

Ferris Independent School District



Ferris Junior High

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

"Embracing Opportunities for Growth"

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Priority Problem Statements

Problem Statement

Root Cause

1
★

Special Education Students are not showing growth on STAAR scores or MAP scores at the same growth rates as non-special education students.

Teachers are not trained in supporting SPED students with differentiated instructional methods.

2
★

Teacher use of the inclusion model and systemic instructional implementation does not adequately support student achievement.

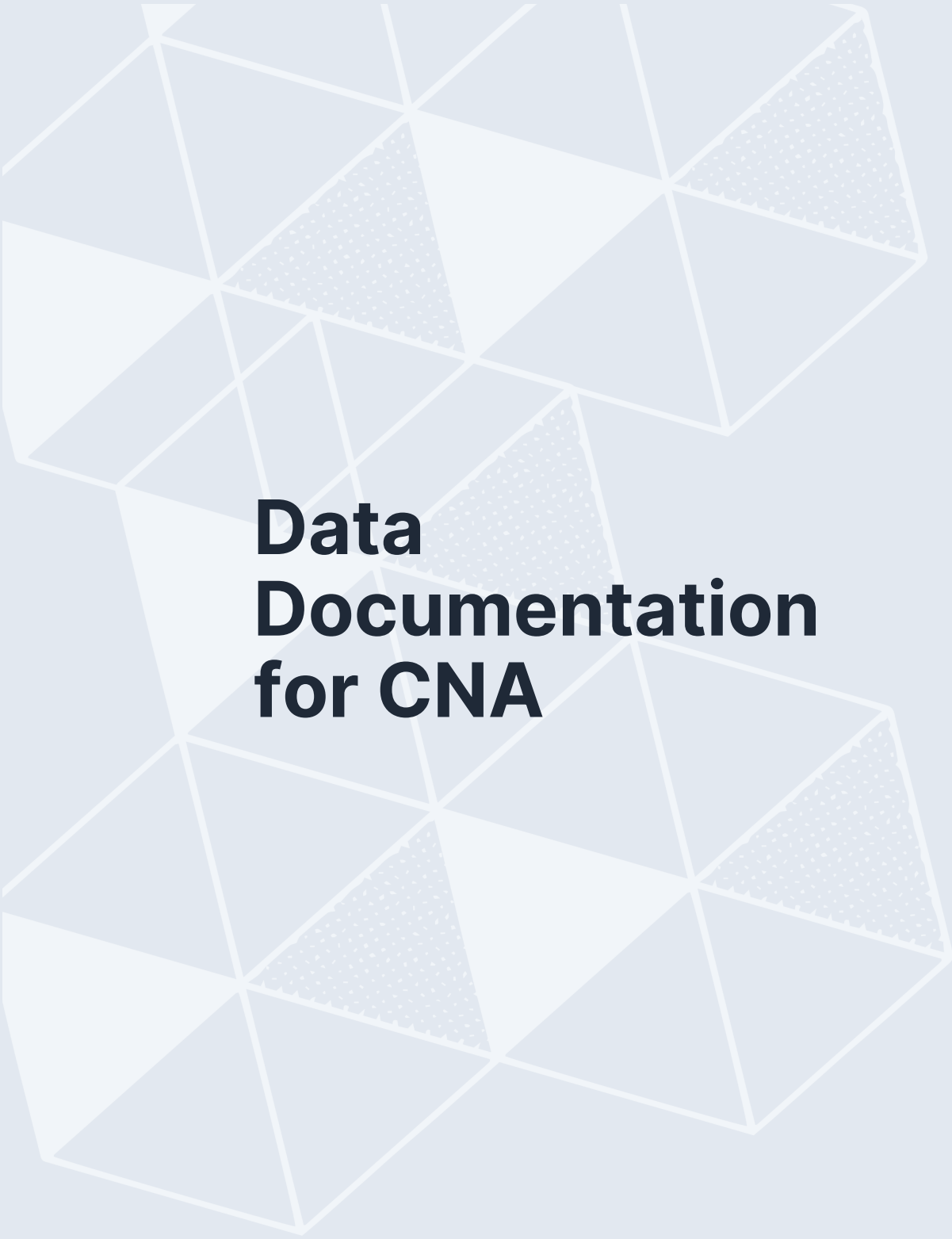
Teachers lack the expertise to implement differentiated teaching strategies that include blended learning as opposed to direct instruction.

3
★

In 2026, mathematics Meets Grade Level or Above performance was 27% for Hispanic students, 11% for students receiving special education services, and 32% for continuously enrolled students, indicating a need for targeted improvement for these groups.

