

Ferris Independent School District

District Improvement Plan

2024-2025



Mission Statement

The Mission of Ferris ISD is to provide the best opportunities so every scholar can be successful, achieve at high levels, and lead in their community and in the world.

Vision

The Relentless Pursuit of Excellence that Instills Confidence, Service, and Jacket Pride.

Motto: Ferris is Family

Core Beliefs

Students are inspired to use creativity and critical thinking to solve problems as they work collaboratively with peers to prepare for their future in a changing world.

Parents and Families are essential partners to the growth and success of students in Ferris ISD.

Educators are passionate about serving our diverse population and are equipped with the knowledge and professional skills to do so.

Campus Leaders are innovative, life-long learners who have a passion and clearly defined purpose for serving staff, students, and families.

The Superintendent, District Leadership, and Support Team Members are servant leaders who are responsible for driving educational excellence across all stakeholders to ensure achievement of high levels of success.

The Board of Trustees are morally and ethically sound leaders who are fully vested in the betterment of our school and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics data is based on 2023-2024 & 2022-2023 Fall PEIMS file data and EOY Data.

Enrollment Information & Transfer Students (See Table 1)

Overall enrollment from 2022-2023 to 2023-2024 increased again. 3,095 students were served in Ferris ISD over the course of the 2023-2024 school year. At the end of the school year, there were 3,095 students enrolled.

244 students transferred into FISD from other districts in the 2023-2024 school year

- 116 are Staff Transfers
- 128 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. Ferris ISD continues to maintain Hispanic enrollment (73%) that is significantly higher than the state's(53%).

Program Participation (See Table 3)

From 2022-2023 to 2023-2024, Ferris ISD's special programs remained relatively stable. We did see increases in the number of Dual Language and ESL Learners being served as well as increases in the number of Special Education students.

The district's At-Risk population decreased by 3% from 62% to 59%, and the percentage of students experiencing homelessness remained steady at 1%.

The district's overall Emergent Bilingual students rose slightly by 3%. Ferris ISD continues to far exceed the state in number of Emergent Bilingual students (FISD - 36%; Texas - 23%).

Special Education populations increased by 3% this year to 18%, with increases in the numbers of students receiving services for learning disabilities, autism, speech difficulties, and dyslexia.

The district's Dyslexia population has shown a 1% increase over 2022-2023. The district continues to use a fluency screener for all kinder and 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 increase from 5% to 7% in the 2023-2024 school year.

Attendance Information

Student attendance from Spring 2023 through the 2023-2024 school year remained relatively steady, resulting in a slight decrease in FISD's attendance rate from 94.25% in 2022-2023 to 93.87% in 2023-2024.

DEMOGRAPHICS

Table 1. ENROLLMENT INFORMATION

Indicator	2022-2023	2023-2024	Change
Fall Snapshot Enrollment	2716	2877	+161
EOY Enrollment	2887	3095	+208
Transfer Students	283	244	-40
Staff Transfers	102	116	+14
Open Enrollment Transfers	181	128	-53
PEG Transfers	0	0	0
District Attendance Rate	94.25%	93.84%	-0.41%

Table 2. DEMOGRAPHICS - ETHNICITY & GENDER

Indicator	2022-2023	2023-2024	% Change
Hispanic	73%	73%	--
African American	9%	9%	--
White	16%	16%	--
Two or More Races	2%	2%	--
Female	49%	50%	+1%
Male	51%	50%	-1%

Table 3. PROGRAM PARTICIPATION INFORMATION

Indicator	2022-2023	2023-2024	% Change
Economically Disadvantaged	81%	80%	-1%
At-Risk	62%	59%	-3%
Homeless	1%	1%	--
Emergent Bilinguals	36%	39%	+3%
Overall EBs Served	984	1196	212
<i>Bilingual Program</i>	10%	33%	+23%
<i>Alt Bilingual Program</i>	4%	0%	-4%

Table 3. PROGRAM PARTICIPATION INFORMATION

<i>ESL Program</i>	16%	44%	+28%
<i>Alt ESL Program</i>	5%	5%	--
<i>Parent Denials</i>		6%	--
Special Education	15%	18%	+3%
<i>Learning Disabilities</i>	166	220	+54
<i>Intellectual Disabilities</i>	32	47	+15
<i>Autism</i>	51	63	+12
<i>Speech Impairment</i>	75	76	+1
Dyslexia Services	5%	6%	+1%
Gifted & Talented Services	5%	7%	+2%

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 Adult ESL classes, allowing us to utilize Title 3 funds for other purposes.
- AVID programs at 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 PTECH cohort will begin its 3rd year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline actions are increasing across student demographics. **Root Cause:** Lack of consistent disciplinary enforcement and district process ambiguity.

Problem Statement 2: Ferris ISD teacher retention rate is low. **Root Cause:** Inconsistent student disciplinary protocols.

