Ferris Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness

Mission Statement

FISD recognizes the complex challenge of empowering students to succeed in a world of unprecedented change, a world where our graduates are filling jobs that did not even exist when they entered high school. We are committed to embracing that challenge. FISD is a family, a community, a team; and we dedicate ourselves and our resources to providing every child with every opportunity to become more tomorrow than even they imagined possible today.

Vision

Ferris ISD is a technology-rich school district with classroom instruction and extracurricular opportunities designed to promote creativity, critical thinking, and problem solving; and inspire students as they work collaboratively with their peers.

Core Beliefs

Given the right opportunity, every student can blossom.

Our students are appreciative of the opportunities afforded them.

Respect, honor, and pride will mark our path.

Family and Community engagement is essential.

Strong leadership and exceptional teachers are the bedrock of success.

Instructional excellence is founded on a professional, motivated, and passionate staff that understands, embraces, and serves our diverse population.

Individuals support what they help create.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics data is based on 2020-2021 Preliminary PEIMS file data (07/15/2021), 2020-2021 Fall PEIMS file data (01/14/2021), 2021-2022 Fall PIEMS file data(09/12/2022) and Skyward data pulled on 05-08-2021 and 09/29/2021.

Enrollment Information & Transfer Students (See Table 1)

Overall enrollment from 2020-2021 to 2021-2022 was up slightly. 2,630 students were served in Ferris ISD over the course of the 2021-2022 school year. At the end of the school year, there were 2,673 students enrolled. As of 10/04/2022, there are 2,715 students enrolled, an increase of 42 students since May 2022 .

288 students have transferred into FISD from other districts in the 2021-2022 school year

- 103 are Staff Transfers
- 189 are approved Open Enrollment students

Student Demographics (See Table 2)

The ethnic makeup of our student body has remained relatively stable, with virtually all ethnic groups maintaining the same percentage of the overall student population. There were slight changes in the Hispanic and White populations of +.74% and -.69%, respectively. Ferris ISD continues to maintain Hispanic enrollment (74%) that is significantly higher than the state's(53%).

Program Participation (See Table 4)

From 2020-2021 to 2021-2022, Ferris ISD's special programs remained relatively stable with most groups experiencing less than 5% change. The greatest increase came from the number of ESL Learners being served which saw a 3% increase from 32% to 35%. The Bilingual Program grew 1% with the addition of 4th grade to the program.

The district's At-Risk population increased by 1% from 64% to 65%, and the percentage of students experiencing homelessness remained steady at 1%.

The district's overall Emergent Bilingual students rose slightly by 3% with a slight increase of 1% in the the number of students in bilingual programs and a 2% increase in students in the ESL program.   Ferris ISD continues to far exceed the state in number of Emergent Bilingual students (FISD - 35%; Texas - 22%).

Special Education populations remained stable this year at 14 %, with slight increases in the numbers of students receiving services for autism, speech difficulties, and dyslexia.

The district's Dyslexia population has shown a slight 1% increase over 2020-2021. The district implemented a fluency screener for all 1st graders which helps identify those that may qualify for additional screening. This program allows the district to provide intervention services to support these students and determine each child's need for further testing.

The percentage of FISD students enrolled in the Gifted and Talented (GT) program decreased from 6% in the 2020-2021 school year to 5% in 2021-2022.

Attendance Information

Student attendance from Spring 2020 through the 2020-2021 school year remained relatively steady with less impact from the COVID-19 pandemic, resulting in a slight drop in FISD's attendance rate from 94.1% in 20120-2021 to 93.4% in 2021-2022.

Staff Information

The district continues to employ a less experienced teaching staff on average than the State, and the teacher turnover rate of 44.0% for FISD continues to exceed the state's rate of 17.0%. Teacher retention will continue to be a focus for the district in the coming years, particularly with the statewide trend of teachers leaving the profession after the 2021-2022 school year.

Table 1. DEMOGRAPHICS - ENROLLMENT INFORMATION

Indicator	2020-2021	2021-2022	Change
Fall Snapshot Enrollment	2,586	2,630	
EOY Enrollment	2,411	2,673	+262
Transfer Students	237	288	+51
Staff Transfers	80	103	+23
Open Enrollment Transfers	157	185	+28
PEG Transfers	0	0	--
District Attendance Rate	93.8%	93.3%	-0.5%

Table 2. DEMOGRAPHICS - ETHNICITY & GENDER

Indicator	2020-2021	2021-2022	Change
Hispanic	74%	74%	--
African American	6%	7%	+1
White	18%	18%	--
Two or More Races	2%	1%	-1
Female	51%	49%	-2
Male	49%	51%	+2

Table 4. PROGRAM PARTICIPATION INFORMATION

Indicator	2020-2021	2021-2022	Change
Economically Disadvantaged	81%	81%	--
At-Risk	65%	66%	+1

Homeless	1%	1%	--
English Learners	32%	35%	+3
Overall ELs Served	835	915	+80
Bilingual Program	8%	9%	+1
Alt Bilingual Program	2%	2%	–
ESL Program	15%	17%	+2
Alt ESL Program	5%	5%	–
Parent Denials			--
Special Education	14%	14%	--
Dyslexia Services	3%	4%	+1
Gifted & Talented Services	6%	5%	-1

DEMOGRAPHICS

Table 1. ENROLLMENT INFORMATION			
Indicator	**2020-2021**	**2021-2022**	**Change**
Fall Snapshot Enrollment	2,586	2,630	
EOY Enrollment	2,411	2,673	+262
Transfer Students	237	288	+51
Staff Transfers	80	103	+23
Open Enrollment Transfers	157	185	+28
PEG Transfers	0	0	--

Table 1. ENROLLMENT INFORMATION			
District Attendance Rate	93.8%	93.3%	-0.5%

Table 2. DEMOGRAPHICS - ETHNICITY & GENDER			
Indicator	**2020-2021**	**2021-2022**	**Change**
Hispanic	74%	74%	--
African American	6%	7%	+1
White	18%	18%	--
Two or More Races	2%	1%	-1
Female	51%	49%	-2
Male	49%	51%	+2

Table 4. PROGRAM PARTICIPATION INFORMATION			
Indicator	**2020-2021**	**2021-2022**	**Change**
Economically Disadvantaged	81%	81%	--
At-Risk	65%	66%	+1
Homeless	1%	1%	--
English Learners	32%	35%	+3
Overall ELs Served	835	915	+80
Bilingual Program	8%	9%	+1

Table 4. PROGRAM PARTICIPATION INFORMATION			
Alt Bilingual Program	2%	2%	–
ESL Program	15%	17%	+2
Alt ESL Program	5%	5%	–
Parent Denials			--
Special Education	14%	14%	--
Learning Disabilities	163	163	+4
Intellectual Disabilities	25	25	-3
Autism	41	41	+4
Speech Impairment	69	69	+8
Dyslexia Services	3%	4%	+1
Gifted & Talented Services	6%	5%	-1

Demographics Strengths

- The district has a diverse student body that reflects the ethnic makeup of the community.

- The district has Spanish-speaking staff members at the administration building and every campus to assist Spanish-speaking families.

- All district and campus communications are provided in both English and Spanish to ensure that all parents have access to information related to their children's education.

- The district's Dual Language program continues to promote students' culture and heritage and make Spanish-speaking families feel included in the school community.

- The district provides free breakfast & lunch for all students.

- The district partnership with Navarro College allows us to provide ESL classes for parents as well as high school equivalency (GED) classes for parents and community members at no cost to the parents/community. The Navarro partnership was added in 2019-2020 and significantly reduced the district's cost for ESL classes, allowing us to utilize Title 3 funds for other purposes.

AVID programs at McDonald Elementary, Longino Elementary, Ferris Junior High, and Ferris High School continue to support at-risk and low-income

students in preparing for post-secondary education options.

- Average class sizes continue to be smaller than the state average.

- The addition of a third dyslexia interventionist has allowed for better support of students receiving dyslexia services

- 2021-22 was a planning year for the PTECH program which will start with students 2022-23,

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): FISD students who are at-risk, economically disadvantaged, English Learners, and/or receiving Special Education services continue to score below their peers on state assessments **Root Cause:** FISD has an increased need for hiring and retaining highly qualified staff members who have demonstrated success working with various special population groups.