Mathematics assessment data have not been consistently disaggregated and used during collaborative planning to identify skill gaps for Hispanic students, students receiving special education services, and continuously enrolled students. As a result, targeted reteaching and intervention have not been consistently planned, delivered, and monitored for these student groups.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ Campus goals
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

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
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas Success Initiative (TSI) 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

Student Data: Behavior and Other Indicators

- ☒ Attendance data



Goals

Goal 1 Ferris Junior HS will ensure all scholars receive high-quality instruction.

Performance Objective 1 High Priority

Increase academic achievement in all core content areas

Evaluation Data Source: District CFA assessments, Interim Assessments, Unit Test and STAAR tests.

Strategy 1

Provide quality, data driven, aligned, bell to bell instruction each day.

Strategy's Expected Result/Impact: Increase student academic achievement.

Staff Responsible for Monitoring: Campus Instructional Leadership Team

Funding Sources: 199-PIC 23 - State Special Ed, , 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , , 199 - General Fund,

Title I: 2.5.1

Formative Reviews

November

February

April

June

Performance Objective 2

Use data to drive decision making

Evaluation Data Source: Common formative assessments, assessment calendar, Planning Calendar, Eduphoria reports, weekly Planning Data discussions.

Strategy 1

Learning Specialists will create CFAs, and teachers will progress monitor students by using the campus data trackers and tier forms as well as Eduphoria reports.

Strategy's Expected Result/Impact: Ensure all students receive high quality instruction and improve student academic achievement.

Staff Responsible for Monitoring: Teachers, and Instructional Leadership Team

Funding Sources: 211 - Title I, Part A, , 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

Improve the quality of instruction through the implementation of TTESS

Evaluation Data Source: Walkthroughs, Formal Observation, professional development and coaching

Strategy 1

Provide continuous professional development over the TTESS Rubric

Strategy's Expected Result/Impact: Evidence taken in walkthroughs, classroom observations

Staff Responsible for Monitoring: Administration

Funding Sources: 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Strategy 2

Utilize the TTESS model to conduct conferences with teachers who score below proficient in any area. The appraiser and teacher will engage in feedback session and teachers will utilize the feedback to adapt their instruction as recommended.

Funding Sources: 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 4 High Priority

By the 2027 STAAR administration, the percentage of Hispanic students achieving Meets Grade Level or Above in mathematics will increase from 27% to 39%; the percentage of students receiving special education services will increase from 11% to 14%; and the percentage of continuously enrolled students will increase from 32% to 49%.

Evaluation Data Source: 2027 STAAR mathematics results disaggregated for Hispanic students, students receiving special education services, and continuously enrolled students; 2026 STAAR mathematics results as the baseline; district common formative assessments, interim assessments, unit assessments, and student progress-monitoring data for formative reviews.

Strategy 1 Targeted Support Strategy

Mathematics teachers and special education teachers will use common formative assessments, interim assessments, and student work to identify priority skill gaps for Hispanic students, students receiving special education services, and continuously enrolled students. Teachers will provide targeted small-group instruction and reteaching during core instruction and designated intervention time, then review student progress in PLCs and adjust support based on results.

Strategy's Expected Result/Impact: Increased mathematics performance for each identified student group, with progress toward the 2027 STAAR Meets Grade Level or Above targets of 39% for Hispanic students, 14% for students receiving special education services, and 49% for continuously enrolled students.

Staff Responsible for Monitoring: Principal, assistant principals, mathematics teachers, special education teachers, learning specialists, and Campus Instructional Leadership Team.

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

April

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Special Education Students are not showing growth on STAAR scores or MAP scores at the same growth rates as non-special education students.

Teachers are not trained in supporting SPED students with differentiated instructional methods.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

In 2026, mathematics Meets Grade Level or Above performance was 27% for Hispanic students, 11% for students receiving special education services, and 32% for continuously enrolled students, indicating a need for targeted improvement for these groups.

Mathematics assessment data have not been consistently disaggregated and used during collaborative planning to identify skill gaps for Hispanic students, students receiving special education services, and continuously enrolled students. As a result, targeted reteaching and intervention have not been consistently planned, delivered, and monitored for these student groups.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Teacher use of the inclusion model and systemic instructional implementation does not adequately support student achievement.

Teachers lack the expertise to implement differentiated teaching strategies that include blended learning as opposed to direct instruction.

Performance Objective 5 High Priority

By the 2027 STAAR administration, the percentage of students receiving special education services achieving Meets Grade Level or Above in RLA will increase from 13% to 19%.

Evaluation Data Source: 2026 and 2027 STAAR RLA results for students receiving special education services; RLA common formative assessments, interim assessments, district benchmarks, student work, and intervention progress-monitoring data disaggregated for students receiving special education services.

