggests that practically all of our graduates are successful in completing the academy and can reap the benefits of college credits with our articulation agreements. Based on the High School Feedback Report, 81.3% of Ferguson seniors completed a college prep curriculum, while the overall percentage from the state demonstrates completion of a college prep curriculum by 59.6% of seniors.

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

Many of our academies also lead to industry certifications. For example in the IT academy students in the networking strand can take the state exam for Cisco systems and graduate high school with a state certification in this area of technology. Students with this certification will have the opportunity to secure a well paying job and continue to grow in their area of expertise at a much younger age than their colleagues. Students in the Early Childhood strand of Hospitality and Tourism can also take a state exam before they graduate. If they pass this exam they will be certified to work in a day care, and be one step closer to many other certifications that exist in that field. In the biomedical academy students take state exams in the areas of First Responder, pharmacy technician, and nursing assistant. Upon passing these exams students can accept jobs in these fields right out of high school and or continue their education and take more certification exams to further their career in these areas.

Our CAP program aides students by preparing them for acceptance into the college of their choice. Students have the opportunity to meet with various college representatives and may attend all the college presentations that go on throughout the year. Students are also informed early in the year about financial aid information as well scholarship opportunities. The school website is updated monthly with this type of information. Students are prepared as early as junior year about the requirements for state schools so that students can make sure they are on track for acceptance and admission. Our academy model and academy completion criteria are matched with the Bright Futures eligibility. Our lead teachers ensure that the academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal Vocational Scholars award. This means that 93% of our seniors meet most of the criteria for the Florida Medallion Scholars Award as well as the Florida Gold Seal Vocational Scholars award.

In addition to the exposure our students receive to career pathways and industry certifications students are also exposed to

college level course work. Students of all grade levels have the opportunity to take at least one advanced level class each year. At this time about 26% of our students are enrolled in advanced placement classes. If the students pass the advanced placement exam at the end of the year the student earns college credit for the course. This not only allows students to expedite their college career but it also gives them exposure to college curriculum and course work. Students may also take additional advanced placement courses online through Florida Virtual School or through the dual enrollment program at Miami-Dade College or Florida International University. Although dual enrollment is on the students' own time students have the opportunity to take college courses at these institutions free of charge while at the same time earning high school credit. The dual enrollment program gives students a first hand experience of a college campus while at the same time allowing them to begin their college career. This also aides in the transition process for the student after graduation.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Based on the results of the 2009 FCAT administration, 51% of students in grades 9-10 achieved proficiency in reading scoring at or above a level 3 which indicates an overall 3% increase from the previous year. There were noticeable gains in most of the content clusters; however there was an 11% decrease in grade 9 and a 4% decrease in grade 10 in the Reference and Research strand.</p> <p>In grades 9-10, 50% of White students achieved proficiency on the 2009 administration of the FCAT Reading Test. However, this particular subgroup is not meeting Adequate Yearly Progress reflected by a 3% decrease from 2008.</p> <p>In grades 9-10, 50% of Hispanic students achieved proficiency on the 2009 administration of the FCAT Reading Test. Although, this particular subgroup is not meeting Adequate Yearly Progress there is a 3% increase from 2008.</p> <p>In grades 9-10, 44% of Economically Disadvantage students achieved proficiency on the 2009 administration of the FCAT Reading Test. Although, this particular subgroup is not meeting Adequate Yearly Progress there is a 3% increase from 2008.</p> <p>In grades 9-10, 20% of English Language Learners (ELL) students achieved proficiency on the 2009 administration of the FCAT Reading Test. Although, this particular subgroup is not meeting Adequate Yearly Progress there was a 4% increase from 2008.</p> <p>In grades 9-10, 15% of Students With Disabilities (SWD) achieved proficiency on the 2009 administration of the FCAT Reading Test. However, this particular subgroup is not meeting Adequate Yearly Progress reflected by a 5% decrease from 2008. (Note: there was also a decrease of 28 fewer students tested than in 2008.)</p>		<p>Given instruction based on the Sunshine State Standards and New Generation Standards, 72% of students in grades 9 and 10 will achieve mastery by scoring at or above a level 3 on the 2010 FCAT Reading Test administration. Special concentration will be placed on Reference and Research since this continues to be an area of need.</p> <p>Given instruction using the Sunshine State Standards, 72% of White students in grades 9-10 will achieve mastery on the 2010 administration of the Reading Test.</p> <p>Given instruction using the Sunshine State Standards, 72% of Hispanic students in grades 9-10 will achieve mastery on the 2010 administration of the Reading Test.</p> <p>Given instruction using the Sunshine State Standards, 72% of Economically Disadvantage students in grades 9-10 will achieve mastery on the 2010 administration of the Reading Test.</p> <p>Given instruction using the Sunshine State Standards, 72% of English Language Learners (ELL) in grades 9-10 will achieve mastery on the 2010 administration of the Reading Test.</p> <p>Given instruction using the Sunshine State Standards and New Generation Standards, 72% of Students With Disabilities in grades 9-10 will achieve mastery on the 2010 administration of the Reading Test.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
<p>1. Teachers will use the FOCUS process and adhere to the Florida Continuous Improvement Model in preparing students for the 2010 FCAT Reading examination.</p> <p>2. Students will be identified based on information retrieved from the SPI system and the 2009 FCAT results and be placed in an Intensive</p>	<p>1. Administration, Reading Coach (s), Reading Dept. Chair, Reading Dept. Teachers</p> <p>2. Administration, Reading Coach (s), Reading Dept. Chair, Reading Dept. Teachers</p>	<p>1. Observations and Ongoing Progress Monitoring (OPM) will be conducted by Teachers and documented into the PMRN by the Reading Coach (s).</p> <p>2. Student Data Conferencing will be conducted based on reports generated and student work. Interventions will be implemented based in individual student need.</p>	<p>1. FAIR Interim and Quarterly Assessments will be conducted and reviewed for student progress.</p> <p>2. Jamestown Navigator Benchmark Exam Hampton Brown Edge assessments Total Reader</p>	