Student Learning

Student Learning Summary

2023 STAAR and EOC Results: All tests combined

	Reading	Math	Science	Social Studies	Totals	%
Total Tests	1728	1354	779	425	4286	--
Approaches & Higher	1236	874	609	330	3049	71%
Meets & Higher	796	368	314	214	1692	39%
Masters	240	91	66	84	481	11%

From 2023 to 2024, Ferris ISD Students scoring Approaches or Higher remained steady only dropping 1% point from 72 to 71 with an increase of 294 testers. Students scoring Meets or Higher also remained steady only dropping 1% point from 40% to 39%, but our students Mastering their test increased 1% from 10% to 11%.

At the Approaches level, the High School is performing above state levels in Algebra 1 by 7%, Biology by 1%, English 1 by 3%, English II by 2%, and US History by 2%. At the Junior High, the 6th, 7th, & 8th grades are scoring below the state in all areas except Algebra 1 which is 17% higher than the state average. We continue to lag behind the state in most areas at the Meets and Masters levels but we did show growth in 14 areas.

At the Approaches level our Elementary Schools scored higher than the state in 5th grade Math. We continue to lag behind the state in most areas at the Meets and Masters levels but we showed growth in 15 areas.

Teachers will continue to focus on preparing students for the new test types and on how to write an appropriate constructive response. Reading, writing and math will continue to be a focus for the district.

Student Learning Strengths

- ALL FISD campuses performed higher on the TELPAS than the previous year.
- McDonald Elem. showed growth in 4th & 5th grade reading over the previous year.
- Longino Elem. showed growth in 3rd, 4th, and 5th grade math and 4th grade reading.
- The Junior High showed growth in the Meets and Masters Level of 6th, 7th, and 8th grade reading, 7th grade math and Algebra 1.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): FISD is not consistently meeting the academic growth targets. **Root Cause:** A lack of systematic instructional planning with clear intentionality, execution, and monitoring.

District Processes & Programs

District Processes & Programs Summary

Ferris ISD is served by an administrative team of a Superintendent, Deputy Superintendent, Assistant Superintendent of Academic Services, and the Director of Finance. Each of these administrators oversee departments that include directors, coordinators, specialists, and other staff members who manage and deliver various operational and academic programs across the district.

Teacher turnover across the district was less this year as compared to previous years. The district continues to have 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, and increasing starting teacher salaries. Recruiting of certified bilingual and 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 TEKS Resource System, Year-at-a-Glance documents, as well as Instructional Focus Documents, Common Formative Assessments 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 continue to support teachers at the campus levels. Extra support for teachers is necessary with teacher turnover, to 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 as well as implementing Capturing Kids Hearts across all campuses. The Curriculum team supports these processes and provides professional development to teachers.

District Processes & Programs Strengths

- Master schedules at each campus include intervention time for struggling students during the school day.
- After school interventions & tutoring are also available to students.
- Teachers providing intervention are content specific so students are receiving intervention from content specialists.
- The District continues to utilize MAP and other non-STAAR/EOC assessments to collect data that informs teacher lesson planning and instruction.
- 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.
- Our New to Ferris Teacher Academy and the New Teacher Mentors provide an extra support for our new staff.
- Principals, Directors, Coordinators, and Instructional Coaches are knowledgeable and helpful and are good mentors for our teachers and principals.
- The addition of AVID at FHS and FJH 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): Ferris ISD lacks clear roles and responsibilities. **Root Cause:** Administrative turnover at the district and campus levels and a lack of communication.

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 result in continued growth in enrollment.

The district holds the safety of students and staff among our top priorities. Additional police staff have been added and the district seeks to make additional safety modifications to campuses with several grants written and received by the district. 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.

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 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.
- 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.
- College-going culture is growing at all five campuses.
- Expanding College and Career Opportunities for students.
- Family atmosphere due to small town vibe.
- Compassionate staff members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Too many teachers leave the district every year. **Root Cause:** Teachers are faced with multiple stressors including changing administration, continual academic and testing expectations, implementation of new programs, building cohesive peer teams, and managing student behaviors.

Problem Statement 2 (Prioritized): The environment, communication, and opportunities for parents to participate in their students' education on a personal level is lacking. **Root Cause:** Teachers are overwhelmed by their daily responsibilities and tend to focus on the pressing needs from administration and don't always get the time to prioritize parent communication and relationships.

Priority Problem Statements

Problem Statement 1: Discipline actions are increasing across student demographics.

Root Cause 1: Lack of consistent disciplinary enforcement and district process ambiguity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: FISD is not consistently meeting the academic growth targets.

Root Cause 2: A lack of systematic instructional planning with clear intentionality, execution, and monitoring.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Ferris ISD lacks clear roles and responsibilities.

Root Cause 3: Administrative turnover at the district and campus levels and a lack of communication.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Too many teachers leave the district every year.

Root Cause 4: Teachers are faced with multiple stressors including changing administration, continual academic and testing expectations, implementation of new programs, building cohesive peer teams, and managing student behaviors.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The environment, communication, and opportunities for parents to participate in their students' education on a personal level is lacking.