Strategy 1 Targeted Support Strategy

RLA teachers and special education teachers will collaboratively review common formative assessments, student work, and interim assessment results for students receiving special education services. They will identify priority reading and writing skill gaps, provide explicit instruction and targeted small-group reteaching during core instruction or designated intervention time, and review student progress in PLCs every three to six weeks to adjust support. Teachers will implement each student's IEP services and accommodations.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate growth on RLA assessments, and the percentage achieving Meets Grade Level or Above on STAAR RLA will increase from 13% in 2026 to 19% in 2027.

Staff Responsible for Monitoring: Principal, assistant principals, RLA teachers, special education teachers, and learning specialists.

Problem Statements: Demographics 3 - School Processes & Programs 2

Title I: 2.5.1

November

February

April

June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Special Education Students are not showing growth on STAAR scores or MAP scores at the same growth rates as non-special education students.	Teachers are not trained in supporting SPED students with differentiated instructional methods.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Teacher use of the inclusion model and systemic instructional implementation does not adequately support student achievement.	Teachers lack the expertise to implement differentiated teaching strategies that include blended learning as opposed to direct instruction.

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

Performance Objective 1

Ferris Junior HS will attract, retain, and value high-quality, effective staff.

Strategy 1

Utilize our CLT and Specialists to support the hiring process on interview committees

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June
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Strategy 2

Utilize our Mentor program for first year teachers and second year teacher to provide support and mentoring.

Strategy's Expected Result/Impact: New to campus teachers will feel welcome and will be well equipped for success. The result being a greater impact on student achievement.

Staff Responsible for Monitoring: Administration

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June
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Performance Objective 2

Ferris Junior HS will cultivate a culture that thrives on values, appreciations and fostering an environment where every individual is recognized and celebrated for their contributions and successes.

Strategy 1

Teachers will be recognized for their efforts in many ways. We recognize teachers of the week with CKH, teachers of the month as voted on by their colleagues and staff shout outs.

Staff Responsible for Monitoring: Administration

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June
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Goal 3

Ferris Junior HS will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all stakeholders and the community through communication and stakeholder inclusion.

Performance Objective 1

All students identified to be in crisis for social, emotional, or psychological reasons will receive support and guidance.

Strategy 1

All staff are to complete the trainings on suicide prevention and the identification and support of students in mental health crisis.

Strategy's Expected Result/Impact: A staff the recognizes students' needs are met by reporting crises to the appropriate staff member.

Staff Responsible for Monitoring: Administration Team and Counselors.

Formative Reviews

November	February	April	June
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Strategy 2

Provide Families with the availability of free counseling services during moments of student crises through T CHAT.

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

Staff Responsible for Monitoring: Counselor

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	April	June
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Performance Objective 2

Ferris Junior HS 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.

Strategy 1

Ferris JHS will utilize Parent Square, district website, social media, weekly parent newsletters, daily take home folder to increase school to home communications.

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

Ferris Junior HS will be proactive in violence prevention and intervention.

Strategy 1

Teacher students through guidance lessons to self-regulate their emotions and behaviors.

Strategy's Expected Result/Impact: Increased self regulation

Staff Responsible for Monitoring: Administration and counselors

Funding Sources: 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Strategy 2

FISDPD Officer will build positive relationships with students and staff.

Funding Sources: 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Goal 4

Ferris Junior HS will ensure strong financial stewardship and sustainability.

Performance Objective 1

FJHS will allocate funds appropriately.

Evaluation Data Source: Budget, Meeting CIP Goals

Strategy 1

Align goals to budgets.

Formative Reviews

November

February

April

June



State Compensatory Education

State Compensatory

Budget for Ferris Junior High

Total SCE Funds:

