

**Ferris Independent School District**  
**Ferris Junior High**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

At Ferris Junior High, we are committed to embracing opportunities for growth and development of 21st-century learners.

## Vision

Growing 21st-century learners for 21st Century Careers.

## Value Statement

“Embracing Opportunities for Growth”

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

610 students 96.5% Attendance Rate (19-20)

- 83% Economically disadvantaged 19-20
- 3 Administrators
- 2 Counselors
- 26 Core Teachers
- 2.5 CTE teachers
- 4 SPED teachers
- 2 Intervention teachers read 180 and Math 180
- 4 Fine Arts teachers (2 are half time)
- 1 Spanish Teacher
- 3.5 PE teachers
- 12 Paraprofessionals
- 2 CBI sped teachers
- PTO of 6 returning members. 100% teacher participation

We have a group of 40 schools we are compared to with TEA with many located on the border or Mexico.

We had 8 teachers who did not return. 3 of them are in the 7th-grade ELAR department and 2 of them are in the 7th grade Social Studies Department, and 1 of them is in the 7th-grade math department.

We also had 1 6th grade science teacher leave and 1 6th grade math teachers.

We replaced one special education teacher at the semester and hired an additional allocation.

We also replaced one 7th ELAR teacher at the semester.

### Demographics Strengths

- We had a lower teacher turn over rate of only 8 teachers as compared to 29 the year before.
- We hired a more diverse staff.
- We hired an additional Special education teacher.
- We have a lower Teacher-Student Ratio.

Due to COVID, we did not get STARR data or end of year MAP data.

Data sources reviewed:

2019 txschools.org Accountability Reports, STAAR Data, TAPR report, Student Data (Achievement and Behavior Data)

Our entire 8th-grade team is returning except for one teacher, the Algebra 1 teacher.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** We struggle supporting our EL Students. **Root Cause:** We do not have 100% of staff with their EL supplemental certification, nor do we have anyone on the campus currently supporting English Learner students similar to a special education program.

**Problem Statement 2 (Prioritized):** Special education students are not showing growth on STAAR scores or MAP scores **Root Cause:** Special education students are over identified and teachers are not trained or supported in differentiate instruction. There is also not a resource curriculum. Students are place in their least restrictive environment. Students are not receiving grade level TEKS in their resource class.

**Problem Statement 3 (Prioritized):** Students do not see College in their life or future. **Root Cause:** Many of our students are first generation American and would be first generation college students. Coming from a low socioeconomic working class, many do not know what they cannot see or touch.

# Student Learning

## Student Learning Summary

Student achievement: C (70 out of 100)

We received a 70 because we did not meet the standard for "Meet Grade Level" or "Approach Grade Level" as a whole; however, we exceeded this standard by 1% for "Masters Grade Level."

Percentage Meeting Grade Level according to the last Unit Test (2021):

Writing: 21.12% met grade level (7th grade)

Social Studies: N/A

Reading: 31.43% met grade level (7th grade)

Math: 47.38% met grade level (6th-8th grade)

Science: 43.66% met grade level (8th grade)

School Progress: C (77 out of 100)

Academic Growth Final Score: 59% (Students who achieved a year's growth)

FISD as a district achieved 66% growth

Reading: 60%

Math: 61%

Relative Performance Score: 77%

Closing the Gaps: F (42 out of 100)

Grade Level Performance: 30%

Academic Growth: 50%

English Language Proficiency: 10%

Student Achievement: 10%

## Growth (Approaches and Above) According to Demographics

### African American:

Reading: 50% in 2018 and 69% in 2019 (19% growth), 67% approaches on 2021 last Unit Test

Math: 50% in 2018 and 73% in 2019 (23% growth), 46% approaches on 2021 last Unit Test

Writing: 50% in 2018 and 33% in 2019 (17% regression), 52% approaches on 2021 last Unit Test

Science: 62% in 2018 and 85% in 2019 (23% growth), 74.65% approaches on 2021 last Unit Test

Social Studies: 69% in 2018 and 69% in 2019 (0% growth), No Unit Test

Significant Findings: Students improved their performance in Science and regressed in Writing.