Root Cause 5: Teachers are overwhelmed by their daily responsibilities and tend to focus on the pressing needs from administration and don't always get the time to prioritize parent communication and relationships.

Problem Statement 5 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
- RDA 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 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- 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: Ferris ISD will ensure all scholars receive high-quality instruction.

Performance Objective 1: To show growth in our district ratings in the 2024-2025 school year while increasing special populations (EL, SpEd, ECO DIS) achievement data to equal or be greater than the State average.

Evaluation Data Sources: Texas Academic Performance Report





Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will meet in targeted PLC's weekly throughout the school year to prepare effective lessons that follow the TEKS Resource Scope and Sequence and to plan rigorous lessons using high leverage instructional strategies aligned to content objectives.</p> <p>Strategy's Expected Result/Impact: Improved performance outcomes, growth and achievement on CFA (Common Formative Assessments,) unit and chapter tests and overall improvement on STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, Campus Principals</p> <p>Funding Sources: Curriculum Resources - 199 - General Fund, Curriculum Resources - 211 - Title I, Part A - \$178,000, - 224 - IDEA B - Formula Special Ed - \$288,353</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use common assessments (district and campus) to monitor student performance and monitor progress toward mastery through data analysis meetings to drive instructional planning and interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by aligning teacher created exemplars and student work that demonstrates their evidence of learning.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, Campus Principals</p> <p>Funding Sources: - 211 - Title I, Part A - \$178,000, - 224 - IDEA B - Formula Special Ed - \$288,353, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development and implement Sheltered Instructional Strategies including enrichment extension activities to increase collaboration, note taking, inquiry processes, and listening and speaking skills to align to TELPAS.</p> <p>Strategy's Expected Result/Impact: Increased EB student achievement through the implementation of the ELPS, Sheltered Instruction and differentiation strategies. Increased EB student attendance.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Director of Teaching & Learning, Campus Principals</p> <p>Funding Sources: - 263 - Title III, LEP - \$78,538, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Intervention Team (CIT) meetings will occur (at a minimum 3 times a year - beginning, middle and end) to review student formative data, MAP data and prior year STAAR data in order to establish plans for at-risk student intervention that occur on a regular basis, are aligned to a readiness goal and are progress monitored.</p> <p>Strategy's Expected Result/Impact: Closing of the achievement gap between at-risk students as compared to non-at-risk students. Increased at-risk student attendance.</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent of Academic Services, Director of Curriculum and Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A - \$178,000, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$140,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: GT students will be identified and served through GT trained staff.</p> <p>Strategy's Expected Result/Impact: GT students will receive required/needed services. Increased GT student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, GT Coordinator, Director of Curriculum and Instruction</p> <p>Funding Sources: - 199-PIC 21 - State Gifted & Talented, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: GT staff will complete the 30 hour training or 6 hour updates as required.</p> <p>Strategy's Expected Result/Impact: Increased training will ensure GT students are properly identified and receive appropriate services to increase their academic achievement and school attendance.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Ferris ISD will ensure all scholars receive high-quality instruction.

Performance Objective 2: All graduates will demonstrate college readiness through TEA Accountability measures.





Evaluation Data Sources: Monitor Pathways: industry based certifications, level 1 and 2 certifications, dual credit, OnRamps credit, ACT, SAT, TSIA2, CTE pathways

Strategy 1 Details	Reviews			
<p>Strategy 1: All graduating seniors will be college ready by passing TSIA2 exams in English and math, by completing College Bridge, or by meeting the college readiness standards of the ACT or SAT.</p> <p>Strategy's Expected Result/Impact: All students who choose will be able to enter a Texas college or trade school without taking remediation courses in math or English.</p> <p>Staff Responsible for Monitoring: Innovation Specialist, teachers, Director of Counseling & Assessment</p> <p>Funding Sources: - 199-PIC 38 College, Career, and Military Readiness, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The AVID program at FJH & FHS will continue to support and to close achievement gaps of at-risk students so they are better prepared for post secondary education.</p> <p>Strategy's Expected Result/Impact: 100% of AVID students will be college ready before graduation.</p> <p>Staff Responsible for Monitoring: AVID District Director, AVID Coordinators, AVID teachers, Director of Counseling & Assessment</p> <p>Funding Sources: - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$108,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To provide career investigation and awareness through administration of the ASVAB exam and alignment to possible Military career opportunities. This is in partnership with our Ellis County Military recruiters - high school students.</p> <p>Strategy's Expected Result/Impact: Student awareness of Military opportunities and personal career opportunities.</p> <p>Staff Responsible for Monitoring: High School Counselors and Testing Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Ferris ISD will ensure all scholars receive high-quality instruction.

Performance Objective 3: Ferris ISD will ensure aligned PreK curriculum, progress monitoring, intervention and enriching experiences for all PreK students.





