Ferris Independent School District

2026-2027 District Improvement Plan

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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

Value Statement

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

Summary

Demographic data is based on 2024-2025 & 2025-2026 Fall PEIMS file data and EOY Data. Enrollment Information & Transfer students (See Table 1). Overall enrollment from 2024-2025 to 2025-2026 increased in Ferris ISD with an enrollment of 3,044 students at the time of the report, March 2026. 202 students transferred into FISD from other districts in the 2025-2026 school year. 109 are staff transfers and 93 approved for 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 (75%) that is significantly higher than the state's (53%).

Program Participation (See Table 3)
From 2024-2025 to 2025-2026, Ferris ISD's special programs remained relatively stable. We did see a slight decrease in the number of Emergent Bilinguals being served as well as the number of Special Education students. The district's At-Risk population slightly decreased by 1% from 67% to 66%, and the percentage of students experiencing homelessness remained steady at about 1%. The district's overall Emergent Bilingual students decreased slightly by 1%. Ferris ISD continues to far exceed the state in number of Emergent Bilingual students (FISD - 36%; Texas - 23%). Special Education populations decreased by 1% this year to 19%, with increases in the numbers of students receiving services for learning disabilities, autism, speech difficulties, and dyslexia. The district's Dyslexia population has started steady in 2025-2026. 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 increased from 6% to 7% in the 2025-2026 school year.

Attendance Information
Student attendance from Spring 2025 through the 2025-2026 school year remained relatively steady, resulting in a slight increase in FISD's attendance rate from 93.3% in spring 2025 to 93.4% in the spring of 2026.

DEMOGRAPHICS

Table 1. ENROLLMENT INFORMATION			
Indicator	2024-2025	2025-2026	Change
Fall Snapshot Enrollment	3010	3044	+34
EOY Enrollment	3223		
Transfer Students	213	202	-11
Staff Transfers	109	109	------
Open Enrollment Transfers	104	93	-11
PEG Transfers	0	0	0
District Attendance Rate	93.3%		

Table 2. DEMOGRAPHICS - ETHNICITY & GENDER			
Indicator	2024-2025	2025-2026	% Change
Hispanic	75%	75%	0%
African American	9%	10%	+1%
White	14%	12%	-2%
Two or More Races	2%	2%	--
Female	49%	48%	-1%
Male	51%	52%	+1%

Table 3. PROGRAM PARTICIPATION INFORMATION			
Indicator	2024-2025	2025-2026	% Change

Economically Disadvantaged	78%	77%	**-1%**
At-Risk	67%	66%	**-1%**
Homeless	<1%	<1%	--
Emergent Bilinguals	37%	36%	**-1%**
Overall EBs Served	1126	1110	**-16**
Bilingual Program	6%	8%	+2%
Alt Bilingual Program	9%	6%	**-3%**
ESL Program	11%	11%	--
Alt ESL Program	9%	8%	**-1%**
Parent Denials		6%	
Special Education	20%	19%	**-1%**
Learning Disabilities	231	261	+30
Intellectual Disabilities	49	48	**-1**
Autism	74	87	+13
Speech Impairment	77	83	+6
Dyslexia Services	7%	7%	--
Gifted & Talented Services	6%	7%	+1%

Strengths

- The implementation of the Capturing Kids' Hearts (CKH) framework with both students and staff has strengthened campus culture, relationships, and student connectedness across the district.
- On-campus gatherings and engagement opportunities continue to foster positive relationships among students, staff, families, and the broader school community.
- Participation in the Teacher Incentive Allotment (TIA) program supports teacher recruitment, retention, and recognition by rewarding highly effective educators.
- The district continues to maintain low dropout rates, reflecting strong student engagement and systems of support for student success.
- High College, Career, and Military Readiness (CCMR) outcomes demonstrate the district's commitment to preparing students for postsecondary success.
- The implementation of vape detectors across campuses enhances student safety and supports healthy, distraction-free learning environments.

- The Mentors Care program at the high school provides students with additional support, guidance, and meaningful connections with trusted adults on campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Although the district has implemented culture initiatives such as Capturing Kids' Hearts, there is a need to strengthen staff collaboration, peer awareness, and relationship-building practices to support consistent implementation across campuses.	Limited structured opportunities and inconsistent practices for staff collaboration, relationship-building, and team-building may result in varying levels of peer support and a less cohesive campus culture across departments and staff members.

★ = Priority

Student Learning

Summary

Summary

2025	Reading	Math	Science	Social Studies	Totals	%
Total Tests	1973	1505	716	373	4567	--
Approaches & Higher	1367	903	518	219	3007	66%
Meets & Higher	852	395	240	115	1602	35%
Masters	257	111	54	58	480	11%

From 2024 to 2025, students scoring at the Approaches Grade Level or Higher decreased from 71% to 66%, while students scoring at Meets Grade Level or Higher decreased slightly from 39% to 35%. The percentage of students reaching the Masters Grade Level remained steady at 11% across both years.

At the high school level, students performed above state averages at the Approaches level in Algebra I (+7%), Biology (+1%), English I (+3%), English II (+2%), and U.S. History (+2%). Junior high students continue to perform below state averages in most content areas; however, Algebra I performance exceeded the state average by 17%. Despite challenges at the Meets and Masters performance levels, the district demonstrated growth in 14 secondary tested areas.

At the elementary level, students exceeded state performance in 5th Grade Math at the Approaches level. While Meets and Masters performance continues to trail state averages in most elementary areas, students showed growth in 15 tested areas overall.

Districtwide instructional priorities will continue to focus on preparing students for new STAAR test item types, strengthening writing skills, & improving achievement in reading and mathematics.

Strengths

Academic Strength Highlights

- Student performance data reflects strong growth in 4th grade mathematics achievement from 3rd grade, demonstrating academic progress and the impact of targeted instructional supports.
- Kindergarten students demonstrated measurable growth in mathematics, reflecting strong foundational instruction and early intervention efforts.
- Student achievement and performance in 8th Grade Mathematics and Algebra I continue to be areas of strength, supporting readiness for advanced coursework and future academic success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Ferris ISDs standardized assessment achievement has consistently been below state average with varying levels of growth and mastery of grade-level expectations.	Inconsistent instruction and use of data have led to gaps in student achievement and slower growth.
2	Discipline data indicates trends in student behavior referrals that may be impacting instructional time and the learning environment.	Increasing student behavioral and social-emotional needs, combined with inconsistent implementation of behavior management practices and relationship-building strategies, may limit the effectiveness of preventative supports and impact student engagement and behavior across classrooms and campuses.

★ = Priority

District Processes & Programs

Summary

Ferris ISD is served by an administrative team of a Superintendent and three Assistant Superintendents. 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.

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 pay increases, 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.

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.

Strengths

Ferris ISD provides intervention time during the school day and after-school tutoring for students needing additional academic support.

Content-specific intervention support allows students to receive help from staff with subject-area expertise.

The district uses MAP, CFAs, and other local assessments to gather data that can inform instruction and intervention.

PLC structures, TEKS Resource System, Year-at-a-Glance documents, Instructional Focus Documents, and common assessments provide a shared instructional foundation.

The district provides professional learning opportunities and supports staff participation in targeted professional development.

New to Ferris Teacher Academy and mentor structures support staff onboarding and early-year transition.

District and campus leaders, coordinators, specialists, and instructional coaches provide staff support and mentoring.

CTE, CCMR, dual credit, GEAR UP, ASVAB, and career-awareness efforts support student access to college and career pathways.