### Hispanic:

Reading: 72% in 2018 and 67% in 2019 (5% regression), 54% approaches on 2021 last Unit Test

Math: 75% in 2018 and 76% in 2019 (1% growth), 48% approaches on 2021 last Unit Test

Writing: 47% in 2018 and 54% in 2019 (7% growth), 47% approaches on 2021 last Unit Test

Science: 68% in 2018 and 73% in 2019 (5% growth), 73.55% approaches on 2021 last Unit Test

Social Studies: 63% in 2018 and 61% in 2019 (2% regression), No Unit Test

Significant Findings: Students improved their performance in Science and Writing.

### White:

Reading: 71% in 2018 and 64% in 2019 (7% regression), 43% approaches on 2021 last Unit Test

Math: 81% in 2018 and 80% in 2019 (1% regression), 44% approaches on 2021 last Unit Test

Writing: 71% in 2018 and 59% in 2019 (12% regression), 43% approaches on 2021 last Unit Test

Science: 73% in 2018 and 80% in 2019 (7% growth), 79.45% approaches on 2021 last Unit Test

Social Studies: 66% in 2018 and 70% in 2019 (4% growth), No Unit Test

Significant Findings: Students regressed in their performance in Reading and Writing, but improved their performance in Science and Social Studies.

No Data for American Indian

Asian:

For all subject: 100% in 2018

Data is masked for all

Pacific Islander:

All data is masked

Two or More Races:

Reading: 83% in 2018 and 56% in 2019 (27% regression)

Math: 92% in 2018 and 89% in 2019 (3% regression)

Writing: Data is masked

Science: 86% in 2018 and data is masked in 2019

Social Studies: 71% in 2018 and data is masked in 2019

Significant Findings: Students regressed in their performance in Reading.

Economically Disadvantaged:

Reading: 68% in 2018 and 64% in 2019 (4% regression), 58% approaches on 2021 last Unit Test

Math: 75% in 2018 and 75% in 2019 (0% growth), 46% approaches on 2021 last Unit Test

Writing: 49% in 2018 and 52% in 2019 (3% growth), 48% approaches on 2021 last Unit Test

Science: 70% in 2018 and 71% in 2019 (1% growth), 71.78% approaches on 2021 last Unit Test

Social Studies: 63% in 2018 and 60% in 2019 (3% regression), No Unit Test



Significant Findings: Students regressed in their performance in Reading.

Compared to Ennis Junior High, we scored the same in student achievement (C), but they were a letter grade above us in all other categories and 2 in Closing The Gaps.

74.2% of the Ferris Junior High student body has been identified as "At-Risk" while the statewide average is 50.6%

In order to improve college, career, and military readiness, we recently implemented an AVID program that focuses on college and career preparation. We also currently have 8 courses that give students high school credit, 6 of which are CTE credit.

In order to systemically address reteaching students who are absent/at-risk of failing, we have tutoring, intervention during Advisory, WIN days, academic boot camps, and intervention classes for those who are falling behind (System 44, Read 180, Math 180).

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The 6th grade Reading and Math scores have been low with very little growth over the past 3 years. **Root Cause:** There is not a strong grasp of backwards planning in 6th grade.

# School Processes & Programs

## School Processes & Programs Summary

- Learning Forward for instructional coaching
- PLC for backward planning and data-driven instruction
- Hired new leadership positions to ensure better culture and instructional strategies
- One of the Assistant Principals accomplished 83% Mastery with her students on our campus in Algebra 1. She is strong instructionally in mathematics. She is working to change the culture school-wide.
- The new Assistant Principals has been a secondary instructional coach and secondary math coordinator. She is working to bring new instructional ideas and practices to the campus to help mold a culture of autonomous learners.
- One of the Counselors has and will continue to bring a positive light on the counseling world with the experience and desire to build true social-emotional support for students and teachers. She was an ELAR teacher and will be working as a support for the ELAR team.
- A second counselor has been added to the building to help support the work of the counseling department to allow for more SEL support and to help foster more meaningful relationships with students, teachers and parents. She has many years of counseling and special education experience.
- Twenty-Four sections of high school CTE credit is offered to students. (Principles of Health, Fundamentals of Computer Science, Communication Arts, Investigating Careers, Principles of Education Training, Digital Communications and Robotics.
- Five students achieved a 3, 4 or 5 on the AP Spanish III Exam.
- We added a 5th full-time core SPED teacher to move towards the inclusion model. She will aid in supporting the ELAR department.
- We have two At-Risk Young Men's Groups during advisory led by a Hispanic Male Teacher and African American Male Teacher.
- Continuing the process of using the HMH curriculum in ELAR as the foundational piece to improve reading and writing skills.
- All PLC teams are using a standard backward planning design and lesson planning document.
- Intentional Tier 2 Advisory intervention will continue for the 2021-2022 school year. The focus in Advisory will be goal setting and student data talks, with one day specifically set aside for Math, then ELAR, and finally science.
- Blended learning is incorporated throughout every core subject. We use programs such as NewsELA, No Red Ink, Education Galaxy, Ed-Puzzle, Brian Pop, Nearpod and Flocabulary.
- We utilize lunch for learning with the projector and screen.
- Lunch is utilized for learning as well as traditional board games, which develop critical thinking skills and strengthen social skills.
- We are in year two of the Special Education Inclusion Model.

