

**Ferris Independent School District**  
**Ferris High School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Students:

**Enrollment:** Approximately 941 students .

Female - 47% and Males 53%

School ninth & tenth grade students are larger than the 11th & 12th grades by 9 students.

**Student Demographics:** 74.2 % Hispanic, 13.7 % White, 9.8% African American, .2% Asian, .2% American Indian, 1.4% Two or More, .32% Pacific Islander

**Low Socioeconomic:** 77.36%

**At-Risk Students:** 530 or about 59.8% of our students are considered at-risk. Many because of failing classes, STAAR tests, or being previously retained, homeless, or parents.

Staff: 73 Classroom Teachers

**Teacher Demographics:** 12% Hispanic, 67% White, 15% African American, .1 Other

**Gender:** 58% Female and 42% Male

**Community Profile:** Ferris ISD is a working class community with a strong foundation of support for the public school system. Parent support for the HS is strong, but engagement from parents is low except for activities such as sports and band, etc. There is great support for the Mentoring Care. The community is seeing growth with new neighborhoods being built. The community has a strong Lion's Club and Chamber of Commerce.

### Demographics Strengths

Ferris HS has the following strengths:

- Student interaction is generally positive or neutral.
- Students show support for each other's activities.
- Parents are supportive of student activities.
- Positive interactions between teachers, staff, and students.

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

**Problem Statement 1:** There is an increase in discipline referrals with our sped students, ELL students, and low socio-disadvantaged students. **Root Cause:** Lack of engaging and relevant lessons. IEP are not being followed with fidelity and students are not receiving all their accommodations.

**Problem Statement 2:** Student attendance is lower than the state average. **Root Cause:** Many students have responsibilities to their families and working jobs that provide less of an emphasis.

# Student Learning

## Student Learning Summary

Growth From 2										
Dropped From		2024 Ferris c								
<b>2024 STAAR</b>	<b>APPROACHES</b>			<b>MEETS</b>			<b>MASTERS</b>			
<b>FERRIS HIGH</b>	<b>2023</b>	<b>2024 Ferris</b>	<b>2024 State</b>	<b>2023</b>	<b>2024 Ferris</b>	<b>2024 State</b>	<b>2023</b>	<b>2024 Ferris</b>	<b>2024 State</b>	
Algebra I EOC - District	85%	87%	79%	38%	34%	45%	12%	12%	25%	
English I EOC	72%	69%	67%	45%	48%	54%	4%	9%	17%	
English II EOC	75%	74%	74%	53%	56%	60%	4%	3%	9%	
Biology EOC	85%	92%	91%	55%	49%	57%	11%	6%	19%	
US History EOC	91%	96%	95%	68%	70%	69%	42%	29%	37%	
ACT/SAT Accelerated Testers	74%	78%	*	23%	33%	61%	0%	2%	*	
*State Avg. for 2										

### Opportunity for improvement:

- English I & II EOC Approaches Grade Level or above.
- Algebra I EOC Meets Grade Level or above
- Biology EOC Master Grade Level or above
- US History EOC Masters Grade Level or above
- TSI Readiness

### Interventions:

Ferris HS has worked consistently to develop an intervention protocol to close the gap in student achievement. Current intervention protocols include:

- Daily Advisory of 30 minutes each day
- Implementation of House Bill 4545 Tutoring

- Revisions to RTI processes
- Use of Intervention Days built into the calendar.
- Spiraled instruction protocols in core content sections.
- Two instructional specialist added at the high school.
- Additional professional development days.
- New Instructional Focus system

**Student Learning Strengths**

Ferris High School scored high than the state average for approaches in all EOC tested areas except for English 2 but we scored the same as the state average.

2024 STAAR		APPROACHES			MEETS			MASTERS		
FERRIS HIGH		2023	2024 Ferris	2024 State	2023	2024 Ferris	2024 State	2023	2024 Ferris	2024 State
Algebra I EOC - District		85%	87%	79%	38%	34%	45%	12%	12%	25%
English I EOC		72%	69%	67%	45%	48%	54%	4%	9%	17%
English II EOC		75%	74%	74%	53%	56%	60%	4%	3%	9%
Biology EOC		85%	92%	91%	55%	49%	57%	11%	6%	19%
US History EOC		91%	96%	95%	68%	70%	69%	42%	29%	37%
ACT/SAT Accelerated Testers		74%	78%	*	23%	33%	61%	0%	2%	*
*State Avg. for 2										

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

**Problem Statement 1 (Prioritized):** Students are performing below the state average for meets and masters on the EOC STAAR Test **Root Cause:** Rigor needs to be increased in the classroom and in the teachers delivery of instruction.