Safety, mental health, and school-family communication systems support a more stable learning environment for students and staff.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Ferris ISD does not yet have a sufficiently consistent districtwide process for using district-collected performance data to drive focused action, differentiated support, and ongoing progress monitoring across campuses and content areas.	Lack of a clearly defined districtwide process for translating measured data into shared action steps and implementation expectations. Lack of a consistent system for targeted support and recurring progress checks across campuses, content areas, and staff groups.

★ = Priority

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, Parent Square, and social media such as Facebook and Twitter.

Ferris ISD continues to prioritize the importance of building relationships and developing a positive climate and culture through the implementation of the Capturing Kid's Hearts curriculum and classroom strategies. Lucy Mae Elementary and Ingram Elementary both received the honor of being a CKH Showcase Campus.

FISD 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.

Teacher Turn-Over Rate

24-25 Ferris 23.1% State 18.8%

23-24 Ferris 20.1% State 19.1%

22-23 Ferris 26.0% State 21.4%

21-22 Ferris 26.1% State 17.7%

20-21 Ferris 20.3% State 14.3%

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 and Associate Degree track.
- Family atmosphere due to small town vibe.
- Emphasis on Social Emotional Learning and District-wide CKH implementation
- Compassionate staff members.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Too many teachers leave the district every year.	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.
2 ★	There is a lack of fluid communication and promoted opportunities for parent involvement in their child's education. Many parents are not currently participating.	Parents don't fully understand their role in supporting their student's education. PTO meetings are generally held in English, thus limiting participation for Spanish speakers to feel included. Teachers are often overwhelmed with daily responsibilities and immediate administrative demands, which can make it difficult to prioritize parent communication and building relationships that foster parent

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Although the district has implemented culture initiatives such as Capturing Kids' Hearts, there is a need to strengthen staff collaboration, peer awareness, and relationship-building practices to support consistent implementation across campuses.	Limited structured opportunities and inconsistent practices for staff collaboration, relationship-building, and team-building may result in varying levels of peer support and a less cohesive campus culture across departments and staff members.
2 ★	Ferris ISDs standardized assessment achievement has consistently been below state average with varying levels of growth and mastery of grade-level expectations.	Inconsistent instruction and use of data have led to gaps in student achievement and slower growth.
3 ★	Ferris ISD does not yet have a sufficiently consistent districtwide process for using district-collected performance data to drive focused action, differentiated support, and ongoing progress monitoring across campuses and content areas.	Lack of a clearly defined districtwide process for translating measured data into shared action steps and implementation expectations. Lack of a consistent system for targeted support and recurring progress checks across campuses, content areas, and staff groups.
4 ★	Too many teachers leave the district every year.	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.
5 ★	There is a lack of fluid communication and promoted opportunities for parent involvement in their child's education. Many parents are not currently participating.	Parents don't fully understand their role in supporting their student's education. PTO meetings are generally held in English, thus limiting participation for Spanish speakers to feel included. Teachers are often overwhelmed with daily responsibilities and immediate administrative demands, which can make it difficult to prioritize parent communication and building relationships that foster parent

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures 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 2026-2027 school year while increasing special populations (EL, SpEd, ECO DIS) achievement data to equal or greater than the State average.

Evaluation Data Source: Texas Academic Performance Report

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.

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.

Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, Campus Principals

Problem Statements: Student Learning 1

Funding Sources: Curriculum Resources 199 - General Fund, , Curriculum Resources 211 - Title I, Part A, $178,000, 224 - IDEA B - Formula Special Ed, $288,353

Formative Reviews

November	February	April	June

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.

Strategy's Expected Result/Impact: Increased student achievement by aligning teacher created exemplars and student work that demonstrates their evidence of learning.

Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, Campus Principals

Problem Statements: Student Learning 1

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, $178,000, 224 - IDEA B - Formula Special Ed, $288,353

Formative Reviews

November	February	April	June

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.

Strategy's Expected Result/Impact: Increased EB student achievement through the implementation of the ELPS, Sheltered Instruction and differentiation strategies. Increased EB student attendance.

Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Director of Teaching & Learning, Campus Principals

Funding Sources: 263 - Title III, LEP, $78,538, 199 - General Fund,

Formative Reviews

November	February	April	June

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.

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.

Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent of Academic Services, Director of Curriculum and Instruction

Funding Sources: 211 - Title I, Part A, $178,000, 199 - General Fund, , 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , $140,000

Formative Reviews

November	February	April	June

Strategy 5

GT students will be identified and served through GT trained staff.

Strategy's Expected Result/Impact: GT students will receive required/needed services. Increased GT student achievement and attendance.

Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, GT Coordinator, Director of Curriculum and Instruction

Funding Sources: 199-PIC 21 - State Gifted & Talented, , 199 - General Fund,

Formative Reviews

November	February	April	June

Strategy 6

GT staff will complete the 30 hour training or 6 hour updates as required.

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.

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Ferris ISDs standardized assessment achievement has consistently been below state average with varying levels of growth and mastery of grade-level expectations.	Inconsistent instruction and use of data have led to gaps in student achievement and slower growth.

Performance Objective 2

All graduates will demonstrate college & career readiness through TEA Accountability measures.

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

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.

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.

Staff Responsible for Monitoring: Innovation Specialist, teachers, Director of Counseling & Assessment

Funding Sources: 199 - General Fund, , 199-PIC 38 College, Career, and Military Readiness,

Formative Reviews

November	February	April	June

Strategy 2

The GEAR UP program at FJH will continue to support and to close achievement gaps of at-risk students so they are better prepared for post secondary education.

Strategy's Expected Result/Impact: 100% of students will be college ready before graduation.

Staff Responsible for Monitoring: GEAR UP District Director, Campus Counselors, Director of Counseling & Assessment

Formative Reviews

November	February	April	June

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.

Strategy's Expected Result/Impact: Student awareness of Military opportunities and personal career opportunities.

Staff Responsible for Monitoring: High School Counselors and Testing Coordinator

Formative Reviews

November	February	April	June

Strategy 4

Ferris ISD will increase student and parent awareness of Career and Technical Education programs of study, industry-based certifications, work-based learning opportunities, and postsecondary career pathways. Activities will include an annual CTE Fair for eighth-grade

students and families, classroom and counselor presentations, campus tours, course-selection information, and distribution of CTE program materials in English and Spanish.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, 100% of eighth-grade students will receive information about Ferris High School CTE programs of study before completing high school course selections. Student enrollment in coherent CTE programs of study and industry-based certification opportunities will increase from the 2025-2026 to 2026-2027.

Staff Responsible for Monitoring: Director of CTE, High School principal, Ferris Junior High principal, secondary counselors, and CTE teachers.

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

Performance Objective 3

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

Evaluation Data Source: 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

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.

Strategy's Expected Result/Impact: Overall growth from BOY to EOY on the CLI Assessment.

Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction

Funding Sources: 225 - IDEA B - Preschool Special Ed, $15,320, 199 - General Fund, , 199-PIC 36 Early Education Allotment, $263,340

Formative Reviews

November	February	April	June

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 Source: 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

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.

Strategy's Expected Result/Impact: Increased Reading Levels

Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, and Principals

Funding Sources: 199 - General Fund, , 199-PIC 36 Early Education Allotment, $263,340

Formative Reviews

November	February	April	June

Strategy 2

Teachers will utilize iStation data to track student progress along with their CLI beginning and end of the year assessments.

Strategy's Expected Result/Impact: Increased reading and math levels.

Staff Responsible for Monitoring: Assistant Superintendent of Academic Services, Director of Curriculum and Instruction, and Principals

Funding Sources: Istation Reading, Spanish, and Math Bundle 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , $58,920, 199 - General Fund,

Formative Reviews

November	February	April	June

Goal 2 Ferris ISD will actively recruit, develop, and retain high quality staff.