Evaluation Data Sources: Monitor CLI test data for PK students in order to progress monitor, create intervention groups and track growth. Utilize the updated PreK guidelines with Crosswalk comparisons to the old guidelines and the TEKS Resource System (TRS) PreK Outcomes Framework resource to align learning standards.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in purposeful planning through campus PLCs for PreK and will implement the TRS curriculum resources and PreK on My Way Scholastic in all core PreK classrooms with fidelity.</p> <p>Strategy's Expected Result/Impact: Overall growth from BOY to EOY on the CLI Assessment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction</p> <p>Funding Sources: - 199 - General Fund, - 225 - IDEA B - Preschool Special Ed - \$15,320, - 199-PIC 36 Early Education Allotment - \$263,340</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Ferris ISD will ensure all scholars receive high-quality instruction.

Performance Objective 4: Ferris ISD will ensure PreK programs identify essential foundational skills that will enable early childhood students to successfully transition to upper elementary.





Evaluation Data Sources: Heggerty phonological awareness curriculum resources and iStation data to track student progress along with their CLI beginning and end of the year assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in PreK will utilize the Heggerty phonological awareness curriculum resources to teach and assess fluency while learning letters and sounds as the building blocks of reading.</p> <p>Strategy's Expected Result/Impact: Increased Reading Levels</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, and Principals</p> <p>Funding Sources: - 199 - General Fund, - 199-PIC 36 Early Education Allotment - \$263,340</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize iStation data to track student progress along with their CLI beginning and end of the year assessments.</p> <p>Strategy's Expected Result/Impact: Increased reading and math levels.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, and Principals</p> <p>Funding Sources: - 199 - General Fund, Istation Reading, Spanish, and Math Bundle - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$58,920</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Ferris ISD will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

Performance Objective 1: Using a competitive salary schedule, Ferris ISD will maintain excellent faculty and staff through effective recruitment and retention of high quality teachers.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Ferris ISD will pay above surrounding districts. Strategy's Expected Result/Impact: At least 80% of teachers hired will remain in Fisd for the following school year. Staff Responsible for Monitoring: Human Resources, Deputy Superintendent, Principals Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ferris ISD will provide a robust and comprehensive benefits package competitive with surrounding districts. Strategy's Expected Result/Impact: At least 80% of teachers hired will remain in Fisd for the following school year. Staff Responsible for Monitoring: Benefits Coordinator Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Ferris ISD will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

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			
<p>Strategy 1: 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 Learning Specialists.</p> <p>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 2024-2025 returning to teach with FISD in 2025-2026.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Learning Specialists, Instructional Technology Specialists, CLT/Lead Teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: FISD will provide opportunities for teachers to attend targeted professional development workshops and conferences related to their individual area of instruction (Region 10 PDs, CKH, TRS, CAST, TCEA, etc.).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Populations, Director of Teaching and Learning, Director of Innovation, Bilingual/ESL Coordinator, Principals</p> <p>Funding Sources: Professional Development/Conference Fees - 199-PIC 21 - State Gifted & Talented, Professional Development/Conference Fees - 199-PIC 25 - State Bilingual/ESL, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in ELAR, Math, Science and Social Studies at the HS level will be provided professional development to help support student success on the TSIA2, ACT, and SAT exams.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Innovation Specialist, Advanced Academics CLT, Director of Counseling & Assessment</p> <p>Funding Sources: Mastery Prep - 199-PIC 38 College, Career, and Military Readiness</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Special Populations, BE/ESL Coordinator, Coordinator of Guidance and Assessment, Assistant Superintendent of Academic Services</p> <p>Funding Sources: Professional Development, Conference Fees - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Ferris ISD will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

Performance Objective 3: FISD and it's Campuses will cultivate a culture that thrives on values, appreciation, and fostering an environment where every individual is recognized and celebrated for their contributions and successes.





Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will facilitate Capturing Kids Heart training and workshops on their campuses with teachers and students.</p> <p>Strategy's Expected Result/Impact: Building more positive relationships between principals and teachers; teachers and students; principals and students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Director of Teaching and Learning</p> <p>Funding Sources: - 255 - Title II, Part A, TPTR - \$100,000, - 265 - Title IV, Part A - \$41,695</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District & Campus Culture Building Activities</p> <p>Strategy's Expected Result/Impact: Positive campus culture, staff retention</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community through communication and stakeholder inclusion.

Performance Objective 1: 100% of students identified to be 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			
<p>Strategy 1: Provide all FISD staff with training on suicide prevention and the identification and support of students in mental health crises.</p> <p>Strategy's Expected Result/Impact: A well equipped staff to ensure students' needs are met by reporting each crisis to the appropriate school counselor or administrator.</p> <p>Staff Responsible for Monitoring: Director of Counseling & Assessment</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate the use of a district assessment protocol and parent/guardian notification procedure in handling student mental health crises and suicidal ideations.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Director of Counseling & Assessment</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide families with the availability of free counseling services during moments of crises through T-Chat - an on-line free counseling service.</p> <p>Strategy's Expected Result/Impact: Immediate response and personal care to students and families in crises.</p> <p>Staff Responsible for Monitoring: Director of Counseling & Assessment, campus counselors</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Go Guardian Beacon virtually screens for mental health concerns through student classwork and student communications on district provided technology and platforms.</p> <p>Strategy's Expected Result/Impact: Counselors receive alerts to proactively intervene in potential early stages of crises.</p> <p>Staff Responsible for Monitoring: Director of Counseling & Assessment, campus counselors</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community through communication and stakeholder inclusion.