	<p>Reading or Intensive Reading + course.</p> <p>3. Teachers will infuse the use of district mandated reading programs such as Jamestown Navigator, Hampton Brown Edge, USA Today and Total Reader to develop reading skills. Supplemental reading programs such as Reading Plus will also be utilized.</p>	<p>3.Administration, Reading Coach (s), Reading Dept. Chair, Reading Dept. Teachers</p>	<p>3. Ongoing Progress Monitoring (OPM) with Reports from Jamestown Navigator Data Chats with results from SPI/ FAIR Data Lesson Plans Web Based Reports from Total Reader Weekly reports from Reading Plus</p>	<p>Lexile Exam FAIR Assessments</p> <p>3. Jamestown Navigator Benchmark Exam Hampton Brown Edge assessments Total Reader Lexile Exam FAIR Assessments</p>
2	<p>1.Florida Continuous Improvement Model (FOCUS Process)</p> <p>Quarterly assessments will be administered and data analyzed for targeted instruction to assist in preparing students for the 2010 FCAT.</p>	<p>1. APC Reading Coach Reading Teachers</p>	<p>1.Ongoing Progress Monitoring (OPM) through observations and student data conferencing</p>	<p>1.FCAT/ Interim Assessments FAIR</p>
3	<p>1.Florida Continuous Improvement Model (FOCUS Process)</p> <p>Quarterly assessments will be administered and data analyzed for targeted instruction to assist in preparing students for the 2010 FCAT.</p>	<p>1. APC Reading Coach Reading Teachers</p>	<p>1.Ongoing Progress Monitoring (OPM) through observations and student data conferencing</p>	<p>1.FCAT/ Interim Assessments FAIR</p>
4	<p>1.Florida Continuous Improvement Model (FOCUS Process)</p> <p>Quarterly assessments will be administered and data analyzed for targeted instruction to assist in preparing students for the 2010 FCAT.</p>	<p>1. APC Reading Coach Reading Teachers</p>	<p>1.Ongoing Progress Monitoring (OPM) through observations and student data conferencing</p>	<p>1.FCAT/ Interim Assessments FAIR</p>
5	<p>1. After school tutorial sessions offered 4 times a week for ELL students identified within the lowest 25th percentile. Specific strategies will be implemented for targeted instruction.</p>	<p>1. APC Reading Coach Reading Teachers Para-Professionals</p>	<p>1.Ongoing Progress Monitoring (OPM) through observations and student data conferencing</p>	<p>1.FCAT/ Interim Assessments FAIR</p>
6	<p>1. Implement Push-in and Pull-out Model (small-group/one to one) sessions for SWD who are identified as being in the lowest 25th percentile. These students will also be placed in an intensive reading + course.</p>	<p>1. APC Reading Coach Reading Teachers/ Para-Professionals</p>	<p>1.Ongoing Progress Monitoring (OPM) through observations and student data conferencing</p>	<p>1.FCAT/ Interim Assessments FAIR</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards and New					