Student Learning

Student Learning Summary

On the 2022 STAAR/EOC exams students in Ferris ISD showed growth on all exams.   Our students have shown growth after COVID and are growing faster than pre-COVID reports.

Academic Growth

Subject ----- Both Subjects ◄►► Mathematics ◄►► Reading / ELA
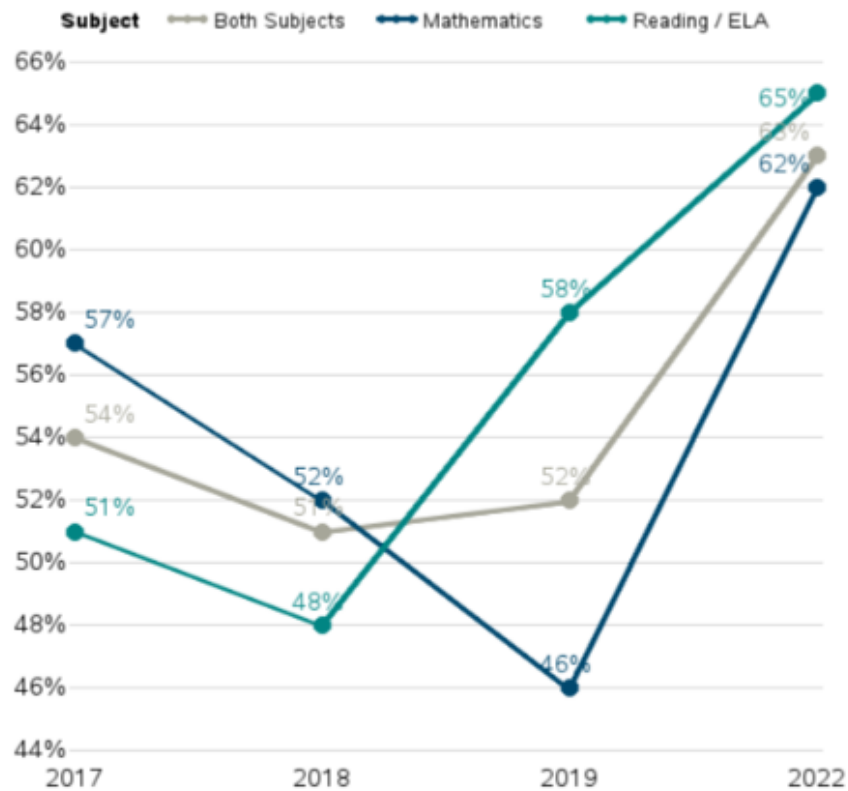
Selected Filters

❋ **Race / Ethnicity:** African American, American Indian, Asian, Hispanic, Pacific Islander, Two or More Races, White or Unknown

❋ **Grade:** 4th, 5th, 6th, 7th, 8th or EOC

❋ **Economically Disadvantaged:** Yes

❋ **English Learner:** Current

STAAR and EOC Results: All tests combined

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,644	1,340	579	443	4,006	
Approaches GL or Above	1,179	980	415	323	2,897	72%
Meets GL or Above	732	458	210	173	1,573	39%
Masters GL	278	176	66	85	605	15%

Ferris ISD students improved their STAAR Performance with more students reaching the Approaches, Meets and Masters levels of performance on exams.   We are performation below state levels but are closing the gap.   Reading and English exams showed and increase number of students achieveing Approaches, Meets and Masters on Staar/EOC. Junior High excelled with double diget gains in student performance on Reading STAAR. Math scores showed steady growth over the years..

The STAAR and EOC exams will undergo changes on the 2023 exams. New test items are being added and all tests will have constructed response questions. Teachers will focus on preparing students for the new test types and on how to write a constructive response. Reading, writing and math will continue to be a focus for the district.

Student Learning Strengths

- Ferris ISD received a distinction in Post Secondary Readiness
- FISD has an abundance of technology resources available to teachers and students, and the FISD Technology Department staff are very responsive to student and teacher needs.
- Elementary campuses have strong MTSS and related Intervention programs in place, and secondary campuses are structuring master schedules for increased structure and emphasis on needed interventions. MTSS Coordinator hired to strengthen the programs.
- Implementation of Sharon Wells math programs has resulted in significant increases in benchmark scores at McDonald and Longino elementaries.
- Reading scores across the district increased from 2021-2022.
- Passing rates on EOC exams increased from 2021 to 2022.
- Math scores in all grade levels except 3rd and 6th are on the rise.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Bilingual students are scoring lower than their peers on STAAR exams. **Root Cause:** The current district placement decisions do not adequately take all factors into consideration for long term Bilingual placement.

District Processes & Programs

District Processes & Programs Summary

Ferris ISD is served by an administrative team of a Superintendent, Deputy Superintendent, Director of Teaching and Learning, Director of Innovation, Business Manager, and Director of Technology. Each of these administrators oversees departments that include coordinators, specialists, and other staff members who manage and deliver various operational and academic programs across the district.

Administrative turnover was very high, four of five campuses have new principals and the district hired five new assistant principals.Teacher turnover across the district continues to increase as seen state wide. The district is having more difficulty recruiting certified teachers in all areas with the teacher shortage. Some class sizes will increase if the district is unable to secure enough certified teachers. Recruiting activities started early in the spring with attendance at job fairs, active principal recruitment, increasing starting teacher salaries and continued use of signing bonuses. Recruiting of certified bilingual, special education teachers continues to be a challenge for all districts across the state, and as our EL and SPED populations continue to grow, FISD's need for EL- and SPED-certified teachers will increase.

Ferris ISD uses Year-at-a-Glance documents, as well as Instructional Focus Documents and a wide variety of instructional materials and curricular resources to support teachers in lesson planning and delivery. Walkthroughs conducted by campus administrators and other central office administrators allow for monitoring of the faithful implementation of curriculum and the effective delivery of instruction by teaching staff. Learning specialists were added to support secondary school teachers. Extra support for teachers is necessary with teacher turnover, reduce teacher turnover and support quality instruction to help student to continue to recover from COVID learning loss.

Ferris ISD continues to implement the Professional Learning Communities (PLC) model. The Curriculum team continues to support the PLC process and provides professional development to teachers.

District Processes & Programs Strengths

* The district received the Principal Residency Grant and was able to put one administrative intern on each campus.
* The District provides a wide variety of professional opportunities for all staff members and is supportive of those who seek out additional PD on their own.
* The District continues to utilize MAP and other non-STAAR/EOC assessments to collect data that informs teacher lesson planning and instruction.
* Seventeen half days have been added to the calendar to provide additional professional development and teacher planning time.
* Most grade levels and core teachers at secondary level have common planning time during the school day.
* The District's addition of a Lead Counselor continues to bring unity to the counseling team across all five campuses and has helped ensure we are in compliance with counseling-related requirements such as Social/Emotional Learning and others.
  The District's addition of a EL Coordinator, Dual Language Specialist, and EL Learning Specialist continues to bring greater focus to ELs

at all grade levels and has helped ensure fidelity in the dual language program as well as compliance with TELPAS and LPAC requirements.

- The District's new Director of Special Populations continue to bring greater coherence to the Special Education staff across all five campuses, resulting in an improved continuum of services for students receiving SPED services. Additional Learning Specialists were added to support inclusion teachers as well as our self contained classroom.
- The addition of AVID at FHS, FJH, and both elementary campuses has provided increased college readiness skills for students as well as opened students' eyes to post-secondary opportunities they may not have otherwise realized.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in grades 1-3 are not reading on grade level. **Root Cause:** Teacher turnover, requires consistent training opportunities on best practices in the reading classrooms takes time to implement and establish each year.

Problem Statement 2 (Prioritized): The number of students who are CCMR ready needs to be increased. **Root Cause:** Students are not on grade level within reading and math entering high school.