Performance Objective 2: Ferris ISD will foster a culture of parent and community engagement through weekly communications and a variety of activities in which parents and community members can attend both in person or virtually.

Evaluation Data Sources: Parent and family engagement event attendance





Strategy 1 Details	Reviews			
<p>Strategy 1: Ferris ISD will utilize Remind, Seesaw, the district website, and social media to increase school to home communications across the district.</p> <p>Strategy's Expected Result/Impact: Consistent and timely communication with parents and the community.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Technology, Principals</p> <p>Funding Sources: Subscription for technology resources - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ferris ISD will coordinate Parent Family Engagement events at each of its campuses.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement, increased student attendance, academic success of students</p> <p>Staff Responsible for Monitoring: State and Federal Programs Director and Campus Principals</p> <p>Funding Sources: Outside Vendor Costs - 211 - Title I, Part A - \$6,094.28</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ferris ISD will partner with Navarro College to provide parent ESL classes and HSE classes on-site in Ferris.</p> <p>Strategy's Expected Result/Impact: Improved school-family communication and increased job opportunities; increased financial resources for FISSD students and their families.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community through communication and stakeholder inclusion.

Performance Objective 3: The Ferris ISD Police Department will meet the safety and security mandates by ensuring the implementation of the district's comprehensive Safety and Security Plan.





Evaluation Data Sources: Safety Data, Compliance Checklists

Strategy 1 Details	Reviews			
<p>Strategy 1: FISD PD will monitor compliance with TEA regulations, TEC guidelines, and the Texas School Safety Center. Strategy's Expected Result/Impact: Safety and security of all students, staff, and community. District compliance with all TEA, TEC, TSSC, mandates and regulations. Staff Responsible for Monitoring: Chief of Police Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The FISD PD will maintain or reduce response time to emergencies to 5 minutes or less. Strategy's Expected Result/Impact: Improved response time will ensure student safety and deter future harmful actions. Staff Responsible for Monitoring: Communications, Sergeant, Chief of Police</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: FISD PD will monitor the security cameras and access controls for FISD daily. 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. Student and staff safety and security. Staff Responsible for Monitoring: Technology, Police Department Personnel. Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: FISD PD will complete a minimum of nine (9) safety and security audits every three (3) years as required by the Texas Education Code.</p> <p>Strategy's Expected Result/Impact: The audits ensure compliance with maintaining campus safety plans, drills, and intruder assessments for each campus.</p> <p>Staff Responsible for Monitoring: Chief of Police</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: FISD PD will 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.</p> <p>Strategy's Expected Result/Impact: The audits ensure compliance with maintaining campus safety and security for all students and staff.</p> <p>Staff Responsible for Monitoring: Chief of Police</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Ferris ISD will ensure strong financial stewardship and sustainability.

Performance Objective 1: Ferris ISD will be transparent with the Board and community on funding and expenditures.

Strategy 1 Details	Reviews			
<p>Strategy 1: The business office will develop and monitor an annual district budget. Strategy's Expected Result/Impact: Compliance with TEC 44. Low-Risk Audit Designation. Expenses kept in-line with the approved budget. Staff Responsible for Monitoring: Director of Finance</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The business office will provide monthly financial reports to the Board of Trustees. Strategy's Expected Result/Impact: Financial transparency with the board and community. Staff Responsible for Monitoring: Director of Finance</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The business office will oversee the District Annual Financial Report (AFR). Strategy's Expected Result/Impact: Compliance with TEA requirements; Financial transparency with the Board of Trustees and the community. Staff Responsible for Monitoring: Director of Finance</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Ferris ISD will ensure strong financial stewardship and sustainability.

Performance Objective 2: Ferris ISD will develop a long-range plan for district growth based on incoming housing developments within district boundaries.

Strategy 1 Details	Reviews			
Strategy 1: Ferris ISD will conduct a facility feasibility study on all district facilities. Strategy's Expected Result/Impact: Show a need for expansion of current facilities to meet the needs of the our population growth. Staff Responsible for Monitoring: Outside agency - Demographer, Deputy Superintendent, Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ferris ISD will conduct a furniture feasibility study for all existing campuses. Strategy's Expected Result/Impact: Prioritization of furniture needs for the district. Staff Responsible for Monitoring: Principals and Director of Maintenance	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ferris ISD will conduct a technology feasibility study for all existing campuses. Strategy's Expected Result/Impact: Prioritization of needed technology upgrades for the district. Staff Responsible for Monitoring: Technology Department.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Ferris ISD will conduct a long-range master facility plan. Strategy's Expected Result/Impact: Preparing for growth at 5, 10, 15, and 20 years. Staff Responsible for Monitoring: Outside agency - Demographer	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Ferris ISD will ensure strong financial stewardship and sustainability.