Generation Standards, 72% of students in grades 9 and 10 will achieve mastery by scoring at or above a level 3 on the 2010 FCAT Reading Test administration. Special concentration will be placed on Reference and Research since this continues to be an area of need.	FAIR/Reading	Reading Coach, Teachers and PD Liaison	September 2009, January & May 2010	Ongoing Progress Monitoring (OPM)	Administration Reading Coach
Given instruction based on the Sunshine State Standards and New Generation Standards, 72% of students in grades 9 and 10 will achieve mastery by scoring at or above a level 3 on the 2010 FCAT Reading Test administration. Special concentration will be placed on Reference and Research since this continues to be an area of need.	Data Analysis	Reading Coach, Teachers and PD Liaison	August 2009-May 2010	Data binders; vertical and horizontal team planning Data Intervention Teams	Administration Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Teachers will participate in 'Small Learning Communities' and professional development workshops during early release to develop school-wide project-based learning activities to enhance and incorporate reading strategies in all subject areas. Student Data Chats will be conducted with all students based on information retrieved from SPI database and Edusoft, following all interim and FAIR assessments. Interventions will be developed and implemented by reading teachers based on students' individual needs along with continuous progress monitoring (OPM). Furthermore, FCAT and SPI data will be utilized to create after school tutorial sessions to further enhance the reading process in level 1, 2, and fragile 3 intensive reading students. Reading teachers will have the ability to conference with reading coach and obtain new developments and strategies available for student enrichment. Teachers will plan and develop curriculum that focuses on research-based, explicit instruction that targets the needs of the students. The data collection, OPM, professional development, and individual student interventions will be monitored by the Reading Department Head, Reading Coach, and Assistant Principal for Curriculum