Perceptions

Perceptions Summary

Ferris ISD is located approximately 20 miles south of Dallas, and our students come from a variety of rural and neighborhood backgrounds. The small town atmosphere of Ferris contrasts the inner-city environment of Dallas, which has begun to attract many families who prefer their students to attend a smaller school. New home construction continues to increase, which will likely result in continued growth in enrollment.

The district holds the safety of students and staff among our top priorities. With the resent events, Ferris ISD has increased our awareness for school safety. Additional police staff has been added and the district seeks to make additional safety modifications to campuses with the passing of a bond.The Ferris ISD Police Department serves the school community in a protective capacity as well as providing a proactive approach to safety education, not only for Ferris ISD students and staff, but for a growing number of other agencies as well.

Our staff of dedicated, nurturing professionals, combined with active PTOs at several campuses aids in maintaining a high level of parent engagement, particularly at the elementary grades and with growing frequency at the secondary campuses. The district continues to work toward creating an atmosphere of family at every campus and in all departments across the district. In an effort to improve school-family communication, we continue to utilize a variety of media to communicate with parents, including traditional newsletters, emails, and phone calls, along with messaging via Skyward, Remind, and social media such as Facebook and Twitter. The district continues to seek new ways to extend our reach and ensure that all parents have access to up-to-date information concerning school activities and their children's education and progress.

District administrators solicit the unique viewpoint of students' via the FISD Student Advisory Council (SAC). The SAC is comprised of students in grades 6-12 who meet with the Superintendent's Cabinet each school year to provide their input on district operations and the educational experiences we provide.

Each year the district gathers input and data from campus and district-level community surveys as well as from key stakeholders. FISD's District Education Improvement Committee (DEIC) includes multiple members from the community, local businesses, and parent population as prescribed by the district's board policies. Campus-level SBDMs mirror the structure of the district-level committee as well.

Perceptions Strengths

- Positive communications between parents and school have increased over the last few years.
- All campuses hold parent/family engagement events.
- Dual Language programs are offered for English Learners in grades PK4 through 5.

- All campuses, including administration and DAEP, conduct monthly safety drills.
- Every FISD campus has a member of the FISD Police Department housed on the campus.
- All FISD students receive free breakfast and lunch.
- The District communicates with parents and community members in a wide variety of ways, and all communications are provided in both English and Spanish.
- Stakeholders are included in decision-making at the district and campus levels.
- Discipline referrals decreased at all campuses from 2019-20 to 2020-2021.
- College-going culture is growing at all five campuses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Too many teachers leave the district every year. **Root Cause:** The administrative staff on each campus has not been in place for 3 consecutive years.

Problem Statement 2 (Prioritized): We need more student support & programs for high number of low-performing students. **Root Cause:** Our district has a high number of economically disadvantaged students which requires more student support, research based programs and parental involvement in order for students to be successful.

Priority Problem Statements

Problem Statement 1: FISD students who are at-risk, economically disadvantaged, English Learners, and/or receiving Special Education services continue to score below their peers on state assessments
Root Cause 1: FISD has an increased need for hiring and retaining highly qualified staff members who have demonstrated success working with various special population groups.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Bilingual students are scoring lower than their peers on STAAR exams.
Root Cause 2: The current district placement decisions do not adequately take all factors into consideration for long term Bilingual placement.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in grades 1-3 are not reading on grade level.
Root Cause 3: Teacher turnover, requires consistent training opportunities on best practices in the reading classrooms takes time to implement and establish each year.
Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Too many teachers leave the district every year.
Root Cause 4: The administrative staff on each campus has not been in place for 3 consecutive years.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: The number of students who are CCMR ready needs to be increased.
Root Cause 5: Students are not on grade level within reading and math entering high school.
Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: We need more student support & programs for high number of low-performing students.
Root Cause 6: Our district has a high number of economically disadvantaged students which requires more student support, research based programs and parental involvement in order for students to be successful.
Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 1: Ferris ISD will improve Meets performance in all subjects on STAAR from 40% to 50% (All Students, All Tests) AND improve the percentage of the All Students population reaching the Meets level on STAAR/EOC in each tested area by 5% by Spring 2023. Current percentages and goals are as follows:

ELAR will increase from 46% to 51%.
Math will increase from 35% to 40%.
Science will increase from 37% to 42%.
Social Studies will increase from 41% to 46%.

Evaluation Data Sources: STAAR and EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate data each 9 weeks in PLCs and track student-level data to ensure the percentage of students scoring the Meets performance level increases.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students who are expected to score at the Meets performance level on Spring 2023 STAAR/EOC will increase by 5% over their BOY MAP score as measured by MOY MAP testing. Spring 2023 STAAR scores will include 41% of the students scoring at the Meets performance level in all subjects on STAAR (All Categories) **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent, Director of Teaching and Learning, Principals, CLT, Teachers **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A				

Strategy 2 Details	**Reviews**			
Strategy 2: All FISD campuses will regularly schedule intervention, enrichment, and tutorial time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will engage in assigned group activities, project-based learning activities, small group, or individual instruction to ensure early identification and mitigation of any academic deficiencies that may exist and to push those students who have already achieved a score of Approaches Grade Level to improve their scores to Meets Grade Level. TEKS-targeted tutoring will be provided for those students who were not successful on state assessments in 2023 in accordance with HB 4545.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Teaching and Learning, Principals **Problem Statements:** Perceptions 2 **Funding Sources:** Time, Teacher/tutoring compensation, intervention and tutoring resources and materials - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - $500,000, Intervention and tutoring resources and materials - 211 - Title I, Part A - $10,000				

Strategy 3 Details	**Reviews**			
Strategy 3: FISD will support campus administrators with their PLCs by training all teachers (PK-12th) on the PLC process at the beginning of the school year. A member of the FCT (Ferris Curriculum Team) will attend the weekly PLC meetings with an administrator and the teachers to assist with reviewing data, planning intervention and providing mini-PD lessons on skills identified for additional training throughout the school year. The PLC meetings will be organized with an agenda and led by the designated campus CLT member. Teachers in all grade levels PK-EOC will collaborate to set goals, develop and analyze common formative and summative assessments and share research based strategies that will result in improved student achievement at all 5 campuses in the district.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Walkthrough notes, PLC agendas, and lesson plans will reflect teachers' use of the 4 essential PLC questions in relation to current student-level data in planning high quality instruction, which will result in increased learning for students. **Staff Responsible for Monitoring:** Director of Teaching and Learning, Principals, FCT **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A				

Strategy 4 Details	**Reviews**			
Strategy 4: District and campus administrators will conduct collaborative learning walks at each campus, during which instruction is observed and feedback is given to campus administrators based on targeted components of the TTESS teacher evaluation rub	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Campus administrators will become more familiar with TTESS expectations for teacher performance, and administrators across the district will be calibrated to the same standards for rating teachers on the TTESS rubric, which will create a more uniform level of expectations for classroom instruction across the district.

Staff Responsible for Monitoring: Superintendent; Deputy Superintendent; Director of Teaching & Learning; Director of Innovation

---

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: Students in grades 1-3 are not reading on grade level. **Root Cause**: Teacher turnover, requires consistent training opportunities on best practices in the reading classrooms takes time to implement and establish each year.
Perceptions
Problem Statement 2: We need more student support & programs for high number of low-performing students. **Root Cause**: Our district has a high number of economically disadvantaged students which requires more student support, research based programs and parental involvement in order for students to be successful.

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 2: By Spring of 2023, Ferris ISD will improve Meets performance in our Special Education and English Learner populations in both Reading and Math on STAAR/EOC as follows: SPED: will increase 5 percentage points: ELs: Reading - 18% to 28% and Math 28% to 38%.

    Evaluation Data Sources: NWEA MAP scores for students receiving Special Education services and for English Learners.