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 Source: TAPR report data for the state
Ferris ISD HR records

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, Assistant Superintendent, Principals

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

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,

Formative Reviews

November	February	April	June

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 to address the disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Evaluation Data Source: FISD PD records
Staff survey data

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.

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 2025-2026 returning to teach with FISD in 2026-2027.

Staff Responsible for Monitoring: Director of Teaching and Learning, Learning Specialists, Instructional Technology Specialists, CLT/Lead Teachers

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

Strategy 2

Ferris ISD will feature a convocation speaker who will highlight the core elements of our Mission and Vision, with a focus on the power of building strong relationships with students as the foundation for driving increased learning and academic success.

Strategy's Expected Result/Impact: Kick-start our school year with a positive and up-beat message.

Staff Responsible for Monitoring: Assistant Superintendents

Formative Reviews

November	February	April	June

Strategy 3

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.).

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.

Staff Responsible for Monitoring: Director of Special Populations, Director of Teaching and Learning, Director of Innovation, Bilingual/ESL Coordinator, Principals

Funding Sources: Professional Development/Conference Fees 199-PIC 21 - State Gifted & Talented, , 199 - General Fund, , Professional Development/Conference Fees 199-PIC 25 - State Bilingual/ESL,

Formative Reviews

November	February	April	June

Strategy 4

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.

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%.

Staff Responsible for Monitoring: Innovation Specialist, Advanced Academics CLT, Director of Counseling & Assessment

Funding Sources: Mastery Prep 199-PIC 38 College, Career, and Military Readiness,

Formative Reviews

November	February	April	June

Strategy 5

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.

Strategy's Expected Result/Impact: Teachers will learn about and implement effective, research-based strategies to their classrooms and will increase their confidence in using them, as evidenced in walkthrough notes and classroom observation records. This will also result in teachers feeling valued and supported as a result of the district's investment in their professional growth and development, reducing the probability of teacher turnover.

Staff Responsible for Monitoring: Director of Teaching and Learning, Director of Special Populations, BE/ESL Coordinator, Coordinator of Guidance and Assessment, Assistant Superintendent of Academic Services

Funding Sources: Professional Development, Conference Fees 199 - General Fund,

Formative Reviews

November	February	April	June

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

Administrators will facilitate Capturing Kids Heart training and workshops on their campuses with teachers and students.

Strategy's Expected Result/Impact: Building more positive relationships between principals and teachers; teachers and students; principals and students.

Staff Responsible for Monitoring: Assistant Superintendent; Director of Teaching and Learning

Funding Sources: 255 - Title II, Part A, TPTR, $63,600

Formative Reviews

November	February	April	June

Strategy 2

District & Campus Culture Building Activities

Strategy's Expected Result/Impact: Positive campus culture, staff retention

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

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 Source: PASS assessment data, counselor records

Strategy 1

Provide all FISD staff with training on suicide prevention and the identification and support of students in mental health crises.

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.

Staff Responsible for Monitoring: Director of Counseling & Assessment

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

Strategy 2

Incorporate the use of a district assessment protocol and parent/guardian notification procedure in handling student mental health crises and suicidal ideations.

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.

Staff Responsible for Monitoring: Director of Counseling & Assessment

Formative Reviews

November	February	April	June

Strategy 3

Provide families with the availability of free counseling services during moments of crises through T-Chat - an on-line free counseling service.

Strategy's Expected Result/Impact: Immediate response and personal care to students and families in crises.

Staff Responsible for Monitoring: Director of Counseling & Assessment, campus counselors

Formative Reviews

November	February	April	June

Strategy 4

Go Guardian Beacon virtually screens for mental health concerns through student classwork and student communications on district provided technology and platforms.

Strategy's Expected Result/Impact: Counselors receive alerts to proactively intervene in potential early stages of crises.

Staff Responsible for Monitoring: Director of Counseling & Assessment, campus counselors

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

Strategy 5

Provide all FISD staff with training on Dating Violence and procedures for reporting.

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.

Staff Responsible for Monitoring: Director of Counseling & Assessment

Formative Reviews

November	February	April	June

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 Source: Parent and family engagement event attendance

Strategy 1

Ferris ISD will utilize Parent Square, the district website, and social media to increase school to home communications across the district.

Strategy's Expected Result/Impact: Consistent and timely communication with parents and the community.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Technology, Principals

Funding Sources: Subscription for technology resources 199 - General Fund,

Formative Reviews

November	February	April	June

Strategy 2

Ferris ISD will coordinate Parent Family Engagement events at each of its campuses.

Strategy's Expected Result/Impact: Increased parental involvement, increased student attendance, academic success of students

Staff Responsible for Monitoring: State and Federal Programs Director and Campus Principals

Funding Sources: Outside Vendor Costs 211 - Title I, Part A, $6,094.28

Formative Reviews

November	February	April	June

Strategy 3

Ferris ISD will partner with Navarro College to provide parent ESL classes and HSE classes on-site in Ferris.

Strategy's Expected Result/Impact: Improved school-family communication and increased job opportunities; increased financial resources for FISD students and their families.

Staff Responsible for Monitoring: Bilingual/ESL Coordinator

Formative Reviews

November	February	April	June

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 Source: Safety Data, Compliance Checklists

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,

Formative Reviews

November	February	April	June

Strategy 2

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,

Formative Reviews

November	February	April	June

Strategy 3

FISD PD will complete a minimum of nine (9) safety and security audits every three (3) years. And 1 official TEA audit every 3rd year.

Strategy's Expected Result/Impact: The audits ensure compliance with maintaining campus safety plans, drills, and intruder assessments for each campus.

Staff Responsible for Monitoring: Chief of Police

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June

Strategy 4

FISD PD will complete the Exterior Door Safety Audit Tracker as required by Texas Education Agency and the Texas School Safety Center each summer.

Strategy's Expected Result/Impact: The audit ensures compliance with maintaining campus safety and security for all students and staff.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

November	February	April	June

Strategy 5

FISD PD will complete and submit an EOP Basic Plan and Active Threat Annex to 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

Formative Reviews

November	February	April	June

Strategy 6

FISD PD will update the District Vulnerability Audit (DVA) to meet the new standards prior to the audit date.

Strategy's Expected Result/Impact: The audit ensures compliance with maintaining campus safety and security for all students and staff.

Staff Responsible for Monitoring: Chief of Police

Formative Reviews

November	February	April	June

Strategy 7

Write and submit the STOP Grant to acquire and install new AI metal detectors at FHS & FJH and procure radios for disbursement at all campuses.

Strategy's Expected Result/Impact: Safety and security of all students, staff, and community.

Staff Responsible for Monitoring: Chief of Police and the Director of State & Federal Programs

Formative Reviews

November	February	April	June

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

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

Formative Reviews

November	February	April	June

Strategy 2

The business office will provide monthly financial reports (including bond expenses/updates) to the Board of Trustees.

Strategy's Expected Result/Impact: Financial transparency with the board and community.

Staff Responsible for Monitoring: Director of Finance

Formative Reviews

November	February	April	June

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

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $3,487,896.00

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. Mentor's Care partners with parent, guardians, and school administrators help students who are considered to be at-risk of not graduating from high school by matching them with caring adult mentors who he 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 SC funds also help pay for the teachers that teach in all of the programs listed above and who provide other individual student interventior through intervention times and periods.

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

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.

1.2 Identifying students who may be at risk for academic failure;

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.

Additionally, Goal 1, Performance Objective 1, Strategy 4 & Performance Objective 2, Strategy 2 of the DIP speaks directly to this Descriptor.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

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).