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Jamestown Navigator Web Based reading program	District Funds	\$0.00
Hampton Brown Edge Reading Series	District Funds	\$0.00
Total Reader Web Based Lexile Reading Program	District Funds	\$0.00
USA Today Newspapers in Education	District Funds	\$0.00
Reading Plus – Web Based Fluency program	District Funds	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Jamestown Navigator	District Fund	\$0.00
Total Reader	District Fund	\$0.00
Accelerated Reader	District Fund	\$0.00
Reading plus	District Fund	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Data intervention Focus Calendars	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
After-school Tutorial Sessions	Titel I	\$4,800.00
FCAT Levels 1, 2, & Fragile 3 placed into Intensive Reading Program.	District	\$0.00
		Total: \$4,800.00
		Final Total: \$4,800.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Based on the results from the 2009 FCAT administration, 79% of students in grades 9-10 achieved proficiency in mathematics scoring a Level 3 or higher.</p> <p>In grades 9-10, 36% of Students With Disabilities (SWD) achieved mastery on the 2009 administration of the FCAT Mathematics Test. This subgroup is not meeting Adequate Yearly Progress of 74%.</p> <p>In grades 9-10, 56% of English Language Learners (ELL) achieved mastery on the 2009 administration of the FCAT Mathematics Test. Although this group did show an improvement of 4% from 2008, it is not meeting Adequate Yearly Progress of 74%.</p>		<p>Given instruction using the Sunshine State Standards and New Generation Standards, 80% of students in grades 9-10 will achieve proficiency in mathematics by scoring a level 3 or higher. In grade 9, student's percent average of correctly answered questions in the Number Sense strand of the 2009 FCAT was 50%. This represents a decrease of 13% compared to 63% in 2008. Seventy-Four percent of students will achieve proficiency in the Number Sense strand of the 2010 FCAT.</p> <p>Given instruction using the Sunshine State Standards and New Generation Standards, 74% of Students With Disabilities in grades 9-10 will achieve mastery on the 2010 administration of the Mathematics Test.</p> <p>Given instruction using the Sunshine State Standards, 74% of English Language Learners (ELL) in grades 9-10 will achieve mastery on the 2010 administration of the Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Administer Quarterly Assessments which will incorporate all the Sunshine State Standards.</p> <p>2. Provide opportunity for after school tutorials for all students.</p> <p>3. Students in grades 9-10 that are identified in the lowest 25th percentile will be placed in an intensive math class, which will include instruction tailored for the 2010 FCAT.</p>	<p>1. Administration, Mathematics Teachers</p> <p>2. Administration, Mathematics Teachers</p> <p>3. Administration, Student Services, Mathematics Teachers</p>	<p>1. Mathematics Teacher's will then generate reports which will indicate the progress of each student by strand. Quarterly Assessments will be re-administered at a later time to check for progress.</p> <p>2. Maintain a record of strategies and interventions utilized with all students.</p> <p>3. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.</p>	<p>1. Each Quarterly will demonstrate student progress.</p> <p>2. Progress of students on assessments.</p> <p>3. Progress of all students on assessments.</p>
2	<p>1. Provide opportunity for after school tutorials for all students including Students with Disabilities (SWD) three times a week.</p>	<p>1. Administration, Mathematics Teachers</p>	<p>1. Maintain a record of strategies and interventions utilized with all students.</p>	<p>1. Progress of students on assessments.</p>
3	<p>1. Provide opportunity for after school tutorials for all students including English</p>	<p>1. Administration, Mathematics Teachers</p>	<p>1. Maintain a record of strategies and interventions utilized with all students.</p>	<p>1. Progress of students on assessments.</p>

Language Learners (ELL) four times week.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 9, 79% will achieve mastery on the 2010 administration of the FCAT Mathematics Test and 10th grade will achieve an 83%.	Administration of the Quarterly Exams as well as the printing of the reports and adequate interpretation of the data.	Mathematics Department Chair	October 2009, January 2010	Teachers will need to submit a Debriefing Protocol.	Administration, Mathematics Department Head.
In grade 9, 22% of all students scored at a level 1 and 2 in the 2009 FCAT Mathematics Test administration, 10th grade had an 18% score at a level 1 or 2.	Provide teachers access to Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration, Mathematics Department Chair	August 2009	Teachers will have access to SPI and will need to print reports from SPI and identify strands which are low by class period.	Administration, Mathematics Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
After School Tutorials	Title I	\$1,600.00
After School Tutorials	Title I	\$1,600.00
After School Tutorials	Title I	\$1,600.00
After School Tutorials	District	\$0.00
		Total: \$4,800.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,800.00

End of Mathematics Goal

Science Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
The results of the 2009 FCAT Science administration indicate that 40 percent of eleventh grade students received a score of 3 or higher. Our school goal is for 50% of our students to score at or above Level 3 or higher in the 2009-2010 Science FCAT.	On the Cluster Analysis Report the Scientific Thinking cluster area reflects a decrease of six percent. A growth of 6% or more will be reflected in the Scientific Thinking cluster area on the 2010 FCAT Science Assessment.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. All students will participate in hands-on laboratory experience and use lab reports to promote the application of their lab experience as well as data interpretation skills.</p> <p>2. All students will complete the FCAT Explorer.</p> <p>3. Students not responding adequately to core instruction will be provided with after school tutoring sessions.</p>	<p>1. Assistant Principal Curriculum, Science Department Chairperson, Science Teachers.</p> <p>2. All Science teachers.</p> <p>3. Assistant Principal Curriculum</p>	<p>1. Subject area teams will meet to share hands-on laboratory activities and discuss areas of improvement after analyzing lab reports.</p> <p>2. Subject area teams will meet to analyze FCAT Explorer reports.</p> <p>3. Subject area teams will meet to share better practices and analyze students performance in class.</p>	<p>1.Improvement in the student's participation and performance on hands-on laboratory activities.</p> <p>2. Common assessment tied to Florida Science Standards administered quarterly.</p> <p>3.Improvement in teacher made assessments and in class participation as an individual or as a group member.</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards and New Generation Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Using the FCAT Explorer	Science Department Chair	August 2009	Common planning after school will be used to review the participation of all teachers and students, discuss lessons and plan quarterly assessment.	Assistant Principal Curriculum and Science Department Chair
Given instruction based on the Sunshine State Standards and New Generation Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Provide all teachers with access to the Student Performance Indicators (SPI) to assist in making instructional decisions based on data.	Administration	August 2009	After school planning minutes will be reviewed to ensure SPI data are used when developing and planning a lesson.	Assistant Principal Curriculum