Strategy 1 Details	Reviews			
Strategy 1: District Administrators will provide training for campus leadership teams in the use and implementation of effective Special Education programs and programs for English Learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The effectiveness of all Special Education programs and programs for English Learners will be evaluated by a team of district and campus administrators, Specialists and the team will make recommendations for program changes based on the findings of these evaluations during the Spring 2023 semester in preparation for the 2023-2024 school year.
    Staff Responsible for Monitoring: Director of Special Populations; Bilingual/ESL Coordinator; Innovation; EL Learning Specialists, SPED Specialists
 	
    Problem Statements: Demographics 1
    Funding Sources: Professional Development and Conference Fees - 199-PIC 23 - State Special Ed - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: District-level BE/ESL and Special Education staff will provide ongoing training and support to teachers of students from these sub-populations to ensure best practices and effective, research-based instructional strategies are implemented in all classrooms with increased frequency	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers of Emergent Bilingual students and students receiving Special Education services will gain additional teaching strategies and the confidence to implement them regularly in their classrooms, resulting in increased learning for these students.
    Staff Responsible for Monitoring: Director of Special Populations, Bilingual/ESL Coordinator, Director of Teaching and Learning
 	
    Problem Statements: Demographics 1
    Funding Sources: Presenters and materials - 199-PIC 23 - State Special Ed - $16,200				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: FISD students who are at-risk, economically disadvantaged, English Learners, and/or receiving Special Education services continue to score below their peers on state assessments **Root Cause**: FISD has an increased need for hiring and retaining highly qualified staff members who have demonstrated success working with various special population groups.

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 3: 90% of the 2023 graduates will demonstrate college readiness through TEA Accountability measures.

   Evaluation Data Sources: Monitor CCMR Insights for all student including: industry based certifications, level 1 and 2 certifications, dual credit, OnRamps credit, ACT, SAT, TSIA2, CTE pathways

Strategy 1 Details	Reviews			
Strategy 1: Teachers in ELAR, Math, Science and Social Studies at the HS level will be provided professional development to help them understand the ACT exam.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Core teachers will attend professional development and begin implementing test strategies in their classrooms so students will be prepared for the ACT test.. Increase student pass rate from 1% to 5% for the 2023 class. Mastery Prep curriculum will be provided.
   Staff Responsible for Monitoring: Director of Innovation, Innovation Specialist, Advanced Academics CLT
 	
   Problem Statements: District Processes & Programs 2
   Funding Sources: Mastery Prep - 199-PIC 38 College, Career, and Military Readiness				

Strategy 2 Details	Reviews			
Strategy 2: CTE pathways will be aligned with an Industry Based Certification off the TEA approved list.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students in every CTE path will have the opportunity to earn an Industry Based Certification to better prepare them for their futures
   Staff Responsible for Monitoring: CTE/PTECH Coordinator, Director of Innovation, CTE teachers
 	
   Problem Statements: District Processes & Programs 2
   Funding Sources: - 244 - Perkins Career & Technical Ed (CTE)				

Strategy 3 Details	Reviews			
Strategy 3: All graduating seniors will be college ready by passing TSIA2 exams in English and math or by complete College Bridge.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: All students who choose will be able to enter Texas college or trade school without taking remediation courses in math or English. Students completing the TSI requirement through College Bridge will only be able to attend schools on the list of approved schools for two years after graduation.
   Staff Responsible for Monitoring: Director of Innovation, Innovation Specialist, teachers
 	
   Problem Statements: District Processes & Programs 2
   Funding Sources: - 199-PIC 38 College, Career, and Military Readiness, - 199 - General Fund				

Strategy 4 Details	Reviews			
Strategy 4: The AVID program will be implemented at McDonald Elementary, Longino Elementary, Ferris Junior High, and Ferris High School to close achievement gaps of at-risk students so they are better prepared for post secondary education. **Strategy's Expected Result/Impact:** 100% of AVID students will be college ready before graduation. **Staff Responsible for Monitoring:** AVID District Director, AVID Coordinators, AVID teachers, elementary teachers, Director of Innovation **Funding Sources:** - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 2: The number of students who are CCMR ready needs to be increased. **Root Cause**: Students are not on grade level within reading and math entering high school.

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 1: The teacher turnover rate in Ferris ISD will be less than or equal to the teacher turnover rate for the state, as reported on the most recent TAPR report.

Evaluation Data Sources: TAPR report data for the state
Ferris ISD HR records

Strategy 1 Details	Reviews			
Strategy 1: Provide new-to-Ferris teachers with recruitment and retention incentives paid in two yearly installments, with the second installment payable only upon the teacher's return to FISD for the second year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 90% of teachers hired for the 2022-2023 school year will remain in FISD for the 2023-2024 school year. **Staff Responsible for Monitoring:** Deputy Superintendent, Principals **Problem Statements:** Perceptions 1 **Funding Sources:** Payroll/Incentive Payments - 255 - Title II, Part A, TPTR - $92,953				

Strategy 2 Details	Reviews			
Strategy 2: Host a New to Ferris Academy for all teachers (both new and veteran) who are in their first year of teaching in Ferris ISD that provides support and mentoring in the form of a campus-level mentor and support from the District's Learning Specialist.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers who are new to the district will feel welcome in Ferris ISD and will be well equipped for success in their first year in FISD. This will result in positive outcomes related to student achievement and in 90% or more of teachers who were newly hired in 2022-2023 returning to teach with FISD in 2023-2024. **Staff Responsible for Monitoring:** Director of Teaching and Learning, Learning Specialists, Instructional Technology Specialists, CLT/Lead Teachers **Problem Statements:** Perceptions 1 **Funding Sources:** - 199 - General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Too many teachers leave the district every year. **Root Cause**: The administrative staff on each campus has not been in place for 3 consecutive years.

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 2: 100% of Ferris ISD teachers will be provided targeted, high-quality professional development opportunities that will increase their confidence and efficacy in the classroom.

Evaluation Data Sources: FISD PD records
Staff survey data

Strategy 1 Details	Reviews			
Strategy 1: FISD will provide opportunities for teachers to attend targeted professional development workshops and conferences related to their individual area of instruction (Region 10 PDs, CAST, READ academies, ISTE, TCEA, NBPC, etc.).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will learn about and implement effective, research-based strategies to their classrooms and will increase their confidence in using them, as evidenced in walkthrough notes and classroom observation records. The opportunity to attend desired PD events will also result in teachers feeling valued and appreciated as a result of the district's investment in their professional growth and development, reducing the probability of teacher turnover. **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Special Populations, Director of Teaching and Learning, Director of Innovation, Bilingual/ESL Coordinator, Principals **Problem Statements:** Demographics 1 - District Processes & Programs 1 - Perceptions 1 **Funding Sources:** Professional Development, Conference Fees - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - $30,000, Professional Development, Conference Fees - 211 - Title I, Part A - $40,000, Professional Development/Conference Fees - 199-PIC 21 - State Gifted & Talented - $2,500, Professional Development/Conference Fees - 199-PIC 25 - State Bilingual/ESL - $35,000				

Strategy 2 Details	Reviews			
Strategy 2: District-level special programs staff will provide targeted, on-campus training for all teachers. These training will be centered around special program compliance as well as best practices for supporting students from special populations such as Special Education and Emergent Bilinguals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will learn about and implement effective, research-based strategies to their classrooms and will increase their confidence in using them, as evidenced in walkthrough notes and classroom observation records. This will also result in teachers feeling valued and supported as a result of the district's investment in their professional growth and development, reducing the probability of teacher turnover. **Staff Responsible for Monitoring:** Director of Teaching and Learning, Director of Special Populations, Associate Director of Special Populations, BE/ESL Coordinator, Coordinator of Guidance and Assessment **Problem Statements:** Demographics 1 - District Processes & Programs 1 - Perceptions 1 **Funding Sources:** Professional Development, Conference Fees - 263 - Title III, LEP - $15,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: FISD students who are at-risk, economically disadvantaged, English Learners, and/or receiving Special Education services continue to score below their peers on state assessments **Root Cause**: FISD has an increased need for hiring and retaining highly qualified staff members who have demonstrated success working with various special population groups.

District Processes & Programs
Problem Statement 1: Students in grades 1-3 are not reading on grade level. **Root Cause**: Teacher turnover, requires consistent training opportunities on best practices in the reading classrooms takes time to implement and establish each year.

Perceptions
Problem Statement 1: Too many teachers leave the district every year. **Root Cause**: The administrative staff on each campus has not been in place for 3 consecutive years.