Additionally, Goal 1, Performance Objective 1, Strategies 2, 3, & 4 speak to this descriptor.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

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.

Descriptor 2: Teacher Quality

District Principals and HR Department will recruit certified teachers and highly-qualified paraprofessionals. The District will:

- Assist teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements.
- Implement strategies and activities to ensure the campus and district is making progress toward having all classes taught by state certified, highly effective teachers.
- Ensure that teachers are receiving high-quality professional development.

Goal 2 Performance Objectives 1 & 2 speak to the District's efforts in recruiting and retaining high-quality, certified staff for all students.

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.

Descriptor 3: School Improvement and Support Activities

n/a

Descriptor 4: Measure of Poverty

We use the eligibility for free and/or reduced lunches under the National School Lunch Act. Specifically, we use The Community Eligibility Provision (CEP) for qualifying students for the National School Lunch Program. The data we use is collected by our PEIMS Office through enrollment packet information. We collect our data on the Fall Snapshot date. Our Child Nutrition Director also receives a report from the State of our families that qualify for different assistance programs. The two lists are compared and verified to reach our final count. The PNP team at our region service center (Region 10) is responsible for sharing this process with our equitable service partners.

Descriptor 5: Nature of Programs

Ferris ISD utilizes Title I Schoolwide Programs for all of our campuses and the Campus Improvement Plans address:

- Strategies the school will implement to address school/student 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
- Currently, Ferris ISD does not provide services through neglected or delinquent facilities because there are none within our school district boundaries

Descriptor 6: Services to Homeless Children and Youth

Any activities authorized under the McKinney-Vento Homeless Assistance Act. Addressing learning loss of students experiencing homelessness by planning and implementing summer learning program activities, providing support for dual credit programs, credit recovery and/or acceleration programs. Addressing learning loss of student experiencing homelessness by providing academic and community wraparound support and assistance which could be provided in collaboration with or through community-based organizations (CBOs) (e.g., academic support, basic need referrals, trauma-informed care, mental health services, etc.). Providing access to educational technology (hardware and software) and reliable high-speed internet by purchasing educational technology, internet-connected devices, and/or mobile hotspots for students experiencing homelessness.
Developing and implementing McKinney-Vento professional development for LEA and ESC staff and community partners to increase awareness, enrollment, identification, and support for students experiencing homelessness. Planning and implementing college and career activities for students experiencing homelessness.

Providing needed supplies and materials (e.g., school supplies, school uniforms, eyeglasses, personal hygiene items, emerge school activities, and support aca

Planning and implementing field trips that are academic in nature and aligned with grade appropriate TEKS. Education field trips include, but are not limited to:

- Organized visits to colleges, universities, or identified programs of study that leads to high wage, high skill, and in-demand occupations
- To promote and explore a variety of college and career opportunities
- Academic activities that are focused on science, technology, engineering, and mathematics

Descriptor 7: Parent and Family Engagement Strategy

The District's PFE Policy is attached to the District Improvement Plan (DIP) after the full DEIC Committee has approved the updated plan from the CNA committee.

We also address effective parent and family engagement in Goal 3, Performance Objective 2, Strategies 1, 2, & 3.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Goal 1, Performance Objectives 3 & 4 speak to Pre-K Curriculum, identifying essential foundational skills, progress monitoring,

intervention, and enriching experiences for our Pre-K Students.

Ingram Elementary serves as our Pre-K and Kinder Campus. Our first transition occurs after their kinder year to our 1st, 2nd, & 3rd Grade Campus, so we do not have a transition plan for our pre-K students. During our kinder round-up we do seek out younger siblings that might meet the criteria to participate in our Pre-K Program.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

n/a

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

1. Strategies for providing to junior high and high school students, teachers, counselors and parents information about:
    - Higher education admissions and financial aid, including sources of information
    - TEXAS grant program o Teach for Texas grant programs
    - The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid

Ferris ISD will utilize the student handbook, district and campus websites, social media, and Remind messaging to share information with parents and students. The CTE Coordinator will collaborate with the FHS counseling team to provide career education.

An 8th Grade CTE Fair is held each year to provide an opportunity for all 8th graders and their parents to see what offerings the HS has for them within the CTE program. This event is held in the early spring in conjunction with 8th grade course selections.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Ferris HS has Dual Credit offerings beginning in the 9th grade for our students. Students have the ability to graduate HS with an Associates Degree if they choose to take all of the courses needed to do so.

Also, we offer Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

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.

Descriptor 11: Discipline Disproportionality

The District will utilize data from the TAPR and RDA reports as well as PEIMS/TSDS data to track students removed from the

classroom to target campuses with high rates of discipline.

The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy and training on effective discipline techniques.

Ferris ISD utilizes Capturing Kids Hearts as a tool to build relationships with students and to provide teachers with a structured response to misbehavior. Training is given each year to new staff. There is also updates provided to all staff through-out the school year.

Texas Behavior Support Initiative (TBSI) and Crisis Prevention Intervention (CPI) training is provided to staff who instruct students with disabilities.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The Director of CTE will collaborate with the FHS counseling team to provide career education opportunities for all students. These Career education courses will assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. When appropriate, industry professionals and/or certified teachers with industry certifications are hired to teach CTE courses.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Ferris ISD provides opportunities for students to participate in a work-study program while also attending school and working toward graduation. Students attend a class focused on work-based learning and career exploration initiatives and are released from school early to attend work.

Ferris ISD also is a part of GEAR UP: A federally funded program, administered by TEA, that works with specific rural school districts to expand college and career preparation for students.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

The identification of gifted and talented students is addressed in Goal 1 of the District Improvement Plan. Also, Ferris ISD follows Board Policy EHBB for referring, Identifying, and Assessing G/T Students.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Ferris ISD follows Board policy EFB. The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Title I Personnel

Name	Position	Program	FTE
Brandy Bailey	Instructional Coach	Title I School Wide	1
Lisa Jones	Instructional Coach	Title I School Wide	1
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

Committees

Committees

2025-2026 - Committee Perceptions

Members

First Name	Last Name	Position	Committee Role
Diana	Reynoso	Parent	Parent
DeAndre	Carter	Principal - HS	Administrator
Jennifer	Mena	Director of Counseling	District-level Professional

2025-2026 Committee Demographics

Members

First Name	Last Name	Position	Committee Role
Rachel	Obernberger	Ingram Teacher	Teacher
Karen	Arnold	Business	Business
Karen	Edwards	Parent	Parent
Linda	Johnson	Teacher - FJH	Teacher
Christopher	Waterman	FHS Teacher	Teacher
Christy	Murphy	Principal	Administration
Angelica	Campos	ELEM Teacher	Teacher
Trisha	Cupp	Director of TIA	District-level Professional
Diana	Lopez	PEIMS Director	District-level Professional

2025-2026 Student Achievement Committee

Members

First Name	Last Name	Position	Committee Role
Kendra	Gajdica	Director	District-level Professional
Amy	Jay	Teacher	Classroom Teacher

Kimberly	O'Donnell	Asst. Principal - FHS	Administrator
Shandra	Sanders	Asst. Principal - FJHS	Administrator
Christy	Murphy	Principal - Lee Longino Elem.	Administrator
Bobbi	Cook	Principal - McDonald Elem.	Administrator
Stacy	Hodges	MTSS/Testing Coordinator	District-level Professional
Felicia	Brown	Parent	Parent
Hershana	Rouwtt	Parent	Parent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. 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)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

199 - General Fund

Goal	Performance 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	2	4		--	$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	3		--	$0.00
2	2	5	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	2		--	$0.00
3	3	3		--	$0.00
				Sub-Total	$0.00

199-PIC 21 - State Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$0.00
2	2	3	Professional Development/Conference Fees	--	$0.00
				Sub-Total	$0.00

199-PIC 25 - State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Professional Development/Conference Fees	--	$0.00
				Sub-Total	$0.00

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$140,000.00
1	4	2	Istation Reading, Spanish, and Math Bundle	--	$58,920.00
				Sub-Total	$198,920.00

199-PIC 36 Early Education Allotment

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	$0.00
2	2	4	Mastery Prep	--	$0.00
				Sub-Total	$0.00

211 - Title I, Part A

Goal	Performance 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	Performance 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	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	$63,600.00
				Sub-Total	$63,600.00

263 - Title III, LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$78,538.00
				Sub-Total	$78,538.00

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 Paraprofessional Requirements Determination

Paraprofessional meets the Title I, Part A Paraprofessional Requirements:

☐ Yes ☐ No ☐ Pending State Certification Requirement

_____ _____

Signature of Authorized Administrator **Date**

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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.