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Vernier Instrumentation	Lab fees assessed to students	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Laboratory materials and equipment.	Lab fees assessed to students	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 66% of the students in 10th grade scored a 4.0 or above in writing. This represents a 1% increase from the 10th grade students in 2008 that scored a 4.0 or higher. More specifically, 67% of students achieved mastery on the Expository prompt, while 65% achieved mastery on the Persuasive prompt. This indicates no change in mastery of the Persuasive prompt from the 10th grade students in 2008 (Note: In 2008, there was no Expository prompt on the exam).		Given instruction based on the Sunshine State Standards and New Generation Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above in both Expository and Persuasive writing prompts. Additional focus will be placed on Persuasive writing since it is the greater area of need.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Students will use the writing process daily; Writing pre-tests will be administered at the beginning of the year in order to assess students' needs.</p> <p>2. The FCAT Writing rubric will be reviewed explicitly with all students at the beginning of the year and adhered to in all FCAT writing assignments.</p> <p>3. The revision and editing process will be explicitly taught and seen in student writing drafts. Additionally, students will be introduced to methods of persuasion/argumentative techniques in writing.</p>	<p>1. Language Arts Department Chair, Language Arts teachers.</p> <p>2. Language Arts Department Chair, Language Arts teachers.</p> <p>3. Language Arts Department Chair, Language Arts teachers</p>	<p>1. Students will keep writing portfolios/journals throughout the year that will track the growth of their writing.</p> <p>2. Rubric checklists will be created and followed with each FCAT writing assignment.</p> <p>3. Evidence of revision and editing will be required of every FCAT writing assignment. Students will be asked to use the learned argumentative techniques on every persuasive writing assignment.</p>	<p>1. Progress between the Pretest Prompt and the Mid-year prompt.</p> <p>2. Progress between the Pretest Prompt and the Mid-year prompt.</p> <p>3. Progress between the Mid-year prompt and the 2010 FCAT Writing test.</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards and New Generation Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above on both the Expository and Persuasive prompts.	Effective implementation of FCAT Writing rubric and writing process as well as an added focus on teaching argumentative/ persuasive techniques in writing.	Language Arts Department Chair/ Assistant Department Chair	August 2009 (and on-going during certain department meetings).	Classroom visits Student work samples	Principal, Language Arts Chair.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the results of the School Climate Surveys, 22% of parents are not involved or don't feel welcomed		Parental involvement and perception will increase by 79% of the parents feeling welcomed		
Increase parent contacts.		The school will increase the number of parent contacts by 1% by June 2010.		
PTA Attendance & PTSA Membership		Parental involvement PTSA membership will increase by 25%.		
Fundraisers		Parent Involvement		
15% of SWD students achieved mastery on the 2009 FCAT Reading Test. This represents a decrease of 5% compared to 20% of SWD students who achieved mastery in 2008.		Given instruction based on the Sunshine State Standards (SSS), approximately 72% of SWD students will achieve mastery on the 2010 FCAT Reading Test.		
56% of ELL students achieved mastery on the 2009 FCAT Mathematics Test. This represents an increase of 4% compared to 52% of ELL students who achieved mastery in 2008.		Given instruction based on the Sunshine State Standards (SSS), approximately 74% of ELL students will achieve mastery on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All school personnel will participate in professional public relations training. 2. Parent portal training 3. Teachers are encouraged to make parent calls, with positive messages.	1. Principal 2. Selected School Staff 3. Classroom Teachers/ Guidance Counselors	1. Review parent telephone logs. 2. Collect participation data. 3. Tally Parental Involvement Monthly School and Activity Reports.	1. Parent Attendance sign-in sheets. 2. Title I Administration Parental Involvement Monthly School Report. 3. Title I Administration Parental Involvement Monthly Activities Report.
2	1. Promote and encourage parent participation at events such as the New Student Orientation 2. Open House	1. Assistant Principal 2. Principal	1. Sign in sheet and membership enrollment forms 2. Sign-in sheet	Membership Forms