Total FTEs Funded by SCE: 2.85

Brief Description of SCE Services and/or Programs

Personnel for Ferris Junior High

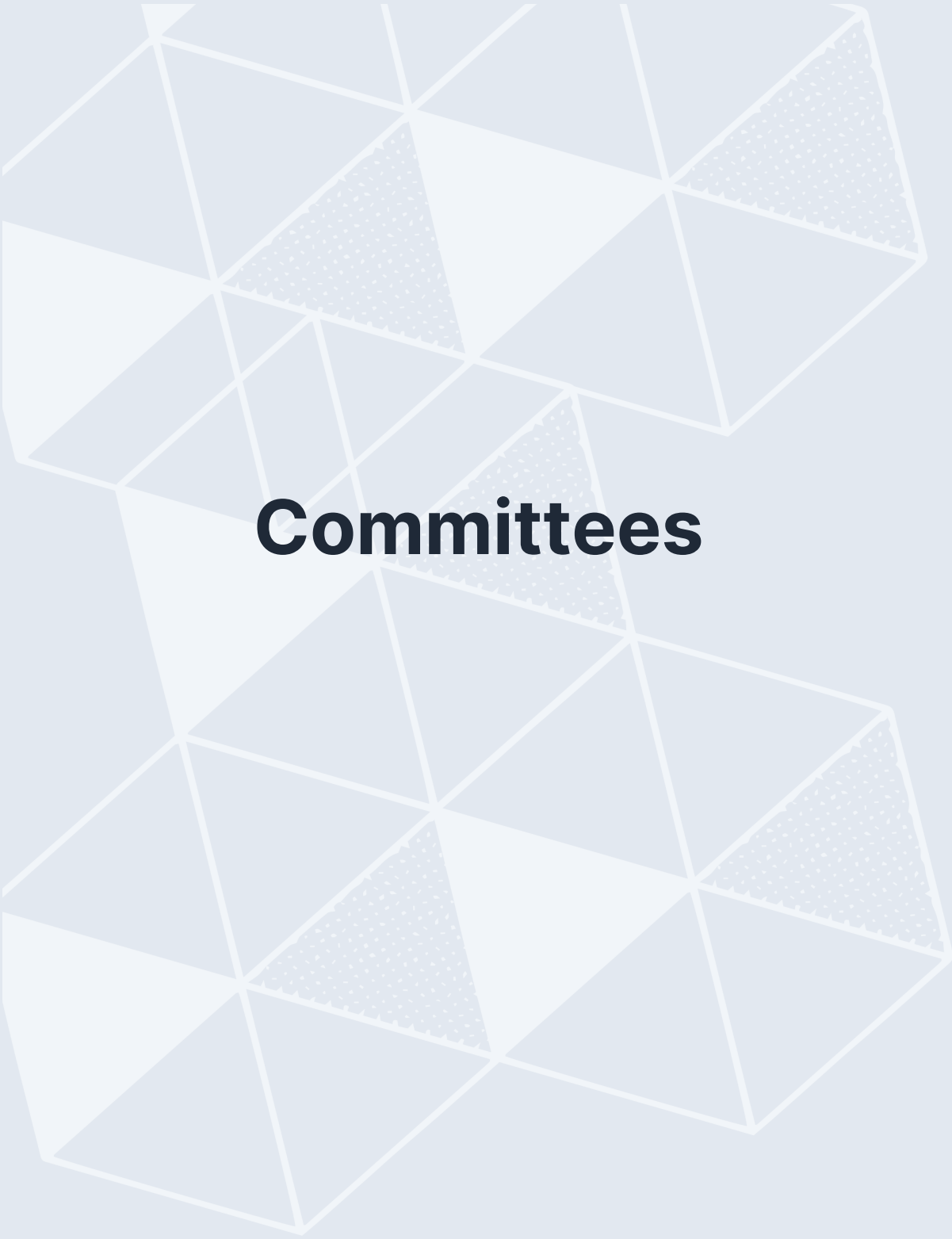
Name	Position	FTE
Crystal McGee	Teacher	0.5
Darlene Williams	Teacher	0.5
Donna Chambers	Teacher	0.15
Elaina Mash	Teacher	0.15
Gloria Buchanan	Teacher	0.15
Holly Rehwaldt	Teacher	0.15
Karrissa Peterson	Teacher	0.05
Kas'sandra Runnels	Teacher	0.15
Lillian Barr	Teacher	0.15
Lindsey Mayfield	Teacher	0.15
Lisa Hemby	Teacher	0.15
Lorrie Dixson	Teacher	0.25
Miaya Watkins	Teacher	0.15
Michelle Markham	Teacher	0.05
Stephanie Perales	Teacher	0.15



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Briana Rodriguez	Learning Specialist	Title I Schoolwide	0.5
Brittany Peterson	Learning Specialist	Title I Schoolwide	0.2
Tonilyn Norman	Learning Specialist	Title I Schoolwide	1



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Karen	Edwards	Business Representative	Member
Karen	Haba	Community Member	Member
Maria	Beltran	Parent	Member
Jermiah	Mitchell	Para	Member
Briana	Rodriguez	Learning Specialist	Committee Leader
Michelle	Markham	SS Teacher	Committee Leader
Toni	Norman	Learning Specialist	Committee Leader
Yanna	Landry	Assistant Principal	Assistant
Kyle	Cottrell	Principal	Lead



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	2	1		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	2	1		--	\$0.00
3	1	2		--	\$0.00
3	3	1		--	\$0.00
3	3	2		--	\$0.00
Sub-Total					\$0.00

199-PIC 23 - State Special Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$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	1		--	\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

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