

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



Mission Statement

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

Vision

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

Value Statement

“Embracing Opportunities for Growth”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

663 students 95.8% Attendance Rate (23-24)

- 77.53% Economically disadvantaged 23-24
- 3 Administrators
- 2 Counselors
- 29 Core Teachers
- 2.5 CTE teachers
- 6 SPED teachers
- 2 Intervention teachers read 180 and Math 180
- 4 Fine Arts teachers (2 are half time)
- 1 Spanish Teacher
- 4 PE teachers
- 12 Paraprofessionals
- 2 CBI sped teachers
- PTO of 5 returning members. 50% teacher participation

Ferris JHS is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, percentage of students who are economically disadvantaged, mobility rate, percentage of emergent bilingual students/English learners, percentage of students receiving special education services, and percentage of students enrolled in an Early College High School program.

We had 22 teachers who did not return, 11 of those are core teachers. 4 Math teachers, 4 ELAR teachers, 1 Science teacher, 2 Social Studies teachers.

We added 1 CARE SPED Teacher

Demographics Strengths

- We hired a more diverse staff.
- We hired a staff with more years experience.
- We hired a staff that has more advanced degrees.
- We hired an additional Special education teacher.
- Our student teacher ratio has remained the same

Data sources reviewed:

STAAR Data, TAPR report, Student Data

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

Student achievement: C (76 out of 100)

We received a 76 because we did not meet standard in numerous categories. We met standard for "Meets" in 7th grade Alg 1 EOC only and "Masters in 8th grade science only. Alg1 EOC and 8th grade science are the only categories in which we scored above the state at "approaches".

Academic Achievement Status RLA 2024

AA - 3, Hispanic - 3, White 2, Eco Dis - 3, EB 3, SpEd - 0, Sped Former - 3, Cont Enrolled -3

Academic Achievement Status Mathematics

AA - 0, Hispanic - 0, White - 0, Eco Dis - 0, EB - 0, Sped - 0, Sped Former - 1, Cont Enrolled 0

Academic Growth Status: RLA

AA - 3, Hispanic - 3, White - 3, Eco Dis - 3, EB - 3, Sped - 3, Sped Former - 3, Cont Enrolled 3

Academic Growth Status: Math

AA - 0, Hispanic - 0, White - 0, Eco Dis - 0, EB - 0, Sped - 0, Sped Former - 2, Cont Enrolled 0

Student Success (Student Achievement Domain Score (STAAR Component Only)

AA - 0, Hispanic - 0, White - 0, Two or More Races - 3, Eco Dis - 0, EB - 0, Sped - 0, Sped Former - 3, Cont Enrolled 0

Progress in Achieving English Language Proficiency (EB/EL Current)

EB - 4

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

In order to systemically address reteaching students who are absent/at-risk of failing, we have tutoring, intervention during Advisory, academic boot camps, and intervention classes for those who are falling behind (System 44, Read 180, Math 180, Summit K-12).

Student Learning Strengths

Academic Achievement Status Reading/Language Arts Strengths

AA - 3, Hispanic - 3, White - 2, Eco Dis - 3, EB/EL - 3, Special Ed Former - 3, Continuously Enrolled - 3

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The lack of a targeted and intentional tier 1 instruction has created deficiencies in student knowledge bases. **Root Cause:** The lack of a system wide instructional planning process for understanding the essential knowledge and skills.

School Processes & Programs

School Processes & Programs Summary

- Systemic Instructional Focus for lesson planning
- PLC for backward planning and data-driven instruction
- Hired new leadership positions to ensure better culture and instructional strategies
- The new Assistant Principal has been a secondary instructional coach and secondary math coordinator. She is working to bring new instructional ideas and practices to the campus to help mold a culture of autonomous learners.
- One of the Counselors has and will continue to bring a positive light on the counseling world with the experience and desire to build true social-emotional support for students and teachers.
- A second counselor has been added to the building to help support the work of the counseling department to allow for more SEL support and to help foster more meaningful relationships with students, teachers and parents.
- Sixteen sections of high school CTE credit is offered to students. (Principles of Health, Fundamentals of Computer Science, Communication Arts, Digital Communications.
- Continuing the process of using the HMH curriculum in ELAR as the foundational piece to improve reading and writing skills.
- All PLC teams are using a Systemic Instructional Focus and planning document.
- Intentional Tier 2 Advisory intervention will continue for the 2024-2025 school year. The focus in Advisory will be goal setting and student data talks, with one day specifically set aside for Math, then ELAR, and finally science.
- Blended learning is incorporated throughout every core subject. We use programs such as NewsELA, Summit K-12, IXL, Ed-Puzzle, Brian Pop, Nearpod and Flocabulary.

School Processes & Programs Strengths

- Our teachers understand the backward-design model. PLC is used for backward planning and data-driven instruction conversations with all core content subjects
- Administration meets with each PLC core subject and during data talks.
- The master schedule for advisory is set up for intentional Tier 2 intervention. The focus in Advisory will be goal setting and student data talks, with one day specifically set aside for Math, then ELAR, and finally science.
- Core teachers complete ‘Learning Walks’ weekly around the school. Teachers then collaborate on “grows” and “glows” of things they have witnessed in the classrooms they visited and what they would like to incorporate into their classroom.

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: We struggle supporting our EL Students.

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Demographics

Problem Statement 4: The lack of a targeted and intentional tier 1 instruction has created deficiencies in student knowledge bases.

Root Cause 4: The lack of a system wide instructional planning process for understanding the essential knowledge and skills.

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: School Processes & Programs

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

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

Problem Statement 6 Areas: School Processes & Programs

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

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

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: In person, Parent Involvement is low.

Root Cause 8: We have working-class parents, a language barrier, transportation.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The teachers and students are not serving the community from a philanthropic standpoint.

Root Cause 9: We have not invested time and resources.

Problem Statement 9 Areas: Perceptions

Goals

Goal 1: All Ferris Junior High will ensure all scholars receive high-quality instruction.

Performance Objective 1: Ferris Junior High will improve Approaches performance in all subjects on STAAR to comparison group averages (All Students, All Tests) AND improve the percentage of the All Students population reaching the Meets level on STAAR/EOC in each tested area by 5% by Spring 2025. Current percentages and goals are as follows:





- 6th ELAR will increase from 65% to 75%.
- 7th ELAR will increase from 71% to 75%
- 8th ELAR will increase from 74% to 79%
- 6th Math will increase from 61% to 71%
- 7th Math will increase from 42% to 53%
- 8th Math will increase from 45% to 70%
- 8th Math EOC will increase from 97% to 100%
- 8th Science will increase from 71% to 81%
- 8th Social Studies will increase from 57% to 67%

High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use the IXL Learning platform to increase rigor of activities in class and monitor student progress.</p> <p>Strategy's Expected Result/Impact: More available resources to teachers</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: IXL - 211 - Title I, Part A - \$15,200</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Branching Minds for intervention tracking and documentation</p> <p>Strategy's Expected Result/Impact: Increase frequency of intervention and accuracy of targeting for at-risk students</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A, - 199-PIC 24 - State Comp Ed, Accelerated Ed</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Using EdPuzzle, Nearpod, and Quizziz as instructional tools for pacing, delivery, organization, and evaluation of student progress.</p> <p>Strategy's Expected Result/Impact: Instructional tools for pacing, delivery, organization, and evaluation of student progress</p> <p>Staff Responsible for Monitoring: All core teachers, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: E-Hallpass will be used for intervention scheduling so that teachers can pull students for MTSS. Monday's for Math, Tuesdays ELAR, Wednesdays Science, Thursday Social Studies</p> <p>Strategy's Expected Result/Impact: Students will be scheduled to attend intervention</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: ADI (Argument Driven Instruction) curriculum will be used in science classrooms to increase literacy and deepen science content knowledge.</p> <p>Strategy's Expected Result/Impact: More available resources to teachers</p> <p>Staff Responsible for Monitoring: Teachers, Learning Specialists, Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</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: All Ferris Junior High will ensure all scholars receive high-quality instruction.

Performance Objective 2: By Spring of 2025, Ferris Junior High will improve Meets performance in our English Learner populations in all STAAR/EOC as follows: ELs: will increase by


High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Summit K-12 advisory classes for 6th, 7th, and 8th grade students (170 students) Strategy's Expected Result/Impact: 5% growth in EL Reading scores. Higher TELPAS Reading and Speaking scores. Staff Responsible for Monitoring: AP, Testing Coordinator, Summit advisory teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Summit K-12 Program for 175 Students and 8 Teachers - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ferris Junior High will implement Systems 44 and Read180/Math180 programs for special education students Strategy's Expected Result/Impact: Increase SPED reading scores by 5% points Staff Responsible for Monitoring: SPED Teachers, ELAR</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Ferris Junior High will actively recruit, develop, and retain highly-effective staff and will build capacity for all educators.

Performance Objective 1: Ferris Junior High will actively recruit, develop, and retain highly-effective, dynamic teaching staff





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

Strategy 1 Details	Reviews			
<p>Strategy 1: FJH Delegates will travel to job fairs in North Texas</p> <p>Strategy's Expected Result/Impact: Recruit teaching staff for 2022-2023 school year</p> <p>Staff Responsible for Monitoring: Admin, CLT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</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 2: Ferris Junior High will actively recruit, develop, and retain highly-effective staff and will build capacity for all educators.





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

Evaluation Data Sources: Ferris PD Records
Staff survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and conference opportunities for teachers Strategy's Expected Result/Impact: Increased teacher knowledge and confidence in using programs Staff Responsible for Monitoring: Admin, CLT</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 - Title I, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</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 Junior High will actively recruit, develop, and retain highly-effective staff and will build capacity for all educators.





Performance Objective 3: 90% or more of Ferris Junior High teaching staff will indicate they are Satisfied or Very Satisfied with their employment in FISSD, as reflected in staff job satisfaction surveys in Fall 2024 and Spring 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and support teachers with GoGuardian for monitoring student engagement and activities</p> <p>Strategy's Expected Result/Impact: Teacher will feel more comfortable having all of the tools available to make them successful</p> <p>Staff Responsible for Monitoring: Admin, CLT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Funding Sources: - 211 - Title I, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Ferris Junior High 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 in crisis for social, emotional, or psychological reasons will receive support and guidance.

Evaluation Data Sources: Counselor records





Strategy 1 Details	Reviews			
<p>Strategy 1: HIVE (house) System implementation for PBIS</p> <p>Strategy's Expected Result/Impact: Develop an interconnected feeling among staff and students on campus and offer PBIS rewards</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</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 Junior High 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 Junior High will continue to foster a culture of parent and community engagement that includes a variety of activities in which parents and community members can engage both in person or virtually as appropriate and safe.

Evaluation Data Sources: Parent and family engagement records





Strategy 1 Details	Reviews			
<p>Strategy 1: Strong Fathers, Strong Families Strategy's Expected Result/Impact: Increase family engagement at FJH Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Liaison and EB Support Strategy's Expected Result/Impact: Fully staff and train a Parent Liaison that works on campus. Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Student Choice Day designed to increase community involvement and students SEL learning and bonding with community and staff members.</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 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;">  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 3: Ferris Junior High 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: Ferris Junior High will support the Fisd Police Department in maintaining a safe and secure learning environment for all the students, staff, and visitors of Fisd.





Evaluation Data Sources: Safety Data

Strategy 1 Details	Reviews			
Strategy 1: FJH will teach behind closed doors and monitor all guests that enter the building.	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 Junior High will ensure strong financial stewardship and sustainability.





Performance Objective 1: Ferris Junior High will be transparent in regards to money handling, funding and expenditures.

Evaluation Data Sources: Principal Communication Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Ascendor to track and monitor campus budgets Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund</p>	Formative			Summative
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Goal 4: Ferris Junior High will ensure strong financial stewardship and sustainability.

Performance Objective 2: Ferris Junior High will commit to long range planning for campus budgeting and expenditures.

Strategy 1 Details	Reviews			
<p>Strategy 1: SMORE and Remind communication platforms</p> <p>Strategy's Expected Result/Impact: Increase PTO communication by assisting with communication through FJH platforms</p> <p>Staff Responsible for Monitoring: Admin, PTO</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
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Goal 4: Ferris Junior High will ensure strong financial stewardship and sustainability.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Choice Day designed to increase community involvement and students SEL learning and bonding with community and staff members.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
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Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
199-PIC 24 - State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
199-PIC 30 - State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL		\$15,200.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	2			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
3	2	1			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$0.00
3	2	3			\$0.00
4	3	1			\$0.00
Sub-Total					\$15,200.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Summit K-12 Program for 175 Students and 8 Teachers		\$0.00
Sub-Total					\$0.00