FHS PIC 30	
MASSENGALE, RAELENE	6%
BILLINGSELY, TABITHA	6%
SCOTT, KANDIS	6%
SIMEON, MARGARET	6%
BUKOWSKI, LESLIE	6%
DOUGLAS, GARY	6%
STEWART, STEFANIE	6%
MCGEE, LATONYA	6%
BLAKE, DESTINY	28%
PARKER, JAKE	28%
WILCOX, RALEIGH	6%
MONROE, DANIEL	6%
STEWART, JASON	6%
INTROLIGATOR, CRAIG	6%
SLINKER, ABRIANA	6%
MAYLEE, JOSH	6%
CRITES, ALEXIS	6%
SANDERS, HARVEY	6%
GALLAGHER, KERRY	6%
CAZARES, JUAN	6%
PATTON, CODY	6%
HAUCK, TARYN	6%
ALEXANDER, NANCY	6%
SALVATIERRA, LYDIA	6%
CHRISTOPHER	6%
GRIZZLE, CAMERON	6%
GAYDEN, PAM	6%
YARBROUGH, RYAN	16%
TROY, BRIANA	6%
ARAIZA SALTO, ARACELIA	6%
TOOMEY, PATSY	6%
MORENO, CLAUDIA	6%
COLON, MEGAN	6%
WHEELER, RONALD	6%
HAIRSTON, JACQUELYN	6%

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	
Tommy Lee Aguilar	5%
Jason Driver	5%
Alice Walker	100%
Rusty Williams	5%
Michael Gomez	5%
Misty Tarver	5%
Cameron Ralston	5%

LLE PIC 30	
Christine Armfield	10%
Courtney Brantley	10%
Esmeralda Cardoso**	10%
Rachel Compean*	10%
Noenna Holmes	10%
Alisa Marshall	10%
Hewitt Hunt	10%
Joana Osorio*	10%
Cash Rountree	10%
Socorro Starnes	10%
Ashley Carter	10%
Guadalupe Gobellan	10%
Kristen Bolton	10%
Cathleen Dumais	10%
Charalotte (Angie) Peterson	10%
Lainie Jackson	10%
Cara Johnson	10%
Leticia Luna De la Cruz	10%
Leticia Sasser	10%
Daisy Sierra	10%
Sarah Vreeland#	10%
Raisa Lopez	10%
Jodi Gajdica	100%
Pam Hileman	100%
Felicia Edwards	100%

HADNOT, JAMES	66%
GONZALEZ, SKI	33%
GOLIGHTLY, JARRETT	66%
JOHNSON, JOAN	100%
EDWARDS, MABLE	100%
HOAG, JENNIFER	55%

Sadie Atkinson	5%
Karrissa Peterson	5%
Colin Lee	50%
Larry Taylor	80%
Heriberto Diaz	5%
Jasmine Moya	5%

LMM PIC 30	
Renee Ramirez	16%
Jennifer Cryer	16%
Kaylie Boone	16%
Amanda Faber	16%
Carrie Garrett	16%
Linzy Proefrock	16%
Alma Valle	16%
Norma Carrizal	16%
Yesenia Rodriguez	16%
Erika Gessler	16%
Amanda Aguinaga	9%
Angelica Campos	9%
Jessica Patlan	9%
Cynthia Fagan	9%
Ann Ball	9%
Gwenean Morton	9%
Heather Powell	9%
Berenice Arreola	9%
Myriam Cortez	9%
Brenda Garcia	9%
Juanita Piper	9%
Rebecca Dill	9%
Kellie Watson	9%
Kristin McDonald-Morgan	9%
Ashley Lloyd	9%
Emily Prachyl	9%
Susan Glaeser	9%
Marisol Morales	9%
Jennifer Lemon	9%
Brenda Yescas	9%
Maribel Anaya	9%
Lisa Hunter	30%
Tiffany Puyear	100%
Heather Freeman	57%%
Laurie Fouts	100%

Ingram PIC 30	
Rachel Obernberger	10%
Hannah Dowdy	10%
Tiffany Quinones	10%
Iscamar Aguiniaga	10%
Blanca Ceballos	10%
Jasmin Lee	10%
Gabriela Carmona	10%
Emma Grimes	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%
Alejandra Meza	26%
Luisa Urbina	26%
Kevin Turner	20%
Velma Coronado	20%
Alejandra Aguilar	80%
Megan Shaw	20%

Megan Biffle	50%

APPENDIX

Ferris Independent School District

2026-2027 STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	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 ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	School Health Advisory Council Chair	The school will follow Board Policies: FFA and EHAA.

3. DAEP Requirements ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA (Legal)	Asst. Superintendent DAEP Principal	The school will utilize data from the TAPR and RDA reports as well as PEIMS/TSDS data.
4. District's Decision-Making and Planning Policies ● Evaluation – every two years	TEC 11.252(d)	District Education Improvement Committee chair	The school will follow Board Policies BQ, BQA, and BQB.
5. Dropout Prevention	TEC 11.252	Dep. Superintendent District Counselor Campus Administrators in Charge of Leavers	The school will follow procedures set forth in the Ferris ISD Leaver Procedures Manual to track leavers and investigate underreported students.
6. Dyslexia Treatment Programs ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB, as well as the state's Dyslexia Handbook.
7. Migrant Plan (Title I, Part C) ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	EB Coordinator Region 10 ESC Migrant Services SSA staff	The district is a member of the Migrant Services SSA through Region 10 and will follow the Priority for Services plan developed in conjunction with the Region 10 ESC Migrant Services staff.
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		District Counselor School Age Parenting	The district will follow Chapter 9 of the TEA Student Attendance Accounting Handbook.

		Coordinator Counselors	
9. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Secondary School Counselors District Lead Counselor CTE Coordinator	The school will utilize the student handbook, district and campus websites, social media, and Remind messaging to share information with parents and students. The Ferris High School counseling team will host student and parent events throughout the school year, including FAFSA night, Apply Texas night, annual parent meetings for each class, etc. The CTE Coordinator will collaborate with the FHS counseling team to provide career education. Specific items may be required by the CIP or DIP.
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	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.

11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. The district's policy on Sexual Abuse and Maltreatment of Children will be included in the student handbook and posted on the district's website.
12. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ 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.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB (Legal) Board Policy DMA(Legal)	District Lead Counselor FISD Police Chief	The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing ○ 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	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	District Lead Counselor FISD Police Chief	The Schools will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Populations	The Schools will follow Board Policy DMA(Legal)

15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Technology Director Director of Teaching & Learning Instructional Technologists	The Schools will follow Board Policy AE, DMA, EHAA, EHAB, EHAC
16. Job Description for Peace Officers, Resource Officers & Security Personnel ● 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
April 23rd

DRAFT CNA TO SBDM
MAY 21st

FINAL CNA IN PLAN4LEARNING
JUNE 30TH

DRAFT CIP TO SBDM
August 31st

FINAL CIP IN PLAN4LEARNING
September 15th

PRESENT CIP TO BOARD
October 19th

Need help?