	3. After school activities and special events	3. Activities Director and Athletic Director	3. Sign-in sheet and enrollment forms	
3	1. Conduct membership drive contest involving students, parents, and teachers. 2. Community partners will be asked to sponsor	1. Activities Director, teachers 2. Principal	1. Membership forms 2. Donation forms	1. Success of events 2. Events
4	1. Provide FCAT supporting Reading materials in the Parent Resource Center. 2. Offer monthly Reading Nights.	1. Reading Coach 2. Reading Coach	1. Collect participation data and survey parents 2. Collect participation data and survey parents	1. Parent Attendance Sign-in sheets 2. Parent Attendance Sign-in sheets
5	1. Provide ELL parents and students an informational workshop to discuss the FCAT exam during the beginning of the 2009-2010 school year.	1. ELL Department/ Personnel Assistant Principal for Curriculum	1. Collect participation data and survey parents	Parent Attendance Sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
79% of the parents will indicate they feel welcomed in the school.	Customer Service	Office of Professional Development	Prior to the opening of schools	Customer Satisfaction survey	Assistant Principal for Curriculum
The school will increase the number of parent contacts by 1% by June 2010.	Title I in Action: A Practitioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year.	Effectiveness will be determined by the completion of parent surveys.	Selected school staff indicated by the Principal; Office of Community Services, and the Office of Program Evaluation.
Parental involvement and PTSA Membership will increase by 25%.	PTSA Membership Drive	PTSA President Assistant Principal	Ongoing throughout the 2009-2010 school year.	Success will be determined by tallying the number of PTSA memberships	Assistant Principal
72% of SWD students will achieve mastery on the 2010 FCAT Reading Test.	Student Academic Achievement	Reading Coach SPED Teachers/ Department Chairperson	Ongoing throughout the 2009-2010 school year.	FCAT Interim assessments	Assistant Principal Reading Coach SPED Department Chairperson
74% of ELL students will achieve mastery on the 2010 FCAT Mathematics Test	Student Academic Achievement	Mathematics Teachers/ Department Chairperson	Ongoing throughout the 2009-2010 school year.	FCAT Interim assessments	Assistant Principal Mathematics Department Chairperson

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Open House Parent Portal Trainings	Title I	\$644.00
1% of Title I Part A Schoolwide allocation and District parental set-aside	Title I Part A	\$644.00
School-Based	PTSA	\$0.00
School/District Based	Title I	\$0.00
School/District Based	Title I	\$0.00
		Total: \$1,288.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,288.00