Performance Objective 3: Ferris ISD will ensure operational effectiveness and efficiency.

Strategy 1 Details	Reviews			
Strategy 1: Ferris ISD will conduct a district wide staffing study. Strategy's Expected Result/Impact: Ensure that staffing is appropriate at all campuses and in each department. Decrease in over-staffing saving the district money. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ferris ISD will develop and implement a staffing model. Strategy's Expected Result/Impact: Accurate staffing at each campus and within each department. Decrease in over-staffing saving the district money. Principal understanding of hiring parameters. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ferris ISD will develop a utility usage model based on and compared to industry standards, to adjust as needed. Strategy's Expected Result/Impact: Decreased expenditures on utility services. Staff Responsible for Monitoring: Deputy Superintendent and Director of Maintenance.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,456,376.00

Total FTEs Funded by SCE: 0

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. Texthelp is a computer based software that enables students with disabilities to access on-line curriculum. IXL and iStation are computer based intervention programs for math and reading that teachers can assign to student to close gaps. Our SCE funds also help pay for the teachers that teach in all of the programs listed above and who provide other individual student interventions through intervention times and periods.

Title I

1.1: Comprehensive Needs Assessment

The Director of State & Federal Programs 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 State & Federal Programs 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 State & Federal Programs, meet with the members of all subcommittees as one large group. The chair of each subcommittee reviews the category descriptors for their committee with the sub-committee members. The Lead Team reviews the FISS 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 State & Federal Programs 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 State & Federal Programs 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

2.1: 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
- The district will provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

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 State & Federal Programs is responsible for monitoring and revising the DIP. Each principal is responsible for his or her CIP.

If the DIP is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the ESSA Consolidated Federal Grant Application to the State.

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. When sending electronic and verbal communications, written communications are always in English and Spanish and when sending verbal messages, the programs we use, allow parents to hear the messages in English or Spanish.

Also, Parents of students attending any school receiving Title I, Part A funds, are notified about the Parent's Right to Know [Section 1112(e)(1)] and about Testing Transparency [Section 1112(e)(2)]. Title I schools are chosen based on Low Income percentages.

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 under served 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 under served 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.

The District will recruit, employ, develop, and retain highly qualified staff to maximize learning for all students. The district will ensure that all staff meet the high-quality standards as aligned with the State Academic Standards and provide opportunities for professional growth through 1st-year teacher academies, 2nd-year teacher academies, and Mentor Programs.

The district counselor will be our designated point of contact with child welfare agencies. The district also has procedures in place governing how transportation to maintain children in foster care in their school of origin will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112 (c)(5)].

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.

4.1: Develop and distribute Parent and Family Engagement Policy

Ferris ISD and every FISSD 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

FISSD 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.

5.1: Determine which students will be served by following local policy

See [AIC Legal](#), FISSD Board Policy

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Bailey	Instructional Coach	Title I School Wide	1
Jennifer Hoag	Instructional Coach	Title I School Wide	1
Lisa Jones	Instructional Coach	Title I School Wide	1
Macias, Gladys	Parent Liaison/Student Intervention	Title I Intervention (\$6818 stipend)	
Malloy, Meredith	Intervention Teacher	Ingram Elementary - T1 WRE	0.33
Sequincy Randall	Instructional Coach	Title I School Wide	1
Stockman, Kathy	Paraprofessional	State & Federal Programs	0.54
Toni Norman	Instructional Coach	Title I School Wide	1

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Resources		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4	Professional Development, Conference Fees		\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	4			\$0.00
3	2	1	Subscription for technology resources		\$0.00
3	3	1			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
Sub-Total					\$0.00
199-PIC 21 - State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	2	2	Professional Development/Conference Fees		\$0.00

199-PIC 21 - State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199-PIC 25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Professional Development/Conference Fees		\$0.00
Sub-Total					\$0.00
199-PIC 30 - State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$140,000.00
1	2	2			\$108,000.00
1	4	2	Istation Reading, Spanish, and Math Bundle		\$58,920.00
Sub-Total					\$306,920.00
199-PIC 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$263,340.00
1	4	1			\$263,340.00
Sub-Total					\$526,680.00
199-PIC 38 College, Career, and Military Readiness					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
2	2	3	Mastery Prep		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Resources		\$178,000.00
1	1	2			\$178,000.00
1	1	4			\$178,000.00
3	2	2	Outside Vendor Costs		\$6,094.28
Sub-Total					\$540,094.28

224 - IDEA B - Formula Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$288,353.00
1	1	2			\$288,353.00
Sub-Total					\$576,706.00
225 - IDEA B - Preschool Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$15,320.00
Sub-Total					\$15,320.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$100,000.00
Sub-Total					\$100,000.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$78,538.00
Sub-Total					\$78,538.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$41,695.00
Sub-Total					\$41,695.00

Addendums

Determining Title I, Part A Paraprofessional Requirements

Paraprofessional Name: _____ Hire Date: _____

LEA: _____

This documentation must be maintained in the employee's service record or personnel file.