CONTACT
J. Guastella

Ferris Independent School District

Parent and Family Engagement Policy

ESSA Section 1116

2026-2027

1. Ferris ISD staff will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
    - ParentSquare, District social media, and website postings, and Skyward Family Access will be used to keep parents abreast of the latest information concerning their children's progress.
    - Teachers will engage in and document positive parent communication on a regular basis.
    - At least once each year, face-to-face parent-teacher conferences will be scheduled for parents of elementary students (PK-5). If the face-to-face format is not possible for the parent, the parent may choose to communicate by phone or email.
    - The District may utilize a virtual format such as Google Meets or Zoom to conduct parent-teacher conferences at parent request or other situations that prevent face-to-face meetings.
    - At transition points such as kindergarten to elementary, elementary to junior high, or junior high to high school, Ferris ISD campuses will invite parents to transition activities to help familiarize students and parents with expectations at the next level.
    - Ferris ISD will host a back-to-school activity prior to school opening, at which families can meet their children's teachers, tour the school building, and receive information on clubs and activities at each school.
2. Ferris ISD receives Title 1, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve students academic achievement and school performance. Therefore, Ferris ISD will develop jointly with, agree on with, and distribute to, parents, and family members of participating children a written parent and family engagement policy.
    - A parent survey requesting input from parents on meaningful parent and family involvement activities will be conducted in the spring of each year.
    - Ferris ISD's Parent and Family Engagement (PFE)for the upcoming school year will be evaluated by the District Education Improvement Committee (DEIC) each spring.
    - During the spring semester, the District Education Improvement Committee (DEIC), consisting of parents, community members, and district staff, will annually evaluate the content and effectiveness of the current Parent and Family

Engagement (PFE) Policy. Using findings from the annual evaluation, results from the spring parent survey, and meaningful input from committee members and parents of students participating in Title I, Part A programs, the committee will jointly develop or revise the PFE Policy for the upcoming school year.
    - Following its development and approval, the PFE Policy for the upcoming school year will be posted on the district website. At the beginning of the school year, the district will notify families through ParentSquare and social media that the policy is available online and that a printed copy may be requested. Printed copies will also be available at each Ferris ISD campus and at the Ferris ISD Central Administration Office.
3. Ferris ISD will involve parents and family members in jointly developing the District Improvement Plan (DIP) under section 1112 and the development of support and improvement plans under paragraphs (1) and (2) of section 1111 (d). Section 1116 (a)(2)(A).
    - Ferris ISD will include parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., school safety planning, family/community involvement, etc.).
    - This enlistment of parents for membership on Ferris ISD committees will include membership on the DEIC. The committee will meet at least two times per year, wherein it will assist in developing the Comprehensive Needs Assessment (CNA), developing the District Improvement Plan (DIP), monitoring formative assessments of the DIP strategies/activities, and eventually conduct a summative assessment/evaluation of the DIP. The committee will hold at least one public meeting after receipt of the Texas Academic Performance Report, and additional parental input for the plan will be sought at that time.
4. Ferris ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all campuses within the district, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Ferris ISD will connect students and families to service-learning projects in the community.
    - Family nights for reading (literacy) and mathematics will be held at campuses to provide materials, resources, and training regarding how parents can help students with reading and/or math content.
    - District and Campus Education Improvement Committee meetings will be held to include parents in the development of the district and campus improvement plans.
    - English Learner parent and family nights will be planned throughout the year and translators will be available at the campus level for parents as needed.
    - Special Population parent and family nights and workshops will be offered and will provide parents with materials and resources to increase student achievement.
    - Campuses will provide periodic parent workshops/tutorials focused on academic content so parents can help their children at home. These could be held virtually to bolster parent attendance. The workshops can also be recorded and posted

on-line for parent viewing at their convenience.
    - The district will provide information to campus administrators for teachers regarding best practices for reaching out and effectively communicating with parents, as well as how to work with parents as partners to strengthen the home/school connection.
5. Ferris ISD will coordinate and integrate parent and family engagement strategies under Title 1, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
    - Through district-community partnerships, Ferris ISD will facilitate families' access to community-based programs (e.g. health care and human services) to ensure that families have resources to be involved in their children's education.
    - Ferris ISD will invite community partners to share resources at student/parent events.
    - When possible, parent involvement meetings will be coordinated among booster clubs, special education, ESSA, migrant, ESL, etc., so parents don't have to choose which meeting to attend.
        i. A District's Events Calendar has been created to assist campuses in planning events so they do not overlap with other campus events as much as possible.
6. Ferris ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, Section 1116 (a)(2)(D). This includes identifying:
    - Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
    - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    - Strategies to support successful school and family interactions.
    - Ferris ISD's Parent and Family Engagement policy for the 26-27 school year shall be evaluated at a DEIC meeting in the spring of 2027. Barriers to greater participation by parents in activities (as indicated above), needs of parents to assist with the learning of their children, and strategies to support successful school/family interactions will be discussed.
7. Ferris ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.
    - Ferris ISD has campus PTOs, a Band Booster Club, and All Sports Club, and various other parent-led organizations. Title 1, Part A information is disseminated at the campuses through their Annual Title 1 meetings. To solicit parent participation at the Annual Title 1 Meeting, publicity concerning the annual

meetings will be distributed to all parent-led organizations. Parent invitations for the annual Title 1 meetings will also be sent to parents via email groups, through ParentSquare, and posted on campus websites and social media accounts.
    - Ferris ISD shall provide other reasonable support to its campuses for parental involvement activities. Parents can make such requests by contacting the campus principal's office by email, in person, or by phone. Support can be translation services, physical access, printed materials, etc.
8. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Ferris ISD shall coordinate with each campus to:
    - Provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116(e)(1)
        i. Ferris ISD campuses, with district support, will offer family nights to inform families of the State academic standards children are expected to meet in each grade level. These workshops will include how the campuses assist students in meeting these challenging standards.
        ii. Parents will be advised of how to monitor their child's progress through weekly grades, progress reports, and nine-week grades (i.e. FAQ's & how-to videos).
        iii. Ferris ISD will seek input from parents on how educators might improve instruction to raise achievement levels for their children.
        iv. The requirements of the parent and family engagement program will be discussed at the annual Title 1 meetings at the campuses.
    - Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
        i. Ferris ISD campuses, with district support, will provide workshops and materials for parents on specific subject matter/curriculum at the appropriate grade level for their children and information as to what parents can be doing to support their child's learning.
        ii. Ferris ISD will post on the district website and/or print suggestions for parents on home conditions (such as plenty of rest) that support learning at each grade level and provide information for parents on homework policies and on monitoring and supporting student work at home.
        iii. Ferris ISD campuses, with district support, will provide information for parents on technology, including cell phones, usage/abuse by students including copyright piracy.
    - Educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
        i. Ferris ISD will solicit parent input on campus training to include the value

of parent involvement through a spring survey.
    ii. The district will provide staff training on the "value and utility of the contributions of parents as equal partners with the teacher in the education of their child" during the fall semester.
    iii. Customer Service and/or Hospitality Training for staff.
    iv. District personnel will attend parent and family engagement training at Region X ESC when provided and/or providers when available and practicable.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents or participating children in a format and, to the extent practicable, in a language the parents can understand.
    i. Ferris ISD and its campuses will utilize translation services and ParentSquare to ensure that information related to school and parent programs, meetings, and other activities is sent to parents in their home languages.