# School Processes & Programs

## School Processes & Programs Summary

Ferris HS is in year 4 of implementation of the PLC process. Teachers have a common planning conference and most Fridays are half days for the teachers to PLC or plan.

Additional programs/ supports include:

- Dual Credit partnership with Dallas College, Lamar State & Texas State Technical College
- Mentors Care program to support struggling learners who need outside motivation
- Dual enrollment program with On-ramps at Tarleton State University for math & science
- AVID program is in its fourth year
- Implement TSI boot camps
- College Bridge in math and ELA for the third year
- A committee supporting the early college model focused on industry (P-TECH)
  - Construction Management
  - Teaching and Learning
  - Cybersecurity

## Personnel:

Active recruitment occurs from the principal using:

Teacher Job Network, Social Media, and networking to find candidates for open positions in Ferris ISD. Additionally, the JH and HS principal partner together to support full staffing at both campus for continuity of the learning experience.

## Professional Growth, Development & Practices:

Ferris ISD and Ferris HS have implemented district/ campus wide training using the 7 Steps to a Language Rich Classroom to support consistent instruction for ELL students that supports all students.

Additional PD for staff includes:

- TSI Testing administration for all junior level Math/ Reading teachers. .

- Implementation of SLO/ MAP goals in alignment with TIA allotment.
- Training from the Director of Innovation on CCMR and the impact in all classrooms.
- Mastery Prep Training for ACT in all core subjects
- Ferris HS has also removed all teacher duty.

### **School Processes & Programs Strengths**

The teachers in each department plan and work well together to implement aligned lessons and assessments. The number of programs provide several options for students to reach their potential.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** To enhance student performance and classroom rigor, school procedures, expectations, and consequences will be communicated effectively and consistently to all staff, students, parents, and community members. **Root Cause:** Communication to stakeholders will be done in multiple methods. Expectations and consequence will be consistent.

**Problem Statement 2 (Prioritized):** All Administrators, teachers, and staff members will consistently uphold school expectations and consequences to help improve attendance rating, enhance classroom rigor, and boost overall academic performance. **Root Cause:** Lack of engaging and relevant lessons. Many students have responsibilities to their families and working jobs that provide less of an emphasis.

## Perceptions

### Perceptions Summary

#### Attendance Rates:

- Ferris HS struggles with consistent attendance. In order to address this concern, Ferris HS is continuing the weekly admin meetings to identify students who have low attendance rates and provide a recovery plan.

#### Drop Out Rate:

Ferris HS and Ferris ISD have consistently worked to support a high graduation rate. Over the years we have realigned our graduation plan to support more consistent alignment with neighboring schools and TEA to support increased graduation.

#### Community & Campus Engagement:

Ferris HS has tremendous opportunity for growth in engaging the community more actively in the life of the campus and academic success.

#### Barriers:

- Labor based community limits access.
- Spanish speaking community. Translation service is a critical part of our programming.
- High School engagement is low. Increased awareness on hiring staff who want to engage, opportunities for community input to campus life, and working to engage business and community partners are of continued need and focus.

#### Perceptions Strengths

In order to address this concern, Ferris HS is continuing the weekly admin meetings to identify students who have low attendance rates and provide a recovery plan. Ferris High School has a secondary attendance and behavior coordinator who monitors attendance weekly.

#### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Ferris HS is inconsistent in promoting the activities and achievements of its students and may be lacking opportunities for all students to participate which leads to a lack of school pride and engagement **Root Cause:** Ferris HS needs to better promote student academics and activities to positively influence community and stakeholder

perspectives and participation in the school.

# Priority Problem Statements

**Problem Statement 1:** To enhance student performance and classroom rigor, school procedures, expectations, and consequences will be communicated effectively and consistently to all staff, students, parents, and community members.

**Root Cause 1:** Communication to stakeholders will be done in multiple methods. Expectations and consequence will be consistent.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** All Administrators, teachers, and staff members will consistently uphold school expectations and consequences to help improve attendance rating, enhance classroom rigor, and boost overall academic performance.