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 3: 90% or more of Ferris ISD teaching staff will indicate the are Satisfied or Very Satisfied with their employment in FISD, as reflected in staff job satisfaction surveys in Fall 2022 and Spring 2023.

Evaluation Data Sources: Staff survey data

Strategy 1 Details				Reviews			
Strategy 1: Conduct culture and climate surveys in Fall (November/December) and again in Spring (March/April) to gauge employees' level of satisfaction with their employment with Ferris ISD and their desire to remain in FISD for the upcoming school year.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will feel that their opinions and feelings are valued by campus and district administration. **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent, Directors of Teaching & Learning, Director of Innovation **Problem Statements:** Perceptions 1							

Strategy 2 Details				Reviews			
Strategy 2: Analyze Fall culture and climate survey data to identify any job-related factors that may impact teacher retention.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: District and campus administrators will identify any job-related factors that may impact teacher retention at multiple points in the school year, which will allow time to mitigate those factors and make adjustment to teacher responsibilities and working conditions as appropriate. **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent, Directors of Teaching and Learning, Director of Innovation, Principals, Other Directors **Problem Statements:** Perceptions 1							

Strategy 3 Details	Reviews			
Strategy 3: Ferris ISD will provide extended planning time to teachers during the 2022-2023 school year by building early release planning days into the school calendar.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will feel that administration understands and respects their need to collaborate with peers and the need for additional time to plan high-quality, highly engaging learning activities for students. An increased level of student engagement and improved student learning will be evident in all classrooms as a result. Student attendance will increase as well. **Staff Responsible for Monitoring:** Deputy Superintendent;; Directors of Learning; Director of Innovation, Principals **Problem Statements:** District Processes & Programs 1, 2 - Perceptions 1 **Funding Sources:** - 199 - General Fund				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 1: Students in grades 1-3 are not reading on grade level. **Root Cause**: Teacher turnover, requires consistent training opportunities on best practices in the reading classrooms takes time to implement and establish each year.
Problem Statement 2: The number of students who are CCMR ready needs to be increased. **Root Cause**: Students are not on grade level within reading and math entering high school.

Perceptions
Problem Statement 1: Too many teachers leave the district every year. **Root Cause**: The administrative staff on each campus has not been in place for 3 consecutive years.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 1: 100% of students in crisis for social, emotional, or psychological reasons will receive support and guidance.

    Evaluation Data Sources: PASS assessment data, counselor records

Strategy 1 Details		Reviews		
Strategy 1: Provide all FISD staff with training on suicide prevention and the identification and support of students in mental health crises and incorporate the use of a district assessment protocol and parent/guardian notification procedure in handling student mental health crises and suicidal ideations.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: All staff will be trained on the identification of students in crisis and will be well equipped to ensure students' needs are met by reporting each crisis to the appropriate school counselor or administrator. All counselors and administrators will be trained in and become familiar with the district's assessment protocol, resulting in all suicidal ideations being proactively addressed.
    Staff Responsible for Monitoring: District Lead Counselor
 	
    Problem Statements: Perceptions 2
    Funding Sources: - 199 - General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We need more student support & programs for high number of low-performing students. **Root Cause**: Our district has a high number of economically disadvantaged students which requires more student support, research based programs and parental involvement in order for students to be successful.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 2: Ferris ISD will continue to foster a culture of parent and community engagement that includes a variety of activities in which parents and community members can engage both in person or virtually as appropriate and safe.

   Evaluation Data Sources: Parent and family engagement event attendance

Strategy 1 Details				Reviews			
Strategy 1: Ferris ISD will continue to utilize the Remind app, as well as Seesaw, website, and social media to increase school to home communications across the district.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All principals and at least 85% of FISD teachers will use Remind to communicate with parents and students regarding school- and class-related activities. Campuses utilizing Seesaw will have 100% of teachers utilizing the program on a regular basis. The District's website and social media accounts will be updated frequently. **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent, Director of Technology, Principals **Funding Sources:** Remind and Seesaw Subscription - 211 - Title I, Part A - $17,300							

Strategy 2 Details				Reviews			
Strategy 2: Expand community and parent education opportunities offered in Ferris ISD by continuing a partnership with Navarro College to provide parent ESL classes and HSE classes on-site in Ferris.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved school-family communication and increased job opportunities, and thereby increased financial resources, for FISD students and their families. **Staff Responsible for Monitoring:** Bilingual/ESL Coordinator							

Strategy 3 Details				Reviews			
Strategy 3: Coordinate Strong Fathers, Strong Families events at each of the district campuses.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement, increased student attendance, academic success of students				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: State and Federal Programs Director and Campus Principals **Problem Statements:** Perceptions 2 **Funding Sources:** Strong Fathers, Strong Families program costs - 211 - Title I, Part A - $20,000							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: We need more student support & programs for high number of low-performing students. **Root Cause**: Our district has a high number of economically disadvantaged students which requires more student support, research based programs and parental involvement in order for students to be successful.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 3: Ferris ISD will develop a long-range plan for district growth that is anticipated with incoming housing developments within district boundaries.

    Evaluation Data Sources: Long-Range plan

Strategy 1 Details	Reviews			
Strategy 1: Ferris ISD district-wide facilities committee that includes staff members, administrators, parents, and community members have continued work to assess the current state of FISD facilities, analyze district growth projections and ongoing housing development projects, and determine priorities for construction and renovation projects related to growing enrollment in the district.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The district will have a clear picture of the community's level of support for upcoming construction and renovation projects, which will provide some insight into the potential success of a bond election. **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 4: FISD Police Department is responsible for maintaining a safe and secure learning environment for all the students, staff, and visitors of FISD. The Police Department will meet the safety and security objectives by working with other district departments in implementing the district's comprehensive Safety and Security Plan. The Police Department will obtain the objective via the strategies listed below.

Evaluation Data Sources: Safety Data

Strategy 1 Details	Reviews			
Strategy 1: Maintain or reduce response time to emergencies to 5 minutes or less.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve/maintain a 5 minute or less response time to emergency calls for service within the district.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Communications, Sergeant, Chief of Police				

Strategy 2 Details	Reviews			
Strategy 2: Maintain an effective police K-9 program to prevent/reduce the number of illicit drugs found on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease number of finds of illegal and illicit drugs found at campuses across the district. Reduce the number of disciplinary referrals for students in possession of narcotics.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Sergeant, Chief of Police **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Ensure compliance with Texas Education Code for safety and security of all campuses/facilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Complete a minimum of nine (9) safety and security audits every three (3) years as required by the Texas Education Code. The audits ensure compliance with maintaining campus safety plans, drills, and intruder assessments for each campus.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Chief of Police **Funding Sources:** - 199 - General Fund				

Strategy 4 Details		Reviews			
Strategy 4: Ensure compliance with the new Texas Education Agency, along with the Texas School Safety Center, safety and security guidelines.		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Complete the Summer Targeted Partial Safety Audit and Exterior Door Safety Audit Tracker as required by Texas Education Agency and the Texas School Safety Center each summer. The audits ensure compliance with maintaining campus safety. **Staff Responsible for Monitoring:** Chief of Police **Funding Sources:** - 199 - General Fund					

Strategy 5 Details		Reviews			
Strategy 5: SB 1707: Monitor implementation of the changes made pursuant to SB 1707 as referenced in CKE (LOCAL).		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Comply with state law requirements. **Staff Responsible for Monitoring:** General Counsel, Chief of Police, Deputy Superintendent for Human Resources. **Funding Sources:** - 199 - General Fund					

Strategy 6 Details		Reviews			
Strategy 6: Monitor and implementation of security cameras and access control.		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Ensure all security cameras are in working order, not obstructed, and all district property has coverage. Maintaining constant surveillance of security cameras for signs of threats or emergency situations. Implement and maintain access control of district buildings. **Staff Responsible for Monitoring:** Technology, Police Department, Deputy Superintendent of Human Resources. **Funding Sources:** - 199 - General Fund					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 1: All Ferris ISD campuses will engage in weekly communication with parents and community members.