## School Processes & Programs Strengths

- Our teachers understand the backward-design model. PLC is used for backward planning and data-driven instruction conversations with all core content subjects
- Administration meets with each PLC core subject on their data weekly.
- Five students achieved a 3, 4 or 5 on the AP Spanish III Exam.
- The master schedule for advisory is set up for intentional Tier 2 intervention. The focus in Advisory will be goal setting and student data talks, with one day specifically set aside for Math, then ELAR, and finally science.
- We utilize lunch for learning programs such as, No Red Ink, Education Galaxy and NewsELA.
- Core teachers complete 'Learning Walks' weekly around the school. Teachers then collaborate on "grows" and "glows" of things they have witnessed in the classrooms they visited and what they would like to incorporate into their classroom.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers need more training on the inclusion model and lesson design process utilizing online platforms. **Root Cause:** We are in our first year of the inclusion model and have many teachers with less than 5 years experience. COVID required our teachers to utilize programs for Blended Learning, and thus they need to continue these platforms

**Problem Statement 2 (Prioritized):** Teachers need training on how to help the Social Emotional needs of Ferris Jr. High students. **Root Cause:** Students at a Title 1 campus require more emotional support before academic learning can occur.

**Problem Statement 3 (Prioritized):** Creating, tracking, and logging goals for Individual Education Plans is not systematic or thorough. **Root Cause:** The Special Education Program has never had multiple case load workers or truly individualized plans for students.

**Problem Statement 4 (Prioritized):** The 40% of our student population that are English Learners do not have support beyond the classroom teacher. **Root Cause:** There is not a current position at the school that specialized in English Learner Support.

# Perceptions

## Perceptions Summary

- Students feel supported by teachers and staff. Attendance issues come from the same students but overall improving.
- Students don't like ISS; repeat offenders are not common.
- More parent contact from teachers and restorative practices in place to help overarching behavior issue
- Students enjoy the SEL groups they are in.
- Learning is essential to success; everyone, students and staff, is learning and growing daily;
- We maintain high expectations for all and believe humans rise to the level of their expectations.
- We still need opportunities to identify and promote parent involvement as well as staff community involvement

## Perceptions Strengths

- Our counselor goes above and beyond to meet the needs of our students by being creative in the safe space provided
- Students can receive days off their ISS placement by completing counseling sessions.
- We allow the student who returns to class from ISS and DAEP to be a part of restorative circles before returning to class.
- Our students have opportunities to investigate various career options and how to make educated decisions about their future plans and routes.
- We built a positive culture of collaboration and shared accountability with students, staff, and parents
- Increased accountability and expectations among students, staff, and parents
- Mentoring new teachers, especially those working on their certs.
- Promote and encourage collective teacher efficacy

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** In person, Parent Involvement is low. **Root Cause:** We have working-class parents, a language barrier, transportation.

**Problem Statement 2 (Prioritized):** The teachers and students are not serving the community from a philanthropic standpoint. **Root Cause:** We have not invested time and resources.

# Priority Problem Statements

**Problem Statement 1:** We struggle supporting our EL Students.

**Root Cause 1:** We do not have 100% of staff with their EL supplemental certification, nor do we have anyone on the campus currently supporting English Learner students similar to a special education program.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** The 6th grade Reading and Math scores have been low with very little growth over the past 3 years.

**Root Cause 4:** There is not a strong grasp of backwards planning in 6th grade.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Teachers need more training on the inclusion model and lesson design process utilizing online platforms.

**Root Cause 5:** We are in our first year of the inclusion model and have many teachers with less than 5 years experience. COVID required our teachers to utilize programs for Blended Learning, and thus they need to continue these platforms

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 9:** In person, Parent Involvement is low.

**Root Cause 9:** We have working-class parents, a language barrier, transportation.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 2:** Special education students are not showing growth on STAAR scores or MAP scores

**Root Cause 2:** Special education students are over identified and teachers are not trained or supported in differentiate instruction. There is also not a resource curriculum. Students are place in their least restrictive environment. Students are not receiving grade level TEKS in their resource class.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 6:** Teachers need training on how to help the Social Emotional needs of Ferris Jr. High students.

**Root Cause 6:** Students at a Title 1 campus require more emotional support before academic learning can occur.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 10:** The teachers and students are not serving the community from a philanthropic standpoint.

**Root Cause 10:** We have not invested time and resources.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 3:** Students do not see College in their life or future.

**Root Cause 3:** Many of our students are first generation American and would be first generation college students. Coming from a low socioeconomic working class, many do not know what they cannot see or touch.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 7:** Creating, tracking, and logging goals for Individual Education Plans is not systematic or thorough.

**Root Cause 7:** The Special Education Program has never had multiple case load workers or truly individualized plans for students.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** The 40% of our student population that are English Learners do not have support beyond the classroom teacher.

**Root Cause 8:** There is not a current position at the school that specialized in English Learner Support.

**Problem Statement 8 Areas:** School Processes & Programs

# Goals

**Goal 1:** All Ferris Junior High 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 Junior High will improve Meets performance in all subjects on STAAR from 37% to 42% (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 45% to 50%.

Math will increase from 34% to 39%.

Science will increase from 37% to 42%.

Social Studies will increase from 24% to 29%.





**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will use the Progress Learning platform to increase rigor of activities in class.</p> <p><b>Strategy's Expected Result/Impact:</b> More available resources to teachers</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Progress Learning - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will use Newsela in order to increase reading scores, Newsela incorporates current events scaled to the reading level of students</p> <p><b>Strategy's Expected Result/Impact:</b> 5% point increase in STAAR reading and social studies</p> <p><b>Staff Responsible for Monitoring:</b> ELA Teachers, SS Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maneuvering Math for FJH will be used in all Math classes to reflect 5% point increase in STAAR math</p> <p><b>Strategy's Expected Result/Impact:</b> 5% point increase in STAAR math</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> STEM Scopes will be used in all science classes  <b>Strategy's Expected Result/Impact:</b> 5% point increase in 8th grade Science STAAR  <b>Staff Responsible for Monitoring:</b> Science Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Branching Minds for intervention tracking and documentation  <b>Strategy's Expected Result/Impact:</b> Increase frequency of intervention and accuracy of targeting for at-risk students  <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Counselors</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1 - School Processes &amp; Programs 3, 4 - Perceptions 1  <b>Funding Sources:</b> - 211 - Title I, Part A, - 199-PIC 24 - State Comp Ed, Accelerated Ed</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Using EdPuzzle, Nearpod, and Quizziz as instructional tools for pacing, delivery, organization, and evaluation of student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional tools for pacing, delivery, organization, and evaluation of student progress</p> <p><b>Staff Responsible for Monitoring:</b> All core teachers, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We struggle supporting our EL Students. <b>Root Cause:</b> We do not have 100% of staff with their EL supplemental certification, nor do we have anyone on the campus currently supporting English Learner students similar to a special education program.</p>
<p><b>Problem Statement 2:</b> Special education students are not showing growth on STAAR scores or MAP scores <b>Root Cause:</b> Special education students are over identified and teachers are not trained or supported in differentiate instruction. There is also not a resource curriculum. Students are place in their least restrictive environment. Students are not receiving grade level TEKS in their resource class.</p>
<p><b>Problem Statement 3:</b> Students do not see College in their life or future. <b>Root Cause:</b> Many of our students are first generation American and would be first generation college students. Coming from a low socioeconomic working class, many do not know what they cannot see or touch.</p>
Student Learning
<p><b>Problem Statement 1:</b> The 6th grade Reading and Math scores have been low with very little growth over the past 3 years. <b>Root Cause:</b> There is not a strong grasp of backwards planning in 6th grade.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers need more training on the inclusion model and lesson design process utilizing online platforms. <b>Root Cause:</b> We are in our first year of the inclusion model and have many teachers with less than 5 years experience. COVID required our teachers to utilize programs for Blended Learning, and thus they need to continue these platforms</p>
<p><b>Problem Statement 3:</b> Creating, tracking, and logging goals for Individual Education Plans is not systematic or thorough. <b>Root Cause:</b> The Special Education Program has never had multiple case load workers or truly individualized plans for students.</p>

**School Processes & Programs**

**Problem Statement 4:** The 40% of our student population that are English Learners do not have support beyond the classroom teacher. **Root Cause:** There is not a current position at the school that specialized in English Learner Support.





**Perceptions**

**Problem Statement 1:** In person, Parent Involvement is low. **Root Cause:** We have working-class parents, a language barrier, transportation.

**Goal 1:** All Ferris Junior High 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 - 33% to 38% and Math 22% to 27%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Summit K-12 advisory classes for 6th, 7th, and 8th grade students (170 students)</p> <p><b>Strategy's Expected Result/Impact:</b> 5% growth in EL Reading scores. Higher TELPAS Reading and Speaking scores.</p> <p><b>Staff Responsible for Monitoring:</b> AP, Testing Coordinator, Summit advisory teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Summit K-12 Program for 175 Students and 8 Teachers - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ferris Junior High will implement Systems 44 and Read180 programs for special education students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SPED reading scores by 5% points</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers, ELAR</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** We struggle supporting our EL Students. **Root Cause:** We do not have 100% of staff with their EL supplemental certification, nor do we have anyone on the campus currently supporting English Learner students similar to a special education program.

**Problem Statement 2:** Special education students are not showing growth on STAAR scores or MAP scores **Root Cause:** Special education students are over identified and teachers are not trained or supported in differentiate instruction. There is also not a resource curriculum. Students are place in their least restrictive environment. Students are not receiving grade level TEKS in their resource class.

### Student Learning

**Problem Statement 1:** The 6th grade Reading and Math scores have been low with very little growth over the past 3 years. **Root Cause:** There is not a strong grasp of backwards planning in 6th grade.

### School Processes & Programs

**Problem Statement 3:** Creating, tracking, and logging goals for Individual Education Plans is not systematic or thorough. **Root Cause:** The Special Education Program has never had multiple case load workers or truly individualized plans for students.





**Problem Statement 4:** The 40% of our student population that are English Learners do not have support beyond the classroom teacher. **Root Cause:** There is not a current position at the school that specialized in English Learner Support.

**Goal 2:** Ferris Junior High 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:** Ferris Junior High will actively recruit, develop, and retain highly-effective, dynamic teaching staff

**Evaluation Data Sources:** TAPR Report for Texas  
 Ferris ISD HR records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> FJH Delegates will travel to job fairs in North Texas <b>Strategy's Expected Result/Impact:</b> Recruit teaching staff for 2022-2023 school year <b>Staff Responsible for Monitoring:</b> Admin, CLT  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1, 2 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers need more training on the inclusion model and lesson design process utilizing online platforms. <b>Root Cause:</b> We are in our first year of the inclusion model and have many teachers with less than 5 years experience. COVID required our teachers to utilize programs for Blended Learning, and thus they need to continue these platforms</p>
<p><b>Problem Statement 2:</b> Teachers need training on how to help the Social Emotional needs of Ferris Jr. High students. <b>Root Cause:</b> Students at a Title 1 campus require more emotional support before academic learning can occur.</p>

**Goal 2:** Ferris Junior High 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 Junior High teachers will be provided targeted, high-quality professional development opportunities that will increase their confidence and efficacy in the classroom.

**Evaluation Data Sources:** Ferris PD Records  
Staff survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training and conference opportunities for teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge and confidence in using programs</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CLT</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers need more training on the inclusion model and lesson design process utilizing online platforms. <b>Root Cause:</b> We are in our first year of the inclusion model and have many teachers with less than 5 years experience. COVID required our teachers to utilize programs for Blended Learning, and thus they need to continue these platforms</p>

**Goal 2:** Ferris Junior High 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 Junior High teaching staff will indicate they are Satisfied or Very Satisfied with their employment in FISD, as reflected in staff job satisfaction surveys in Fall 2022 and Spring 2023.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide and support teachers with quality of life programs for monitoring student engagement and activities</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will feel more comfortable having all of the tools available to make them successful</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CLT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** Ferris Junior High 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:** Counselor records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HIVE (house) System implementation for PBIS</p> <p><b>Strategy's Expected Result/Impact:</b> Develop an interconnected feeling among staff and students on campus and offer PBIS rewards</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Teachers need training on how to help the Social Emotional needs of Ferris Jr. High students. <b>Root Cause:</b> Students at a Title 1 campus require more emotional support before academic learning can occur.</p>

**Goal 3:** Ferris Junior High 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 Junior High 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 records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strong Fathers, Strong Families  <b>Strategy's Expected Result/Impact:</b> Increase family engagement at FJH  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b>                      4.1, 4.2                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1, 2  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent Liaison and EB Support  <b>Strategy's Expected Result/Impact:</b> Fully staff and train a Parent Liaison that works on campus.  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b>                      4.1, 4.2                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 1  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** We struggle supporting our EL Students. **Root Cause:** We do not have 100% of staff with their EL supplemental certification, nor do we have anyone on the campus currently supporting English Learner students similar to a special education program.

### School Processes & Programs

**Problem Statement 2:** Teachers need training on how to help the Social Emotional needs of Ferris Jr. High students. **Root Cause:** Students at a Title 1 campus require more emotional support before academic learning can occur.

### Perceptions





**Problem Statement 1:** In person, Parent Involvement is low. **Root Cause:** We have working-class parents, a language barrier, transportation.

**Problem Statement 2:** The teachers and students are not serving the community from a philanthropic standpoint. **Root Cause:** We have not invested time and resources.

**Goal 3:** Ferris Junior High 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 Junior High will support the Fisd Police Department in maintaining a safe and secure learning environment for all the students, staff, and visitors of Fisd.

**Evaluation Data Sources:** Safety Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> eHall Pass to maintain records of which students are out of class and what their location is at all times.</p> <p><b>Strategy's Expected Result/Impact:</b> Keeping track of students at all times</p> <p><b>Staff Responsible for Monitoring:</b> AP's, Classroom teachers, Campus Fisd PD officers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers need more training on the inclusion model and lesson design process utilizing online platforms. <b>Root Cause:</b> We are in our first year of the inclusion model and have many teachers with less than 5 years experience. COVID required our teachers to utilize programs for Blended Learning, and thus they need to continue these platforms</p> <p><b>Problem Statement 2:</b> Teachers need training on how to help the Social Emotional needs of Ferris Jr. High students. <b>Root Cause:</b> Students at a Title 1 campus require more emotional support before academic learning can occur.</p>

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

**Performance Objective 1:** Ferris Junior High will engage in weekly communication with parents and community members.

**Evaluation Data Sources:** Social Media records  
Principal communication records  
SMORE analytics  
Remind records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SMORE weekly newsletters <b>Strategy's Expected Result/Impact:</b> Increase communication with all community stakeholders <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> In person, Parent Involvement is low. <b>Root Cause:</b> We have working-class parents, a language barrier, transportation.
<b>Problem Statement 2:</b> The teachers and students are not serving the community from a philanthropic standpoint. <b>Root Cause:</b> We have not invested time and resources.

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

**Performance Objective 2:** Ferris Junior High establish and maintain a Parent Teacher Organization (PTO) on campus

**Evaluation Data Sources:** PTO Meeting Minutes  
PTO Event Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SMORE and Remind communication platforms</p> <p><b>Strategy's Expected Result/Impact:</b> Increase PTO communication by assisting with communication through FJH platforms</p> <p><b>Staff Responsible for Monitoring:</b> Admin, PTO</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> In person, Parent Involvement is low. <b>Root Cause:</b> We have working-class parents, a language barrier, transportation.</p>
<p><b>Problem Statement 2:</b> The teachers and students are not serving the community from a philanthropic standpoint. <b>Root Cause:</b> We have not invested time and resources.</p>

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Progress Learning		\$0.00
1	1	6			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199-PIC 24 - State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199-PIC 30 - State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	3	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	2			\$0.00
2	2	1			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Summit K-12 Program for 175 Students and 8 Teachers		\$0.00
<b>Sub-Total</b>					\$0.00