**Root Cause 2:** Lack of engaging and relevant lessons. Many students have responsibilities to their families and working jobs that provide less of an emphasis.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Students are performing below the state average for meets and masters on the EOC STAAR Test

**Root Cause 3:** Rigor needs to be increased in the classroom and in the teachers delivery of instruction.

**Problem Statement 3 Areas:** Student Learning

# 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 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Ferris High School will ensure all scholars receive high-quality instruction.

**Performance Objective 1:** Ferris High School student performance results will increase in English Language Arts as measured on the STAAR Assessments and evidenced as follows:

Mastering the grade level on the STAAR Assessments in English I will increase from 10% to 15% & English II will increase from 3% in 2024 to 10% in 2025.





Meeting the grade level on the STAAR Assessments in English I will increase from 51% to 56% & English II will increase from 59% in 2024 to 64% in 2025.

Approaching the grade level on the STAAR Assessments in English I from 70% in 2024 to 75% in 2025 & English II will increase from 76% in 2024 to 80% in 2025.

**High Priority**

**Evaluation Data Sources:** Data to be used for intermittent measurement will be the common assessments created by the teachers, and CFA data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus administrators will perform weekly walk-throughs of teachers with specific focus on providing feedback on rigor, relevances, and engaging lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive immediate and specific feedback that will help guide their professional learning community planning that will positively impact the learning of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal with assistance from the assistant principals and the department leader.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be trained on the rigor and relevant quadrant models.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will use common vocabulary and strategies that will guide planning an assessments that will challenge the students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal with assistance from the assistant principals and the department leader.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IXL will be use for additional enrichment for English's 1, and English 2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and EOC scores will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional coaches.</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;"> <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 High School will ensure all scholars receive high-quality instruction.

**Performance Objective 2:** Ferris High School student performance results will increase in Algebra I as measured on the STAAR Assessments and evidenced as follows:

Mastering the grade level on the STAAR Assessments in Algebra I will increase from 4% in 2024 to 10% in 2025.





Meeting the grade level on the STAAR Assessments in Algebra I will increase from 18% in 2024 to 30% in 2025.

Approaching the grade level on the STAAR Assessments in Algebra I will increase from 75% in 2024 to 80% in 2025.

**High Priority**

**Evaluation Data Sources:** Data to be used for intermittent measurement will be the common assessments created by the teachers and CFA data.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus administrators will perform weekly walk-throughs of teachers with specific focus on providing feedback on rigor, relevances, and engaging lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive immediate feedback that will help guide their professional learning community planning that will positively impact the learning of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal with assistance from the assistant principals and the department leader.</p> <p><b>Title I:</b> 2.4, 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>Funding Sources:</b> - 199 - General Fund, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be trained on the rigor and relevant quadrant models.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will use common vocabulary and strategies that will guide planning an assessments that will challenge the students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal with assistance from the assistant principals and the department leader.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> IXL will be use for additional enrichment for English's 1 and English 2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and EOC scores will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199-PIC 24 - State Comp Ed, Accelerated Ed</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 High School will ensure all scholars receive high-quality instruction.

**Performance Objective 3:** Enrichment during Jacket time to help close the learning gaps and support student success for Algebra 1, English 1, and English 2.





**Evaluation Data Sources:** Campus will utilize data from the IXL program, teach assessments, and district CFA data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math IXL, Reading IXL, and Turn it in will be utilized to help close learning gaps and support students success for Algebra 1, English 1, and English 2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EOC Algebra and English scores</p> <p><b>Staff Responsible for Monitoring:</b> Jacket Time teacher, classroom teachers, Instruction Facilitators, Principal, and Assistant principal</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
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**Goal 2:** Ferris High School will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

**Performance Objective 1:** Ferris High School will provide ongoing relevant professional development.

**Evaluation Data Sources:** Monthly PLC meetings, Surveys, Sign in sheets and schedules from the training.

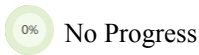
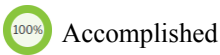
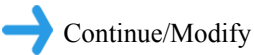

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule regular administration meetings with the department leaders, counselors, and administrators to learn and plan as a leadership team.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication with all of the staff and increased ownership of decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and department leaders.</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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will attend PD based on their professional needs and the needs of the campus (GT, ESL, SPED, CCMR)</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in academic achievement across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 255 - Title II, Part A, TPTR</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 2:** Ferris High School will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

**Performance Objective 2:** Ferris High School will do weekly Professional Learning Communities (PLCs) to enhance educational outcomes and to share effective instructional strategies and resources.