Evaluation Data Sources: Social media records
Principal communication records
SMORE analytics

Strategy 1 Details	Reviews			
Strategy 1: All FISD campuses and instruction-related departments will utilize S'more newsletters to communicate with parents and community members on a weekly basis.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All FISD parents will receive at least one communication from their child's school and/or programs of participation each week, resulting in improved home-school relations. **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent, , Director of Teaching and Learning, Principals **Funding Sources:** - 199 - General Fund - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 2: Employ a Parent Ambassador Council to solicit input and positively promote the district in the community.

    Evaluation Data Sources: Parent Ambassador Council membership roster, sign-in sheets/virtual meeting attendance, meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Recruit parent representatives to serve on the FISD Parent Ambassadors Council and recommend candidates to the Deputy Superintendent.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: A core group of at least 10 concerned and involved parents will be assembled to provide parent input to the district and to assist in the positive promotion of the district throughout the community and on social media.
    Staff Responsible for Monitoring: Principals
 	
    Problem Statements: Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Hold Parent Ambassador Council meetings at least quarterly to discuss topics of interest to the parents and the district and community.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parent concerns and questions will be proactively addressed and accurate information will be released to the community via Parent Ambassadors, resulting in improved school-home relations. **Problem Statements:** Perceptions 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: We need more student support & programs for high number of low-performing students. **Root Cause**: Our district has a high number of economically disadvantaged students which requires more student support, research based programs and parental involvement in order for students to be successful.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $3,147,866.00
Total FTEs Funded by SCE: 26.09
Brief Description of SCE Services and/or Programs

Branching Minds is a system-level MTSS solution that helps teachers and administrators identify, recommend, and track both academic and behavioral interventions. It helps teachers identify why students are struggling, ways to differentiate instruction, and provides a system for monitoring and reporting on student progress. Edgenuity provides Texas aligned standards-based, on-line curriculum resources for 6th-12th grade students. It provides a full suite of initial credit courses and credit recovery courses for middle and high school students in math, science, English, and social studies. The AVID acronym stands for Advancement via Individual Determination and is an academic support program primarily designed for students in grades 4-12. AVID prepares students for college eligibility and success by closing the achievement gap. Mentor's Care partners with parent, guardians, and school administrators to help students who are considered to be at-risk of not graduating from high school by matching them with caring adult mentors who help get them back on track.

Personnel for District Improvement Plan

Name	Position	FTE
A. Aguilar	Math Intervention	0.37
A. Glenn	Intervention	0.13
A. Wilds	AVID Teacher	1
Ann Ball Beller	Reading Intervention	1
Araceli Araiza Salto	Spanish Intervention	0.5
B. Troy	Social Studies Intervention	0.13
C. Niedermeier	English Intervention Teacher	0.13
Carissa Sylvester	Intervention	1
Cash Roundtree	Math Intervention/AVID	1
Cindy Garrett	Dyslexia Intervention	1
Donna Frye	Reading Intervention	1
Heather Freeman	Reading Intervention	1
J. Howeth	Grad. Lab/Credit Recovery	0.75
Joan Johnson	Legacy Teacher	1
K. Ramirez	Res. English Intervention	0.12
Kayleigh Johnson	Math Intervention	0.75

Name	Position	FTE
L. Cornuaud	Dyslexia Intervention	0.33
L. McGee	Resource English Intervention	0.37
L. Salvatierra	Social Studies Intervention	0.13
Larry Taylor	AVID Teacher	1
Lauren Potter	Social Worker	1
Laurie Fouts	Math Intervention	1
Lisa Gallaway	Intervention	1
Maria Mendez	Bilingual Intervention	1
Michelle Lawson	Intervention	1
Natalie Jakubik	Intervention	1
Natalie Spurlock	Reading Intervention	1
Nick Rigdon	Legacy Teacher	1
P. Gayden	Social Studies Intervention	0.25
S. Lane	Res. Math Intervention	0.13
Socorro Hernandez	Bilingual Intervention	1
Stacy Hodges	MTSS Coordinator	1
Tiffany Puyear	Reading Intervention	1
Toni Wheeler	Dyslexia Intervention	1
Yonira Moreno	Intervention	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Director of Innovation will lead the development of the CNA for the District. They will select a Lead CNA Development Team of 4-5 visionary thinkers who can analyze student performance data and other data to help determine the strengths and challenges of the District. The Lead CNA Development Team will then lead the District through the process of developing problem statements from identified challenges and then scrutinizing each problem statement to identify a root cause and strategies to address the root cause. Team members must ensure that all appropriate stakeholders (parents, community members, staff, etc.) are involved in the CNA process. One method of ensuring this takes place is to include the District Education Improvement Committee (DEIC), which by law and district policy includes parents, community members, and members of the business community, in the CNA process.

The Lead CNA Development Team will convene four subcommittees who will focus on data measures in the following areas: Demographics, Perceptions, Student Achievement, and Processes & Programs. These categories of analysis are based on the Multiple Measures of Data research of Dr. Victoria Bernhardt. Detailed descriptions of the categories are located in the Plan Addenda section of Plan4Learning and in the shared Google Drive for CNA/CIP/DIP.

The CNA process includes four meetings, which are outlined below:

Meeting #1

The Director of Innovation and the CNA Development Team will discuss ideas generated by team members during an independent analysis of data that each team member engaged in prior to the meeting. The Team engages in the SCION (Strengths, Challenges, Implications, Other Needed data) process to determine the strengths and challenges for the campus and to create a Focus Draft of the CNA that will keep the committee focused and help subcommittees get started on their work. Additionally, a chair for each subcommittee is selected and charged with recruiting other stakeholders to contribute to further analysis of data and development of the CNA.

Meeting #2

The Lead CNA Development Team, including the director of Innovation, meet with the members of all subcommittees as one large group. The chair of each sub-committee reviews the category descriptors for their committee with the sub-committee members. The Lead Team reviews the FISD Mission Statement and presents the previously-conducted SCION study, including identified strengths and weaknesses of the campus. Subcommittees discuss the SCION findings and develop a list of strengths and challenges related to their assigned area of analysis. The sub-committee then develops a draft list of implications for the Campus Improvement Plan (CIP) and determines what, if any, additional data needs to be reviewed for the next meeting.

Meeting #3

Each subcommittee holds its own Meeting #3 independent of the other subcommittees. The previously developed strengths and challenges are reviewed, and the sub-committee determines which of these to present to the larger committee for inclusion in the CIP, in order of priority. Problem statements are developed from the list of challenges, and each problem statement is scrutinized for a root cause using the "10-5-5," "2 Circles," and/or "5 Whys" methods of analysis (see shared Google Drive). A short summary of the sub-committee's work is developed as well.

Meeting #4

The Director of Innovation and the entire CNA Development Committee (including all members of all subcommittees) meet in one large group. Each sub-committee presents its prioritized problem statements and root causes to the overall committee for consideration for inclusion in the CNA. The overall committee comes to consensus with regard to a final,

prioritized list of strengths, problem statements, and root causes, and the Lead Team will walk the committee through a final check of all CNA/DIP requirements to ensure that all required elements have been addressed. The person responsible for the DIP is responsible for ensuring that the final strengths, problem statements, and root causes are transferred from any working documents used by the committee into the CNA portion of the district's Plan4Learning program.

Required Documentation

The Director of Innovation is responsible for ensuring the following documentation is maintained. Electronic copies of these documents must be uploaded to Plan4Learning as part of the CNA meeting notes.