9. This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by attendance sign-in sheets or other documentation of virtual meetings.

This policy will be in effect from September 01, 2026 through August 30, 2027. The school district will distribute this policy to all parents of participating Title 1, Part A children by posting it on the district and campus websites for the 2026-2027 school year and making hard copies available upon request.

Distrito Escolar Independiente de Ferris
Política de Participación de Padres y Familias
Sección 1116 de ESSA
2026-2027

1. El personal de Ferris ISD se comunicará con todos los padres y miembros de las familias e implementará programas, actividades y procedimientos para su participación en programas que cumplan con los requisitos de la Sección 1116 de ESSA. Dichos programas, actividades y procedimientos se planificarán e implementarán mediante consultas significativas con los padres de los estudiantes participantes.
    - Se utilizarán ParentSquare, las redes sociales y publicaciones del Distrito en el sitio web, y Skyward Family Access para mantener a los padres al tanto de la información más reciente sobre el progreso de sus hijos.
    - Los maestros mantendrán y documentarán regularmente comunicaciones positivas con los padres.
    - Por lo menos una vez al año, se programarán reuniones presenciales entre padres y maestros para los padres de estudiantes de primaria (PK-5). Si al padre o la madre no le es posible asistir en persona, podrá optar por comunicarse por teléfono o correo electrónico.
    - A solicitud de los padres o en otras situaciones que impidan una reunión presencial, el Distrito podrá utilizar un formato virtual, como Google Meet o Zoom, para llevar a cabo reuniones entre padres y maestros.
    - En los puntos de transición, como de kínder a primaria, de primaria a secundaria básica (junior high), o de secundaria básica a preparatoria, los planteles de Ferris ISD invitarán a los padres a actividades de transición para ayudar a los estudiantes y a sus padres a familiarizarse con las expectativas del siguiente nivel.
    - Antes del inicio de clases, Ferris ISD organizará una actividad de regreso a clases en la que las familias podrán conocer a los maestros de sus hijos, recorrer el edificio escolar y recibir información sobre los clubes y las actividades de cada escuela.
2. Ferris ISD recibe fondos del Título I, Parte A. Nuestro objetivo es planificar e implementar actividades eficaces de participación de padres y familias para mejorar el rendimiento académico de los estudiantes y el desempeño escolar. Por lo tanto, Ferris ISD elaborará conjuntamente con los padres y familiares de los estudiantes participantes, acordará con ellos y les distribuirá una política escrita de participación de padres y familias.
    - Cada primavera se realizará una encuesta para solicitar la opinión de los padres

sobre actividades significativas de participación de padres y familias.
    - Cada primavera, el Comité de Mejoramiento Educativo del Distrito (DEIC, por sus siglas en inglés) evaluará la Política de Participación de Padres y Familias (PFE) de Ferris ISD para el próximo año escolar.
    - Durante el semestre de primavera, el Comité de Mejoramiento Educativo del Distrito (DEIC), integrado por padres, miembros de la comunidad y personal del distrito, evaluará anualmente el contenido y la eficacia de la Política de Participación de Padres y Familias (PFE) vigente. Utilizando los hallazgos de la evaluación anual, los resultados de la encuesta de padres realizada durante la primavera y las aportaciones significativas de los miembros del comité y de los padres de estudiantes que participan en los programas de Título I, Parte A, el comité desarrollará o revisará conjuntamente la Política de PFE para el próximo año escolar.
    - Una vez desarrollada y aprobada, la Política de PFE para el próximo año escolar se publicará en el sitio web del distrito. Al comienzo del año escolar, el distrito notificará a las familias, mediante ParentSquare y las redes sociales, que la política está disponible en línea y que pueden solicitar una copia impresa. También habrá copias impresas disponibles en cada plantel de Ferris ISD y en la Oficina de Administración Central de Ferris IS.
3. Ferris ISD involucrará a los padres y familiares en la elaboración conjunta del Plan de Mejoramiento del Distrito (DIP, por sus siglas en inglés), conforme a la Sección 1112, y en la elaboración de los planes de apoyo y mejoramiento conforme a los párrafos (1) y (2) de la Sección 1111(d). Sección 1116(a)(2)(A).
    - Ferris ISD incluirá a padres en todos los comités de toma de decisiones y asesoría, y les proporcionará la capacitación adecuada para las áreas en las que prestarán servicio (por ejemplo, planificación de seguridad escolar, participación de las familias y la comunidad, etc.).
    - El reclutamiento de padres para participar en los comités de Ferris ISD incluirá su participación en el DEIC. El comité se reunirá por lo menos dos veces al año y ayudará a elaborar la Evaluación Integral de Necesidades (CNA, por sus siglas en inglés), elaborar el Plan de Mejoramiento del Distrito (DIP), monitorear las evaluaciones formativas de las estrategias y actividades del DIP y, finalmente, realizar una evaluación sumativa del DIP. El comité celebrará por lo menos una reunión pública después de recibir el Informe de Rendimiento Académico de Texas, y en ese momento se solicitarán comentarios adicionales de los padres sobre el plan.
4. Ferris ISD proporcionará la coordinación, la asistencia técnica y otros apoyos necesarios para ayudar a todos los planteles del distrito y fortalecer su capacidad para planificar e implementar actividades eficaces de participación de padres y familias que mejoren el rendimiento académico de los estudiantes y el desempeño escolar. Esto podrá incluir consultas significativas con empleadores, líderes empresariales, organizaciones filantrópicas o personas con experiencia en la participación eficaz de padres y familiares en la educación.

- Ferris ISD conectará a los estudiantes y sus familias con proyectos de aprendizaje-servicio en la comunidad.
- Los planteles organizarán noches familiares de lectura (alfabetización) y matemáticas para proporcionar materiales, recursos y capacitación sobre cómo los padres pueden ayudar a sus hijos con la lectura o las matemáticas.
- Se realizarán reuniones de los Comités de Mejoramiento Educativo del Distrito y de los Planteles para incluir a los padres en la elaboración de los planes de mejoramiento del distrito y de los planteles.
- Durante el año se planificarán noches para padres y familias de estudiantes aprendices de inglés, y habrá intérpretes disponibles en los planteles para los padres que los necesiten.
- Se ofrecerán noches y talleres para padres y familias de estudiantes de poblaciones especiales, en los que se proporcionarán materiales y recursos para mejorar el rendimiento estudiantil.
- Los planteles ofrecerán periódicamente talleres o sesiones de orientación para padres, enfocados en contenido académico, para que puedan ayudar a sus hijos en casa. Estos podrán realizarse virtualmente para fomentar una mayor asistencia. Los talleres también podrán grabarse y publicarse en línea para que los padres los vean cuando les resulte conveniente.
- El Distrito proporcionará a los administradores de los planteles información para los maestros sobre las mejores prácticas para comunicarse con los padres de manera eficaz, así como sobre cómo trabajar con ellos como colaboradores para fortalecer la conexión entre el hogar y la escuela.