End of Parent Involvement Goal

Other Goals

Graduation Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
An analysis of the 2009 graduation rate indicates that 94% of the seniors at John A. Ferguson Senior High School earned their high school diploma within four years.		Given instruction using Sunshine State Standards, New Generation standards, and support strategies involving tutorial services, both individualized and group monitoring, and counseling, John A Ferguson Senior High School will increase the 2010 graduation rate to 95%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Provide parent/student meetings for each grade level to inform parents and students about graduation requirements and resources available to help students graduate.</p> <p>2. Implement the core principles of Secondary School Reform as outlined by MDCPS.</p> <p>3. Identify and meet with all seniors who may not graduate and provide remediation plan, including group monitoring and counseling strategies.</p>	<p>1. Guidance Counselor</p> <p>2. Guidance Counselor</p> <p>3. Guidance Counselor</p>	<p>1. Collect sign in rosters for each grade level. Determine percentage in attendance and make contact with those that did not attend.</p> <p>2. Monthly meetings will be held with teachers of the same academy to see if course work in each class is aligned to the academy and in turn with academy completion.</p> <p>3. Collect and analyze data for students who have a remediation plan on a bi-weekly basis. Determine how Grade Point Average (GPA) is being affected as result of the remediation plan, monitoring, and counseling.</p>	<p>1. Percentage of students not meeting graduation requirements for each grade level.</p> <p>2. Determining the number of academy completers.</p> <p>3. Frequency count of the number of classes the student is failing or receiving a lower grade than needed according to the remediation plan.</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Graduation Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Navigator Web Based reading program	District Funds	\$0.00
Reading	Hampton Brown Edge Reading Series	District Funds	\$0.00
Reading	Total Reader Web Based Lexile Reading Program	District Funds	\$0.00
Reading	USA Today Newspapers in Education	District Funds	\$0.00
Reading	Reading Plus – Web Based Fluency program	District Funds	\$0.00
Mathematics	After School Tutorials	Title I	\$1,600.00
Mathematics	After School Tutorials	Title I	\$1,600.00
Mathematics	After School Tutorials	Title I	\$1,600.00
Mathematics	After School Tutorials	District	\$0.00
Parental Involvement	Open House Parent Portal Trainings	Title I	\$644.00
Parental Involvement	1% of Title I Part A Schoolwide allocation and District parental set-aside	Title I Part A	\$644.00
Parental Involvement	School-Based	PTSA	\$0.00
Parental Involvement	School/District Based	Title I	\$0.00
Parental Involvement	School/District Based	Title I	\$0.00
			Total: \$6,088.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Navigator	District Fund	\$0.00
Reading	Total Reader	District Fund	\$0.00
Reading	Accelerated Reader	District Fund	\$0.00
Reading	Reading plus	District Fund	\$0.00
Science	Vernier Instrumentation	Lab fees assessed to students	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Data intervention Focus Calendars	District	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After-school Tutorial Sessions	Titel I	\$4,800.00
Reading	FCAT Levels 1, 2, & Fragile 3 placed into Intensive Reading Program.	District	\$0.00
Science	Laboratory materials and equipment.	Lab fees assessed to students	\$0.00
			Total: \$4,800.00
			Final Total: \$10,888.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j _n Intervene	j _n Correct II	j _n Prevent II	j _n Correct I	j _n Prevent I	j _n NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Agendas	8500
Alternative to Suspension Program	3500
TRUST Account/FCAT Incentives	2999
Teacher Proposals	5001

Describe the Activities of the School Advisory Council for the Upcoming Year

The data that teachers receive from the FCAT results and the school site interim assessments, will determine the revision of student intervention plans. Educational Excellence School Advisory Council (EESAC) will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the SIP will be conducted in order to assess where resources need to be targeted for the remainder of the school year. Additionally, a progress assessment meeting will be scheduled at the end of the school year. At this meeting, the EESAC makes presentation of findings. Included in the presentation are data elements that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the next year's SIP. Staff at John A. Ferguson will review the status of SIP of objectives and will collaborate with the EESAC to determine how student achievement will be addressed next school year. In addition, The EESAC will participate in a Budget Workshop during the 2009-2010 school year, in order to better allocate funds to support students' academic needs through teacher proposals. Purchasing the Student Agendas with EESAC funds will be proposed with the rationale presented that Agendas help student maintain a clear academic focus, thus enhancing student achievement. In an effort to reduce the indoor and outdoor suspension incidences the EESAC will be asked to fund an after school Alternative to Suspension Program

SAC Members

Members

- 1) Jane Garraux , Principal
- 2) Edgar Estrada , Student
- 3) Eidys Cabrera-Alonso , Student
- 4) Brian Wheeler , Teacher
- 5) William Dukes (EESAC Chairperson) , Teacher
- 6) Sonia Romero , Teacher
- 7) Steven Tearle , Teacher
- 8) Elisse Cannon , Teacher
- 9) Linda Edwards , Teacher
- 10) Frank Irrizarry, Jr. , Business Member
- 11) Beth Webster , Parent
- 12) Maria Rojas , Parent
- 13) Tom schlotzhauer , Parent
- 14) Barbara Weeks , Parent
- 15) Lucy Delvalle , Parent
- 16) Marina Corzo , Parent
- 17) Norma Weathers , Community Member