- DEIC roster

- Lead CNA Development Team membership roster, including positions represented

- Meeting agenda, minutes, and sign-in sheets for each subcommittee and the overall committee

- Copies of any data considered (must be easily accessible somewhere)

- Copy of the CNA in Plan4Learning

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

While the state does not require any certain format, Ferris ISD has chosen to utilize Plan4Learning for the formatting of Campus Improvement Plans. FISD requires all CIPs to include:

- A summary of the CNA and required accounting and program components

- A description of how the campus will use Title I, Part A funds and other state and federal resources to implement the CIP

For a Schoolwide Program, the Campus Improvement Plan must address:

- Strategies that the school will implement to address school needs

- Strategies to provide opportunities for all children to meet the challenging state academic standards

- Methods and instructional strategies that strengthen the academic program in the school

- Amount and quality of learning time

- An enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

- Needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards

- How the activities and strategies will be evaluated

- How the comprehensive plan is based on the CNA to reform the total campus instructional program as the second step of a required, year-long process

- If programs are consolidated, a description of the specific state educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program

Ferris ISD encourages principals to utilize their campus site-based decision-making (SBDM) committees to assist in the development of both the CNA and the CIP. Whether the principal utilizes the SBDM committee or opts to form a separate committee, the following are required members of the CIP process:

- Parents

- Community members

- Teachers

- Principals

- Other school leaders

- Paraprofessionals

- Administrators

- LEA

- If appropriate, specialized instructional support personnel, technical assistance providers, school staff, students (if a secondary school), and other individuals determined by the school

2.2: Regular monitoring and revision

The DIP as well as all CIPs are reviewed quarterly. Each strategy is assessed for progress toward completion and effectiveness. Findings are recorded in Plan 4 Learning as Quarterly Formative Reviews, and the performance objectives and strategies are revised as needed. The Director of Innovation is responsible for monitoring and revising the DIP. Each principal is responsible for his or her CIP.

2.3: Available to parents and community in an understandable format and language

The DIP and all CIPs are available to parents via the Ferris ISD website, and all plans are presented in open session of a regular meeting of the board of trustees. Printed copies of the plans are available at the district office or each campus office. The District is in the process of having our plans translated into Spanish, which is the predominant language of our families who do not speak English.

2.4: Opportunities for all children to meet State standards

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction is derived from a district-adopted set of curricula common to all students. The District will ensure that all students have equal access to the curriculum, which will be equitably delivered. The curriculum will be designed and implemented using a standards-based curriculum approach that reflects the best available knowledge of the growth and development of learners. The District will ensure that the adopted curriculum is

TEKS- and STAAR/EOC-Aligned, flexible, inclusive, and responsive. The curriculum will also be aligned Pre-kindergarten through 12 and will include a coherent, organized set of instructional opportunities that allow for tiered student learning and intervention. The curriculum provided to FISD students will be culturally relevant, provide experiences and connections with home and community, and maximize students' learning conditions; and it will include components of district-wide, job-embedded professional development, and support for teachers. Lesson planning will be data-driven, and principals will ensure that high-quality instruction is provided in every FISD classroom. Teachers will ensure that appropriate accommodations are followed for students who receive Special Education services (based on IEPs and ARD recommendations), students who are English Learners (based on LPAC recommendations), and students served under Section 504 (based on 504 Committee recommendations and plans).

2.5: Increased learning time and well-rounded education

Ferris ISD will offer courses, activities, and programming in subjects such as English, reading and language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education (CTE), health, physical education, and any other subject, as determined by the TEA or Ferris ISD, with the purpose of providing all students access to an enriched curriculum and educational experience. FISD ensures that a developmentally appropriate practice, or an approach to teaching that meets children where they are, and teaching practices, strategies, and content that align developmentally to the classroom and to individual abilities and cultures, especially for low-income, minority, and other underserved student populations, will be provided on all campuses. Master schedules will be developed by campus principals in conjunction with district leaders and other campus staff to ensure maximized learning time and opportunities for all students.

2.6: Address needs of all students, particularly at-risk

FISD ensures that a developmentally appropriate practice, or an approach to teaching that meets children where they are, and teaching practices, strategies, and content that align developmentally to the classroom and to individual abilities and cultures, especially for low-income, minority, and other underserved student populations, will be provided on all campuses. Identification of at-risk students will be ongoing throughout the school year, and compensatory programs such as Legacy (alternative high school), AVID, tutoring, summer bridge programs, after school programs, and others will be offered to ensure students from these populations are having their needs met and have increased opportunities for learning.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Each principal, through their yearly CNA processes, will evaluate the effectiveness of the intervention programs provided on their campuses.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Ferris ISD and every FISD campus will adopt a Parent and Family Engagement Policy. The policy will be developed jointly with and distributed to parents and family members of participating children. District and campus PFE policies will be in writing, agreed on by such parents, and will describe the means for carrying out ESSA requirements for parental and family policy involvement, shared responsibility for high student academic achievement, and building capacity for involvement. The PFE policy for each campus must address, at a minimum:

- The school's annual meeting to describe the school's participation in a Title I Part A program and the right of the parents to be involved
- A flexible number of meetings
- The inclusion of parents in the planning, review, and improvement of the school policy
- Timely information about parent activities

- A description and explanation of the school curriculum
- Forms of assessment and expected proficiency levels
- The school-parent compact, which addresses the importance of communication between school and home

4.2: Offer flexible number of parent involvement meetings

FISD and all campuses will offer a flexible number of parent involvement meetings by holding meetings on multiple dates and at varying times of day. Additionally, virtual meetings will be offered and recorded so that parents may view them at their leisure.

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Armstrong, Viana	Bilingual Facilitator	McDonald/Ingram Elem. Teacher Support	0.5
Bell, Mauda	Paraprofessional	McDonald Elementary - Academic Support	1.0
Gallaway, Lisa	Paraprofessional	Longino Elementary - Academic Support	1.0
Hunter, Lisa	Paraprofessional	McDonald Elementary - Academic Support	1.0
Lawson, Michelle	Paraprofessional	Ingram Elementary - Academic Support	1.0
Macias, Gladys	EB Support/Parent Liaison	Title I Intervention ($6,000 stipend)	
Malloy, Meredith	Music/Art teacher	Ingram Elementary - T1 WRE	0.5
Mendez, Maria	Paraprofessional	McDonald Elementary - Bilingual Interven	1.0
Sylvester, Carissa	Paraprofessional	Longino Elementary - Academic Support	1.0

District Funding Summary

<table>
<tr><td colspan="6" align="center">199 - General Fund</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>3</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>3</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>1</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>4</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>4</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>4</td><td>4</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>4</td><td>5</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>4</td><td>6</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$3,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$3,000.00</td></tr>
<tr><td colspan="6" align="center">199-PIC 21 - State Gifted & Talented</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>2</td><td>1</td><td>Professional Development/Conference Fees</td><td></td><td>$2,500.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$2,500.00</td></tr>
<tr><td colspan="6" align="center">199-PIC 23 - State Special Ed</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Professional Development and Conference Fees</td><td></td><td>$5,000.00</td></tr>
<tr><td>1</td><td>2</td><td>2</td><td>Presenters and materials</td><td></td><td>$16,200.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$21,200.00</td></tr>
<tr><td colspan="6" align="center">199-PIC 25 - State Bilingual/ESL</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>2</td><td>1</td><td>Professional Development/Conference Fees</td><td></td><td>$35,000.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$35,000.00</td></tr>
</table>

199-PIC 30 - State Comp Ed, Title IA, Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Time, Teacher/tutoring compensation, intervention and tutoring resources and materials		$500,000.00
1	3	4			$0.00
2	2	1	Professional Development, Conference Fees		$30,000.00
				Sub-Total	$530,000.00

199-PIC 38 College, Career, and Military Readiness

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Mastery Prep		$0.00
1	3	3			$0.00
				Sub-Total	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2	Intervention and tutoring resources and materials		$10,000.00
1	1	3			$0.00
2	2	1	Professional Development, Conference Fees		$40,000.00
3	2	1	Remind and Seesaw Subscription		$17,300.00
3	2	3	Strong Fathers, Strong Families program costs		$20,000.00
				Sub-Total	$87,300.00

244 - Perkins Career & Technical Ed (CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			$0.00
				Sub-Total	$0.00

255 - Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Payroll/Incentive Payments		$92,953.00
				Sub-Total	$92,953.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Professional Development, Conference Fees		$15,000.00

263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$15,000.00

Addendums

Title IV, Part A
Description of Programs and Activities

Title IV – ESSA Statutory Citation: Section 4106(e)(1)(A-D)
(e) Contents Of Local Application.—Each application submitted under this section by a local educational agency, or a consortium of such agencies, shall include the following:
(1) Descriptions.—A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of—

      (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

      (B) if applicable, how funds will be used for activities related to supporting well-rounded education under section 4107;

      (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108;

      (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109;

Ferris ISD has reviewed data to identify how Title IV, Part A funds will best be used to support the needs of our students. Ferris ISD receives more than $30,000, therefore based on statute we must fund all three focus areas; well-rounded education, safe and healthy students, and effective use of technology. Based on the data reviewed within the Comprehensive Needs Assessment (CNA) process and the input from stakeholders to prioritize our funds, the following was determined:

      Ferris ISD determined that the best use of our Title IV funds would be to transfer them to Title I.