Schoolwide Program and Targeted Assistance Program: The Title I, Part A requirements apply to paraprofessionals with instructional support duties whose salaries are paid in full or in part from Title I, Part A funds.

For audit and compliance purposes, the paraprofessional must meet the criteria noted below in I. and II. prior to providing services as a paraprofessional in the Title I, Part A program, unless the paraprofessional's assigned duties exempt them from the ESSA requirements (Paraprofessionals whose duties consist solely of parent and family engagement activities or translation services are exempt from the Title I, Part A paraprofessional requirements.). TEA will consider any paraprofessional to have met the state certification requirement (III.) as long as the paraprofessional has completed the Education Aide certification requirement within one year of being hired initially as an instructional support paraprofessional. **Note:** *Charter school personnel are exempt from the state certification requirement (III.) unless it is required by their local policies and procedures.*

I. MEETS HIGH SCHOOL DIPLOMA REQUIREMENT

Yes No **OR** Other Recognized Equivalent (i.e. GED) : _____

II. MEETS 1 OF THE 3 FOLLOWING REQUIREMENTS

Requirement 1: Completed two years of study at an institute of higher education (completion of 48 semester hours or equivalent of trimester hours)

Yes No Institution: _____ Total Hours: _____

Requirement 2: Possesses Associate (or higher) degree

Yes No Institution: _____

Degree Awarded: Associate Bachelor's Graduate

Requirement 3: Meets a rigorous standard of quality and can demonstrate, through a local academic assessment:

- Knowledge of and the ability to assist in instructing reading, writing, and mathematics; **OR**
- Knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate

Yes No

Assessment: _____ Date of Assessment: _____

Assessment Score: _____ Passing Standard: _____

III. MEETS EDUCATIONAL AIDE STATE CERTIFICATION REQUIREMENT

Yes No N/A – Charter School

Date Employed in Position: _____ Date Certification Required: _____

TITLE I, PART A PARAPROFESSORIAL REQUIREMENTS DETERMINATION

Paraprofessional meets the Title I, Part A Paraprofessional Requirements:

Yes No Pending State Certification Requirement

Signature of Authorized Administrator

Date

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.

APPENDIX

Ferris Independent School District

2023-2024 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 <ul style="list-style-type: none">● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Deputy 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 <ul style="list-style-type: none">● 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.

<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Asst. Superintendent DAEP Principal</p>	<p>The school will utilize data from the TAPR and RDA reports as well as PEIMS/TSDS data.</p>
<p>4. District’s Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years 	<p>TEC 11.252(d)</p>	<p>District Education Improvement Committee chair</p>	<p>The school will follow Board Policies BQ, BQA, and BQB.</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Dep. Superintendent District Counselor Campus Administrators in Charge of Leavers</p>	<p>The school will follow procedures set forth in the Ferris ISD Leaver Procedures Manual to track leavers and investigate underreported students.</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Director of Special Populations</p>	<p>The school will follow Board Policy EHB, F, EHBC, and EKB, as well as the state’s Dyslexia Handbook.</p>
<p>7. Migrant Plan (Title I, Part C)</p> <ul style="list-style-type: none"> • 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>P.L. 107-110, Section 1415(b)</p>	<p>EB Coordinator Region 10 ESC Migrant Services SSA staff</p>	<p>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.</p>
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		<p>District Counselor School Age Parenting</p>	<p>The district will follow Chapter 9 of the TEA Student Attendance Accounting Handbook.</p>

		Coordinator Counselors	
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ 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.
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	Director of Human Resources	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.

<p>11. Sexual Abuse and Maltreatment of Children</p>	<p>TEC 38.0041(c) TEC 11.252(9)</p>	<p>Deputy Superintendent</p>	<p>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.</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>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)</p>	<p>District Lead Counselor FISD Police Chief</p>	<p>The school will follow Board Policy FFB and FNF.</p>
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>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</p>	<p>District Lead Counselor FISD Police Chief</p>	<p>The Schools will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Director of Special Populations</p>	<p>The Schools will follow Board Policy DMA(Legal)</p>

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	The Schools will follow Board Policy AE, DMA, EHAA, EHAB, EHAC
16. Job Description for Peace Officers, Resource Officers & Security Personnel <ul style="list-style-type: none"> The board shall determine the duties of peace officers, and/pr security personnel, and include the duties in the district improvement plan. 	TEC 11.252 Board Policy CKE (Legal)	Superintendent	The Schools will follow Board Policy CKE

CAMPUS
IMPROVEMENT PLANNING



WHAT'S YOUR GAME PLAN?

CNA COMPLETED
MAY 19TH

DRAFT CNA TO SBDM
MAY 26TH

**FINAL CNA IN
PLAN4LEARNING**
JUNE 30TH

DRAFT CIP TO SBDM
SEPTEMBER 19th

**FINAL CIP IN
PLAN4LEARNING**
OCTOBER 1ST

**PRESENT CIP TO
BOARD**
OCTOBER 17TH

Need help?