18) Sol Gonzalez , Community Member

19) Rosa Garcia , School Support Personnel

20) Jackie Campelo , School Support Personnel

21) Vivian Acevedo , Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade JOHN A. FERGUSON SENIOR HIGH 7121													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2239 Math: 2216		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	98	Y	99	Y	51	N	79	Y	92	93	Y	77	76	N	52	49	N	24	21	NA	51	N	80	NA			
WHITE	97	Y	98	Y	50	N	86	Y	94		Y	73	81	Y	47	50	N	16	14	NA	49	N	85	NA			
BLACK	99	Y	99	Y		NA		NA			NA			NA						NA							
HISPANIC	98	Y	99	Y	50	N	78	Y	92	93	Y	78	75	N	53	50	N	25	22	NA	51	N	79	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	44	N	75	Y	90	91	Y	75	74	N	59	56	N	28	25	NA	45	N	76	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	20	N	56	N	67	79	Y	62	59	N	84	80	N	48	44	N	25	N	61	N			
STUDENTS WITH DISABILITIES	95	Y	95	Y	15	N	36	N	77	75	N	67	59	N	80	85	N	64	64	N	12	N	35	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade JOHN A. FERGUSON SENIOR HIGH 7121													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2247 Math: 2207		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	98	Y	98	Y	48	N	76	Y	92	92	Y			NA	56	52	NA	30	24	NA	50	NA	83	NA			
WHITE	98	Y	98	Y	53	N	84	Y	93	94	Y			NA	56	47	NA	32	16	NA	50	NA	88	NA			
BLACK	100	Y	100	Y		NA		NA			NA									NA							
HISPANIC	98	Y	98	Y	47	N	75	Y	92	92	Y			NA	56	53	NA	30	25	NA	49	NA	83	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	41	N	72	Y	88	90	Y			NA	64	59	NA	38	28	NA	45	NA	82	NA			
ENGLISH LANGUAGE LEARNERS	97	Y	98	Y	16	N	52	N	76	67	N			NA	87	84	NA	63	48	NA	36	NA	74	NA			
STUDENTS WITH DISABILITIES	94	N	95	Y	20	N	36	N	69	77	Y			NA	88	80	NA	74	64	NA	21	NA	49	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade JOHN A. FERGUSON SENIOR HIGH 7121													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2154 Math: 2127		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	98	Y	44	N	70	Y	88	92	Y			NA	56	56	NA	32	30	NA	50	NA	80	NA			
WHITE	97	Y	96	Y	44	N	68	Y	89	93	Y			NA	54	56	NA	31	32	NA	48	NA	82	NA			
BLACK	100	Y	98	Y		NA		NA			NA									NA							
HISPANIC	99	Y	98	Y	44	N	70	Y	88	92	Y			NA	57	56	NA	33	30	NA	49	NA	79	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	36	N	62	Y	84	88	Y			NA	65	64	NA	38	38	NA	44	NA	78	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	13	N	37	N	60	76	Y			NA	85	87	NA	43	63	NA	39	NA	68	NA			
STUDENTS WITH DISABILITIES	94	N	94	N	12	N	26	N	63	69	Y			NA	91	88	NA	83	74	NA	28	NA	62	NA			

SCHOOL GRADE DATA

Dade School District JOHN A. FERGUSON SENIOR HIGH 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	84%	87%	44%	269	Writing and Science: Takes into account the % scoring 3,5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	76%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	68% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	68%	79%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					532	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District JOHN A. FERGUSON SENIOR HIGH 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	81%	87%	41%	261	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	78%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	72% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	51%	75%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					524	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District JOHN A. FERGUSON SENIOR HIGH 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	77%	87%	42%	255	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	73%			125	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	59% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	50%	58%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					494	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested