

**Ferris Independent School
District**

Ferris High School

**2026-2027
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

Ferris High School serves approximately 914 students in grades 9–12. The campus is approximately 75% Hispanic, 12% African American, and 12% White. Our student population includes 72.1% economically disadvantaged students, 71.4% at-risk students, 29.6% emergent bilingual students, and 14.4% students receiving special education services. Ferris High School is a Title I campus, and our student population reflects a wide range of academic and individual needs.

Strengths

- Enrollment is evenly distributed across grades 9–12.
- Average class sizes remain relatively small, particularly in English and mathematics.
- The campus provides services for a wide range of student needs, including special education, EB/EL, Section 504, GT, CTE, and at-risk students.
- Ferris High School continues to demonstrate strong graduation and CCMR outcomes despite serving a high percentage of economically disadvantaged and at-risk students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 With 71.4% of students identified as at-risk, Ferris High School serves a large number of students who may need additional academic, behavioral, and social-emotional support to be successful.	Systems for identifying student needs, providing targeted interventions, and monitoring the effectiveness of those supports have not been consistently implemented across the campus.
2 Ferris High School serves higher percentages of economically disadvantaged, at-risk, and emergent bilingual students than the state, creating a need to ensure all students have equitable access to rigorous instruction, intervention, and postsecondary opportunities.	Academic and support systems have not always been differentiated consistently enough to address the individual needs of all student groups.

★ = Priority

Student Learning

Summary

Ferris High School demonstrated several areas of strength on the 2026 STAAR EOC assessments. Students performed above the state at Approaches Grade Level in four of the five tested areas. English I achieved 74% Approaches, 56% Meets, and 8% Masters; English II achieved 70% Approaches, 55% Meets, and 5% Masters; Algebra I achieved 90% Approaches, 48% Meets, and 15% Masters; Biology achieved 95% Approaches, 74% Meets, and 24% Masters; and U.S. History achieved 95% Approaches, 68% Meets, and 33% Masters.

Biology and English I were particular areas of strength. Biology exceeded the state at both Approaches and Meets, while English I also exceeded the state at both levels. Algebra I demonstrated strong overall proficiency, with 90% of students reaching Approaches compared with 82% statewide. However, across several content areas, fewer students are reaching the higher levels of Meets and Masters. In Algebra I, for example, 90% reached Approaches, but 48% reached Meets and 15% reached Masters.

College, Career, and Military Readiness continues to be a strength for Ferris High School, with a **CCMR accountability score of 100**. Graduation outcomes are also strong, with the Class of 2024 achieving a four-year graduation rate of 98.5%.

While CCMR and graduation outcomes are strong, the campus will continue to focus on ensuring students are prepared for success beyond high school. Increasing student performance on the ACT and SAT will be an intentional focus as the campus works to strengthen college readiness and increase the number of students demonstrating readiness through rigorous college entrance assessments.

Ferris High School has also earned academic distinctions, demonstrating areas of strong student performance. These successes provide a foundation for continued growth, with an increased focus on moving students beyond basic proficiency and increasing performance at Meets and Masters while also strengthening ACT/SAT performance.

Strengths

- Ferris outperformed the state at Approaches in four of five EOC assessments.
- Biology is a significant strength, with 95% Approaches and 74% Meets, both above the state.
- Algebra I demonstrated a strong 90% Approaches rate compared with 82% statewide.
- U.S. History demonstrated 95% Approaches compared with 93% statewide.
- English I exceeded the state at both Approaches and Meets.
- Ferris High School earned a 2026 CCMR accountability score of 100.
- The Class of 2024 achieved a 98.5% four-year graduation rate, well above the state rate of 90.7%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although Ferris High School demonstrates strong Approaches Grade Level performance across EOC assessments, the percentage of students achieving Meets and Masters remains below the state in several tested areas, with the largest opportunity for growth occurring at the Masters level.	Instruction has not consistently provided the level of rigor, academic discourse, and higher-level application necessary to move students from basic proficiency to Meets and Masters performance.
2	Although Ferris High School has strong overall CCMR outcomes, student performance on ACT and SAT remains an area for continued growth to ensure more students demonstrate college readiness through college entrance assessments.	ACT and SAT preparation has not been systematically embedded throughout the instructional program, resulting in inconsistent student exposure to the rigor, question types, pacing, and skills necessary for success on college entrance exams.

★ = Priority

School Processes & Programs

Summary

Ferris High School provides a variety of academic programs, interventions, and postsecondary opportunities designed to support student success. The campus has approximately 74 teachers and a student-to-teacher ratio of 12.3:1, which is lower than both the district ratio of 13.4 and state ratio of 14.8. Teachers average approximately 10 years of experience.

College and career preparation is a significant focus of campus programming. Approximately 23.9% of campus teachers serve in CTE programs compared with 8.3% districtwide and 5.9% statewide. Combined with dual credit, industry-based certifications, college readiness opportunities, and other postsecondary pathways, these programs contribute to the campus's CCMR accountability score of 100.

Attendance continues to be an area of concern. The 2024–25 campus attendance rate was 91.5%, and chronic absenteeism increased from 24.6% in 2023–24 to 29.8% in 2024–25.

Discipline also results in a significant amount of lost instructional time. During 2024–25, 269 of 999 students received disciplinary actions, with 630 total actions. This included 218 students receiving ISS, 119 receiving OSS, and 76 receiving DAEP placements.

Strengths

- The student-to-teacher ratio of 12.3:1 is lower than both district and state averages.
- Teachers average approximately 10 years of experience.
- CTE programming is a significant campus strength, with a much larger percentage of teachers serving in CTE than the state average.
- Students have access to multiple postsecondary pathways through dual credit, CTE, industry-based certifications, and college readiness opportunities.
- The campus's 100 CCMR accountability score demonstrates the effectiveness of its focus on preparing students for college, career, and military opportunities.
- Strong graduation outcomes demonstrate that campus processes are successfully keeping the vast majority of students on track to complete high school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Chronic absenteeism increased from 24.6% to 29.8%, resulting in a significant number of students missing valuable instructional time.	Attendance interventions have not been consistently implemented early enough to address patterns of absenteeism before students become chronically absent.
2 A significant number of students receive disciplinary consequences that remove them from the classroom, resulting in lost instructional time.	Proactive behavior supports, consistent classroom management practices, and early interventions for students demonstrating repeated behavioral concerns have not been implemented consistently across the campus.

 = Priority

Perceptions

Summary

Parent feedback indicates that families want clear, consistent, and timely communication from both the campus and individual teachers. Parents want to know how their student is doing, what is expected of them, when concerns arise, and what opportunities are available to them.

Families also want to know that their student is supported and cared for at school. They want confidence that students are receiving a high-quality education and that individual academic and personal needs are being addressed.

Most importantly, parents want students to leave Ferris High School prepared for the real world. Whether students choose college, a career, the military, or another path, families want to know that their student has the academic knowledge, skills, experiences, and opportunities necessary to be successful after graduation.

The campus's strong graduation outcomes and 100 CCMR accountability score align directly with this expectation and provide a strong foundation for communicating the quality of the educational opportunities available at Ferris High School.

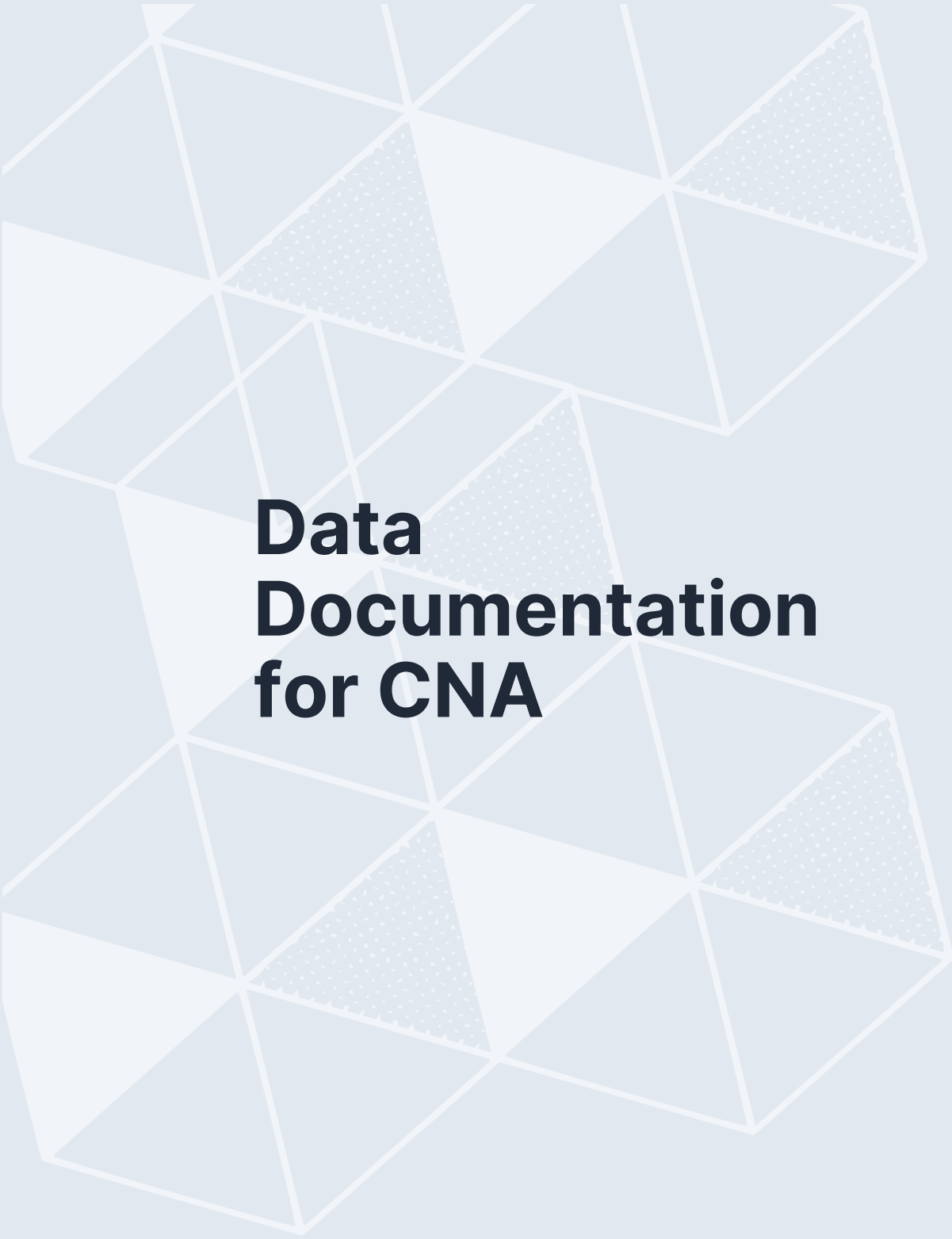
Strengths

- Parents have high expectations for both student achievement and student well-being.
- Families want to be informed and involved in supporting their student's success.
- The campus's 100 CCMR accountability score aligns with parents' desire for students to be prepared for life after high school.
- Strong graduation outcomes provide evidence that students are successfully progressing toward graduation.
- Dual credit, CTE, industry certifications, and other postsecondary opportunities give students multiple pathways based on their individual goals.
- The campus has multiple communication channels available through teachers, counselors, administrators, parent meetings, and campus communication.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parents have expressed a need for more consistent and timely communication from the campus and individual teachers regarding student progress, expectations, opportunities, and concerns.	Expectations and systems for parent communication have not been consistently implemented across all classrooms and departments.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Horizontal and vertical team alignments processes



Goals

Goal 1

By the end of the 2026-2027 school year, Ferris High School will increase the percentage of students achieving Meets and Masters Grade Level on STAAR EOC assessments, with each tested content area increasing Meets by at least 5 percentage points and Masters by at least 3 percentage points from 2026 performance.

Performance Objective 1

By the end of the 2026-2027 school year, each STAAR EOC tested content area will increase the percentage of students achieving Meets Grade Level or above by at least 5 percentage points from 2026 results.

Evaluation Data Source: 2027 STAAR EOC results, interim assessments, district CFAs, benchmark data

Strategy 1

Provide targeted, data-driven instruction and intervention in all EOC-tested content areas to address identified student needs and improve STAAR performance.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets Grade Level or above on STAAR EOC assessments by at least 5 percentage points.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and EOC Content Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2

By the end of the 2026-2027 school year, each STAAR EOC tested content area will increase the percentage of students achieving Masters Grade Level by at least 3 percentage points from 2026 results.

Evaluation Data Source: 2027 STAAR EOC results, interim assessments, district CFAs, benchmark data

Strategy 1

Provide targeted enrichment and rigorous instruction in all EOC-tested content areas to increase higher-level student performance.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Masters Grade Level on STAAR EOC assessments by at least 3 percentage points.

Staff Responsible for Monitoring: Increase the percentage of students achieving Masters Grade Level on STAAR EOC assessments by at least 3 percentage points.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Students who did not meet grade level on a previous STAAR EOC will demonstrate measurable academic growth through targeted intervention and accelerated instruction during the 2026-2027 school year.

Evaluation Data Source: STAAR EOC growth data, interim assessments, progress-monitoring data, intervention data

Strategy 1

Provide targeted, TEKS-based intervention and accelerated instruction for students who did not meet grade level on a previous STAAR EOC.

Strategy's Expected Result/Impact: Students receiving intervention will demonstrate measurable academic growth on interim assessments, CFAs, benchmarks, and STAAR EOC assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and EOC Content Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 2

By the end of the 2026-2027 school year, Ferris High School will maintain 100% CCMR and increase the percentage of students meeting college readiness standards on the SAT and/or ACT by at least 10 percentage points from 2026 results.

Performance Objective 1 High Priority

Ferris High School will maintain a 100% CCMR rate for the 2026-2027 school year.

Evaluation Data Source: TEA Accountability Data, CCMR Tracker, PEIMS Data

Strategy 1

Provide targeted CCMR support and opportunities to ensure all students meet at least one CCMR indicator prior to graduation.

Strategy's Expected Result/Impact: Maintain a 100% CCMR rate for the 2026-2027 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, CCMR/CTE Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

By the end of the 2026-2027 school year, Ferris High School will increase the percentage of students meeting college readiness standards on the SAT and/or ACT by at least 10 percentage points from 2026 results.

Evaluation Data Source: SAT and ACT Score Reports, College Board Reports, ACT Reports, CCMR Tracker

Strategy 1

Provide targeted SAT and ACT preparation and support to increase the percentage of students meeting college readiness standards.

Strategy's Expected Result/Impact: Increase the percentage of students meeting college readiness standards on the SAT and/or ACT by at least 10 percentage points from 2026 results.

Staff Responsible for Monitoring: Increase the percentage of students meeting college readiness standards on the SAT and/or ACT by at least 10 percentage points from 2026 results.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 3

By the end of the 2026-2027 school year, Ferris High School will retain at least 90% of eligible teachers and ensure 100% of teachers participate in targeted professional development and instructional support based on identified campus and student needs.

Performance Objective 1

By the end of the 2026-2027 school year, at least 90% of eligible Ferris High School teachers will be retained for the following school year.

Evaluation Data Source: Ferris ISD Human Resources Records, Staff Retention Data, TAPR

Strategy 1

Provide ongoing support, recognition, and opportunities for staff input to promote teacher satisfaction and retention.

Strategy's Expected Result/Impact: At least 90% of eligible teachers will be retained for the following school year.

Staff Responsible for Monitoring: Principal, assistant principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 2 High Priority

During the 2026-2027 school year, 100% of teachers will participate in targeted professional development and instructional support based on identified campus and student needs.

Evaluation Data Source: Professional Development Records, Sign-In Sheets, T-TESS Data, Walkthrough and Observation Data

Strategy 1

Provide targeted professional development and ongoing instructional support based on identified campus and student needs.

Strategy's Expected Result/Impact: 100% of teachers will participate in targeted professional development and demonstrate implementation of effective instructional practices.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

By the end of the 2026-2027 school year, Ferris High School will foster a safe, positive, and supportive school environment by reducing disciplinary removals and repeat disciplinary placements by at least 10% from the 2025-2026 baseline, while strengthening parent and family engagement through weekly communication and at least one engagement opportunity each grading period

Performance Objective 1

By the end of the 2026-2027 school year, Ferris High School will reduce the number of students receiving disciplinary placements that remove them from their regular instructional setting by at least 10% from the 2025-2026 baseline.

Evaluation Data Source: PEIMS Discipline Data, Skyward Discipline Records, Campus Discipline Reports

Strategy 1

Implement consistent campus-wide behavior expectations and targeted interventions to reduce disciplinary removals from the instructional setting.

Strategy's Expected Result/Impact: Decrease disciplinary placements that remove students from their regular instructional setting by at least 10%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2 High Priority

By the end of the 2026-2027 school year, Ferris High School will reduce the number of students receiving multiple disciplinary placements by at least 10% from the 2025-2026 baseline.

Evaluation Data Source: Skyward Discipline Records, PEIMS Discipline Data, Campus Discipline Reports

Strategy 1

Provide targeted behavioral interventions and supports for students with repeated disciplinary incidents.

Strategy's Expected Result/Impact: Decrease the number of students receiving multiple disciplinary placements by at least 10%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 3

During the 2026-2027 school year, Ferris High School will provide at least one campus-wide communication each week and one parent engagement or informational opportunity each grading period focused on student success, academic opportunities, or college and career readiness.

Evaluation Data Source: Parent Square Communication Records, Parent and Family Engagement Event Records, Sign-In Sheets, Parent Participation Data

Strategy 1

Provide consistent communication and meaningful opportunities for parents and families to engage in their students' academic success.

Strategy's Expected Result/Impact: Increase parent and family access to campus information and opportunities to participate in their students' education.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Ferris High School

Total SCE Funds:

Total FTEs Funded by SCE: 5.73

Brief Description of SCE Services and/or Programs

Personnel for Ferris High School

Name	Position	FTE
Akua Bell	Teacher	0.7
Cameron Ralston	Teacher	0.07
Destiny Blake	Teacher	0.3
Jacquelyn Hairston	Teacher	0.06
James Glenn	Teacher	0.15
James Kelso	Teacher	0.15
Joan Johnson	Teacher	1
Kandis Scott	Teacher	0.15
Lauren Robles	Teacher	0.15
Mable Edwards	Paraprofessional	1
Megan Colon	Teacher	0.45
Preston Esquivel	Teacher	0.25
Ronald Wheeler	Teacher	1
Ryan Rutledge	Teacher	0.15
Thomas Billups	Teacher	0.15



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brandy Bailey	Learning Specialist	Title I Schoolwide	1
Briana Rodriquez	Learning Specialist	Title I Schoolwide	0.5
Brittany Peterson	Learning Specialist	Title I Schoolwide	0.2