5. Ferris ISD coordinará e integrará las estrategias de participación de padres y familias del Título I, Parte A, en la medida que sea factible y apropiado, con otras leyes y programas federales, estatales y locales pertinentes, incluidos los programas públicos de preescolar. También realizará otras actividades, como centros de recursos para padres, que animen y apoyen a los padres para que participen más plenamente en la educación de sus hijos.
    - Mediante asociaciones entre el Distrito y la comunidad, Ferris ISD facilitará el acceso de las familias a programas comunitarios (por ejemplo, servicios de salud y servicios humanos) para asegurar que cuenten con recursos que les permitan participar en la educación de sus hijos.
    - Ferris ISD invitará a los socios comunitarios a compartir recursos en eventos para estudiantes y padres.
    - Cuando sea posible, se coordinarán las reuniones de participación de padres entre los clubes de apoyo, educación especial, ESSA, programas para estudiantes migrantes, ESL, etc., para que los padres no tengan que elegir a cuál reunión asistir.
        1. Se ha creado un Calendario de Eventos del Distrito para ayudar a los planteles a planificar actividades y evitar, en la medida de lo posible, que coincidan con eventos de otros planteles.
6. Ferris ISD realizará, con la participación significativa de los padres y familiares, una

evaluación anual del contenido y la eficacia de la política de participación de padres y familias para mejorar la calidad académica de todas las escuelas atendidas bajo esta parte, conforme a la Sección 1116(a)(2)(D). Esto incluye identificar:

- Los obstáculos que impiden una mayor participación de los padres en las actividades autorizadas por esta sección, prestando especial atención a los padres en desventaja económica, con discapacidades, con dominio limitado del inglés, con alfabetización limitada o pertenecientes a cualquier grupo racial o étnico minoritario;
- Las necesidades de los padres y familiares para ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros; y
- Estrategias para apoyar interacciones exitosas entre la escuela y las familias.
- La Política de Participación de Padres y Familias de Ferris ISD para el año escolar 2026-2027 se evaluará durante una reunión del DEIC en la primavera de 2027. Se analizarán los obstáculos que impiden una mayor participación de los padres en las actividades (como se indicó anteriormente), las necesidades de los padres para ayudar con el aprendizaje de sus hijos y las estrategias para apoyar interacciones exitosas entre la escuela y las familias.

7. Ferris ISD involucrará a los padres en las actividades de las escuelas atendidas bajo esta parte. Esto podrá incluir la creación de un consejo asesor de padres integrado por un número suficiente y representativo de padres o familiares atendidos por la agencia educativa local, a fin de representar adecuadamente las necesidades de la población para elaborar, modificar y revisar la política de participación de padres y familias. Asimismo, brindará cualquier otro apoyo razonable para las actividades de participación de los padres conforme a esta sección, según lo soliciten los padres.
    - Ferris ISD cuenta con organizaciones de padres y maestros (PTO) en los planteles, un Club de Apoyo a la Banda, un Club de Todos los Deportes y otras organizaciones dirigidas por padres. La información del Título I, Parte A se distribuye en los planteles durante sus Reuniones Anuales del Título I. Para fomentar la participación de los padres en estas reuniones, se distribuirá información publicitaria sobre ellas a todas las organizaciones dirigidas por padres. Las invitaciones también se enviarán a los padres mediante grupos de correo electrónico y ParentSquare, y se publicarán en los sitios web y las cuentas de redes sociales de los planteles.
    - Ferris ISD proporcionará otros apoyos razonables a sus planteles para las actividades de participación de los padres. Los padres podrán solicitar dichos apoyos comunicándose con la oficina del director del plantel por correo electrónico, en persona o por teléfono. Los apoyos podrán incluir servicios de traducción, acceso físico, materiales impresos, etc.
8. Para asegurar la participación eficaz de los padres y apoyar una colaboración entre la escuela, los padres y la comunidad que permita mejorar el rendimiento académico de los estudiantes, Ferris ISD coordinará con cada plantel las siguientes acciones:
    - Proporcionar asistencia, según corresponda, a los padres de los estudiantes atendidos por la agencia educativa local para que comprendan temas como los

exigentes estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del programa de participación de padres y familias, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para mejorar el rendimiento de sus hijos; Sección 1116(e)(1).

1. Con el apoyo del Distrito, los planteles de Ferris ISD ofrecerán noches familiares para informar a las familias sobre los estándares académicos estatales que se espera que los estudiantes cumplan en cada grado. Estos talleres incluirán información sobre cómo los planteles ayudan a los estudiantes a cumplir dichos estándares exigentes.
2. Se informará a los padres cómo monitorear el progreso de sus hijos mediante las calificaciones semanales, los informes de progreso y las calificaciones de cada período de nueve semanas (por ejemplo, preguntas frecuentes y videos instructivos).
3. Ferris ISD solicitará la opinión de los padres sobre cómo los educadores podrían mejorar la instrucción para elevar los niveles de rendimiento de sus hijos.
4. Los requisitos del programa de participación de padres y familias se analizarán en las Reuniones Anuales del Título I de los planteles.

- Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos y mejorar su rendimiento, como capacitación en alfabetización y uso de la tecnología —incluida información sobre los daños de la piratería de derechos de autor—, según corresponda, con el fin de fomentar la participación de los padres.
    1. Con el apoyo del Distrito, los planteles de Ferris ISD ofrecerán talleres y materiales para los padres sobre materias o planes de estudio específicos, adecuados al grado escolar de sus hijos, así como información sobre lo que pueden hacer para apoyar su aprendizaje.
    2. Ferris ISD publicará en el sitio web del Distrito o distribuirá de forma impresa sugerencias para los padres sobre las condiciones en el hogar que favorecen el aprendizaje en cada grado —como dormir lo suficiente—, además de información sobre las políticas de tareas y sobre cómo monitorear y apoyar el trabajo escolar de los estudiantes en casa.
    3. Con el apoyo del Distrito, los planteles de Ferris ISD proporcionarán información para los padres sobre la tecnología, incluidos los teléfonos celulares, su uso y uso indebido por parte de los estudiantes, incluida la piratería de derechos de autor.
- Capacitar, con la ayuda de los padres, a maestros, personal especializado de apoyo educativo, directores, otros líderes escolares y demás personal sobre el valor y la utilidad de las contribuciones de los padres; cómo comunicarse y trabajar con ellos como colaboradores en igualdad de condiciones; cómo implementar y coordinar programas para padres; y cómo fortalecer los vínculos entre los padres y la escuela.
    1. Mediante una encuesta de primavera, Ferris ISD solicitará la opinión de

los padres para que la capacitación del plantel incluya el valor de la participación de los padres.
2. Durante el semestre de otoño, el Distrito proporcionará capacitación al personal sobre “el valor y la utilidad de las contribuciones de los padres como colaboradores en igualdad de condiciones con el maestro en la educación de sus hijos”.
3. Capacitación en servicio al cliente o atención y hospitalidad para el personal.
4. Cuando se ofrezca y sea factible, el personal del Distrito asistirá a capacitaciones sobre la participación de padres y familias proporcionadas por el Centro de Servicios Educativos de la Región X (Region X ESC) u otros proveedores disponibles.

- Asegurar que la información relacionada con los programas escolares y para padres, las reuniones y otras actividades se envíe a los padres de los estudiantes participantes en un formato y, en la medida que sea factible, en un idioma que puedan entender.
    1. Ferris ISD y sus planteles utilizarán servicios de traducción y ParentSquare para asegurar que la información relacionada con los programas escolares y para padres, las reuniones y otras actividades se envíe a los padres en sus idiomas de origen.

9. Esta Política de Participación de Padres y Familias de todo el Distrito se elaboró conjuntamente con los padres de estudiantes participantes en los programas del Título I, Parte A, y fue acordada con ellos, como lo demuestran las hojas de registro de asistencia u otra documentación de reuniones virtuales.

Esta política estará vigente del 1 de septiembre de 2026 al 30 de agosto de 2027. El distrito escolar distribuirá esta política a todos los padres de los estudiantes que participan en el programa Título I, Parte A, publicándola en los sitios web del distrito y de los planteles escolares durante el año escolar 2026-2027. También habrá copias impresas disponibles previa solicitud.