CONTACT
Dr. Dixon

FHS PIC 30

Kandis Scott	6%
Latonya McGee	10%
Lisa Dormady	6%
Leslie Bukowski	6%
Stephanie Stewart	6%
LaTrenda Buckner	6%
Carolina Granado Ruiz	6%
Raleigh Wilcox	6%
Kayleigh Johnson	6%
Josh Maylee	6%
Fabian Cazares	6%
Chris Waterman	6%
Pam Gayden	20%
Briana Troy	6%
Claudia Moreno	6%
Patsy Toomey	6%
Araceli Araiza	6%
Jennifer Leviston	20%
Mike Dormady	60%
Akeem Leviston	50%
Edward Morgan	70%
Lauren Robles	50%
Mable Edwards	100%
Jennifer Hoag (211 30)	100%
Brandy Bailey (211 30)	100%

LMM PIC 30

Renee Ramirez	10%
Jennifer Cryer	10%

FJH PIC 30

Lorrie Dixson	5%
Ahlisha Lopez	5%
Greg Mahaley	5%
Tammy Gwin	5%
Lisa Hemby	15%
Kassandra Runnels	15%
Gloria Purcell	5%
Jeffery Harkey	5%
Mallory Pressler	5%
Austyn Carpenter	5%
Gracee Hilburn	5%
Alexandra Holman-Franco	15%
Meagan Sellers	15%
Hannah Reynolds	15%
Paul Ford	15%
Joe Perales	15%
Jacqueline Courtright	15%
Angela Derden	15%
Caylie Harris	5%
Ryan Niedermeier	5%
Michelle Markham	5%
Rebecca Barr	15%
Naia Williams	5%
Raelene Massengale	15%
Holly Foster	90%
Laura Jacobs	5%
Geneva Abrego	5%
Jacqui Rejcek	5%
Tommy Lee Aguilar	5%
Jason Driver	5%
Alice Walker	100%
Rusty Williams	5%
Michael Gomez	5%
Misty Tarver	5%

LLE PIC 30

Christine Armfield	10%
Courtney Brantley	10%
Esmeralda Cardoso	10%
Rachel Compean	10%
Noenna Holmes	10%
Alisa Marshall	10%
Chris Miller	10%
Joana Osorio	10%
Jordan Perkins	10%
Socorro Starnes	10%
Kristen Bolton	10%
Cathleen Dumais	10%
Hewitt Hunt	10%
Lainie Jackson	10%
Cara Johnson	10%
Leticia Luna De la Cruz	10%
Leticia Sasser	10%
Daisy Sierra	10%
Sarah Vreeland	10%
Aaliyah Holub	10%
Jodi Gajdica	100%
Cash Rountree	100%
Pam Hileman	100%
Felicia Edwards	100%
Stephanie Camacho	100%
Lisa Jones (211 30)	100%

Kaylie Boone	10%
Amanda Faber	10%
Janeth Escobedo	10%
Linzy Gott	10%
Alma Valle	10%
Norma Carrizal	10%
Yesenia Rodriguez	10%
Juanita Piper	10%
Angelica Campos	10%
Jessica Patlan	10%
Carrie Garrett	10%
Cynthia Fagan	10%
Ann Ball	10%
Gwenean Morton	10%
Heather Powell	10%
Berenice Arreola	10%
Myriam Cortez	10%
Brenda Garcia	10%
Chantal Grothen	10%
Rebecca Dill	10%
Kellie Watson	10%
Kristin McDonald-Morgan	10%
Ashley Lloyd	10%
Emily Prachyl	10%
Susan Glaeser	10%
Marisol Morales	10%
Jennifer Lemon	10%
Erika Gessler	10%
Maribel Anaya	10%
Lisa Hunter	50%
Tiffany Puyear	100%
Heather Freeman	100%
Laurie Fouts	100%
Megan Biffle	50%
Sequincy Randall (211 30)	100%

Cameron Ralston	5%
Sadie Atkinson	5%
Karrissa Peterson	5%
Colin Lee	50%
Larry Taylor	80%
Heriberto Diaz	5%
Jasmine Moya	5%
Toni Norman (211-30)	100%

Ingram PIC 30

Rachel Obernberger	10%
Hannah Dowdy	10%
Tiffany Quinones	10%
Shara Dixon Rutledge	10%
Blanca Ceballos	10%
Jasmin Lee	10%
Gabriela Carmona	10%
Andrea Curtis	10%
Alisha Davidson	10%
Patricia Ramirez	10%
Bailey Babovec	6%
Laci Dobie	6%
Lisa Laffin	6%
Amy Jay	6%
Jacqueline Vega	6%
Maria Ortega	6%
Aminta Fuentes	6%
Brenda Quinones ECSE	6%
Alejandra Meza	26%
Mariza Trevino (Alonzo)	26%
Meredith Malloy (211-30)	33%
Nick Starrett	20%
Velma Coronado	20%
Alejandra Aguilar	80%
Megan Shaw	20%