**Evaluation Data Sources:** PLC agendas, sign in sheets,





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLCs plan together, sharing ideas for projects, assessments, and lessons. Discuss how to differentiate instruction for diverse student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers have opportunities to engage in ongoing professional development and learn from their peers, leading to continuous growth. The sense of shared responsibility and accomplishment within PLCs can boost teachers' job satisfaction and morale.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 255 - Title II, Part A, TPTR</p>	Formative			Summative
	Nov	Feb	Apr	June

**Goal 3:** Ferris High School 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:** Ferris HS will implement an effective discipline management and enforce the student code of conduct in a fair and equitable manner.





**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will review the discipline data weekly in order to identify students with repetitive behaviors. The meetings will also be used to identify teachers who need assistance and plan methods to assist them.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of problem areas that will allow for adjustments for improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ferris High School administrators will perform safety drills in conjunction with the Ferris ISD police department and local safety officials.</p> <p><b>Strategy's Expected Result/Impact:</b> School staff and students will have the appropriate knowledge and practice for a readiness situation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, SRO</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 3:** Ferris High School 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 HS will create a positive and supportive school environment by fostering strong relationships between the educators and students

**Evaluation Data Sources:** Capturing Kids heart lessons, Capturing kids hearts surveys, discipline reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and staff will utilize Capturing Kids Hearts strategies to build a positive school culture</p> <p><b>Strategy's Expected Result/Impact:</b> Positive campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> All teachers and staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 255 - Title II, Part A, TPTR</p>	Formative			Summative
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



**Goal 3:** Ferris High School 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:** Integrate themes of empathy, respect, and cooperation into activities that provide students with opportunities for experiential learning, team-building, and personal growth

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** Discipline report, Teacher Feedback, Student feedback, Student Advisory feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will attend team building activities, field trips, and CKH lessons that focus on empathy, respect, and cooperation.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive classroom culture</p> <p><b>Staff Responsible for Monitoring:</b> AP, All teachers and staff</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
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**Goal 4:** Ferris ISD will ensure strong financial stewardship and sustainability.

**Performance Objective 1:** Ferris HS will actively utilize the campus improvement plan to appropriately allocate funds ensuring student success

**Evaluation Data Sources:** Budget, meeting CIP goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prioritize initiatives based on their potential impact on student success and alignment with CIP goals. Consider short-term and long-term benefits, and ensure a balanced approach to immediate needs and future growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase based on the initiatives that were purchased.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, principal secretary</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</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;"> <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 Ferris High School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 5.2

### Brief Description of SCE Services and/or Programs

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## Personnel for Ferris High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Akeem Leviston	Grad Lab	0.5
Araiza Araiza	SPED/ESL	0.1
Brianna Troy	History	0.1
Carolina Granando Ruiz	Math	0.1
Chris Waterman	History	0.1
Claudia Moreno	Spanish/ESL	0.1
Edward Morgan	Legacy	0.8
Fabian Cazares	Science	0.1
Jennifer Leviston	CTE/AVID	0.4
Josh Maylee	Science	0.1
Kandis Scott	ELAR	0.1
Kayleigh Johnson	Resource Math	0.1
Latonya McGee	Resource SPED/AVID	0.1
LaTrenda Buckner	ELAR	0.1
Lauren Robles	Math/Testing Coordinator	0.5
Lisa Dormandy	ELAR	0.1
Mable Edwards	ISS	1
Mike Dormady	Dual Credit/Grad Lab	0.4

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pam Gayden	History	0.1
Patsy Toomey	Spanish/ESL	0.1
Riley Wilcox	Algebra	0.1
Stephanie Stewart	ELAR	0.1

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kimberely O'Donnell	Assistant Prncipal
Parent	Jessica Welling	Parent
Parent	Ariel McDaniel	Parent
Teacher	Patsy Toomey	Teacher
Parent	Maria Mendez	Parent
Classroom Teacher	Karen Arnold	Teacher
Administrator	Lindsey Estes	Assistant Principal
Parent	Cynthia Sanchez	Parent
Business Representative	Felicia Brown	Business Representative
Parent	Ashley Gwin	Parent
Classroom Teacher	Chris Waterman	Classroom Teacher
Classroom Teacher	Lauren Robles	Classroom Teacher
Administrator	Matthew Sanchez	Assistant Principal
Administrator	Chris Guastella	Principal

# Campus Funding Summary

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

255 - Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
3	2	1			\$0.00
<b>Sub-Total</b>					\$0.00