CAMPUS IMPROVEMENT PLANNING

WHAT'S YOUR GAME PLAN?

CNA COMPLETED
MAY 17TH

DRAFT CNA TO SBDM
MAY 22TH

FINAL CNA IN PLAN4LEARNING
JUNE 19TH

DRAFT CIP TO SBDM
SEPTEMBER 22nd

FINAL CIP IN PLAN4LEARNING
OCTOBER 1ST

PRESENT CIP TO BOARD
OCTOBER 17TH

Need help?
CONTACT
DR. DOMAIN

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Ferris ISD	Priority for Service (PFS) Action Plan School Year: 2022 –2023	Filled Out By: Jesús Navarrete
Region: Region 10		Date: September 2022-August 2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria. To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.	To advance student success the following will be implemented: 1.The progress of the student will be monitored by the ESC MEP incoordination with appropriate school district personnel who havePriority for Service students. Since progress will be determined bythe grading system of the school district, it will be monitored usingthe Priority for Service (PFS) Student Progress Review forms.Academic goals will be revised according to the academic success ofthe students as outlined in their respective PFS Progress ReviewSheets. 2.The progress and determined needs of the PFS will be communicatedto appropriate personnel identified in the Action Plan in order tosupport academic success. 3.The services and/or resources provided in the PFS will be alignedwith the identified academic needs of the student in order to meetthe requirements of the rigorous curricula implemented in the stateof Texas. (See Migrant Education Program PFS/Migrant Plan ofAction-SDP)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Year-round	Region 10 ESC Migrant Education Program (MEP) Staff	Priority for Service (PFS Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Beginning of the academic year	LEA (MEP) Contact

Region 10 ESC MEP Staff | Completed PFS Action Plan

Quarterly PFS Student Progress Review form |
| Additional Activities | | | |
| | | | |

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Ongoing	LEA (MEP) Contact

Region 10 ESC MEP Staff | Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs |
| ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. | Quarterly or at the end of grading term | LEA (MEP) Contact and/or staff | PAC Meeting documentation, phone and emails, home visit logs |
| ▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. | Ongoing | LEA (MEP) Contact

Region 10 ESC MEP Staff | Telephone and mail logs, parent signatures of home visits |
| Additional Activities | | | |
| | | | |

Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
Additional Activities			

Lauren Potter
Lauren Potter (Aug 12, 2022 15:01 CDT)

_____ _____   _____ _____
         LEA Signature　　　　　　　　**Date Completed**　　　　　　　　　　　　**ESC Signature**　　　　　　　　　　　**Date Received**

Priority for Service (PFS) Action Plan 2022-2023

Final Audit Report   2022-08-15

Created:	2022-08-12
By:	Jesus Navarrete (jesus.navarrete@region10.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAVMAQ8bMMjNHmsqy5ZmzVLW3LrNHBeqYN

"Priority for Service (PFS) Action Plan 2022-2023" History

📄 Document created by Jesus Navarrete (jesus.navarrete@region10.org)
2022-08-12 - 2:32:05 PM GMT- IP address: 209.152.4.91

✉ Document emailed to Lauren Potter (lpotter@ferrisisd.org) for signature
2022-08-12 - 2:32:07 PM GMT

📄 Email viewed by Lauren Potter (lpotter@ferrisisd.org)
2022-08-12 - 2:33:09 PM GMT- IP address: 66.249.80.223

✍ Document e-signed by Lauren Potter (lpotter@ferrisisd.org)
Signature Date: 2022-08-12 - 8:01:17 PM GMT - Time Source: server- IP address: 209.133.57.228

✉ Document emailed to Jesus Navarrete (jesus.navarrete@region10.org) for signature
2022-08-12 - 8:01:19 PM GMT

📄 Email viewed by Jesus Navarrete (jesus.navarrete@region10.org)
2022-08-13 - 2:09:11 AM GMT- IP address: 172.226.81.8

✍ Document e-signed by Jesus Navarrete (jesus.navarrete@region10.org)
Signature Date: 2022-08-15 - 3:13:33 PM GMT - Time Source: server- IP address: 209.152.4.92

✅ Agreement completed.
2022-08-15 - 3:13:33 PM GMT

APPENDIX

Ferris Independent School District
2022-2023 STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following items be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the listed "LEA Person Responsible" will report progress to the DEIC.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Acting Superintendent Campus Administrators and Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	School Health Advisory Council Chair	The school will follow Board Policies: FFA and EHAA.
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Acting Superintendent DAEP Principal	The school will utilize data from the TAPR and RDA reports as well as PEIMS/TSDS data.

4. **District's Decision-Making and Planning Policies** ● Evaluation – every two years	TEC 11.252(d)	District Education Improvement Committee chair	The school will follow Board Policies BQ, BQA, and BQB.
5. **Dropout Prevention**	TEC 11.252	Acting Superintendent Campus Administrators in Charge of Leavers	The school will follow procedures set forth in the Ferris ISD Leaver Procedures Manual to track leavers and investigate underreported students.
6. **Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB, as well as the state's Dyslexia Handbook.
7. **Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Social Worker/Migrant Liaison Region 10 ESC Migrant Services SSA staff	The district is a member of the Migrant Services SSA through Region 10 and will follow the Priority for Services plan developed in conjunction with the Region 10 ESC Migrant Services staff.
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Social Worker School Age Parenting Coordinator Counselors	The district will follow Chapter 9 of the TEA Student Attendance Accounting Handbook.

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
    ○ Higher education admissions and financial aid, including sources of information
    ○ TEXAS grant program
    ○ Teach for Texas grant programs
    ○ The need to make informed curriculum choices for beyond high school
    ○ Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Secondary School Counselors
		
		District Lead Counselor
		
		CTE Coordinator
			The school will utilize the student handbook, district and campus websites, social media, and Remind messaging to share information with parents and students. The Ferris High School counseling team will host student and parent events throughout the school year, including FAFSA night, Apply Texas night, annual parent meetings for each class, etc. The CTE Coordinator will collaborate with the FHS counseling team to provide career education. Specific items may be required by the CIP or DIP.

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Acting Superintendent	The school will follow Board Policies DBA, DC, DCD, and DK. Rules for provision of PD for certification as required for the district's Bilingual Exception and ESL Waiver will be followed as well.
11. **Sexual Abuse and Maltreatment of Children**	TEC 38.0041(c) TEC 11.252(9)	Acting Superintendent	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. The district's policy on Sexual Abuse and Maltreatment of Children will be included in the student handbook and posted on the district's website.

12. **Student Welfare: Crisis Intervention Programs & Training**
    ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
        o Early mental health intervention
        o Mental health promotion and positive youth development
        o Substance abuse prevention
        o Substance abuse intervention
        o Suicide prevention and suicide prevention parent/ guardian notification procedures
    ● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		District Lead Counselor
		
		FISD Police Chief
			The school will follow Board Policy FFB and FNF.

13. **Student Welfare: Discipline/Conflict/Violence Management** (DIP)
    ● Methods for addressing
        o Suicide prevention including parent/guardian notification procedure
        o Conflict resolution programs
        o Violence prevention and intervention programs
        o Unwanted physical or verbal aggression
        o Sexual harassment
        o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		District Lead Counselor
		
		FISD Police Chief
			Board Policies: FFB, FOC, FOCA, DMA and FFE

14. **Texas Behavior Support Initiative (TBSI)** ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Populations	Board Policy DMA(Legal)
15. **Technology Integration in Instructional and Administrative Programs**	TEC 11.252(a)(3)(D) TEC 28.001	Technology Director Director of Teaching & Learning Instructional Technologists	Board Policy AE, DMA, EHAA, EHAB, EHAC