

# Ferris Independent School District

## District Improvement Plan

### 2021-2022 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

FISD recognizes the complex challenge of empowering students to succeed in a world of unprecedented change, a world where our graduates are filling jobs that did not even exist when they entered high school. We are committed to embracing that challenge. FISD is a family, a community, a team; and we dedicate ourselves and our resources to providing every child with every opportunity to become more tomorrow than even they imagined possible today.

## Vision

Ferris ISD is a technology-rich school district with classroom instruction and extracurricular opportunities designed to promote creativity, critical thinking, and problem solving; and inspire students as they work collaboratively with their peers.

## Core Beliefs

Given the right opportunity, every student can blossom.

Our students are appreciative of the opportunities afforded them.

Respect, honor, and pride will mark our path.

Family and Community engagement is essential.

Strong leadership and exceptional teachers are the bedrock of success.

Instructional excellence is founded on a professional, motivated, and passionate staff that understands, embraces, and serves our diverse population.

Individuals support what they help create.

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# Goals

**Goal 1:** All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

**Performance Objective 1:** Ferris ISD will improve Meets performance in all subjects on STAAR from 31% to 41% (All Students, All Tests) AND improve the percentage of the All Students population reaching the Meets level on STAAR/EOC in each tested area by 5% by Spring 2022. Current percentages and goals are as follows:

ELAR will increase from 32% to 37%.

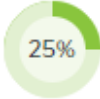

Math will increase from 29% to 34%.







Science will increase from 38% to 43%.





Social Studies will increase from 38% to 43%.



**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Evaluation Data Sources:** STAAR and EOC scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate data each 9 weeks in PLCs and track student-level data to ensure the percentage of students scoring at the Meets performance level increases .</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are expected to score at the Meets performance level on Spring 2022 STAAR/EOC will increase by 5% over their BOY MAP score as measured by MOY MAP testing. Spring 2022 STAAR scores will include 45% of students scoring at the Meets performance level in all subjects on STAAR (All Tests category).</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Deputy Superintendent; Assistant Superintendent; Directors of Learning; Director of Research, Accountability, and Evaluation; Principals; CLT; Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - District Processes &amp; Programs 1, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Time, data reports, assistance with data analysis - 199 - General Fund - \$1,000, Time, data reports, assistance with data analysis - 199 - General Fund - 282 - ESSER III - NOT 199 - \$95,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All FISD campuses will regularly schedule intervention, enrichment, and tutorial time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in assigned group activities, project-based learning activities, small group, or individual instruction to ensure early identification and mitigation of any academic deficiencies that may exist and to push those students who have already achieved a score of Approaches Grade Level to improve their scores to Meets Grade Level. TEKS-targeted tutoring will be provided for those students who were not successful on state assessments in 2021 in accordance with HB 4545.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Learning; Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - District Processes &amp; Programs 1, 2, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Time, teacher/tutor compensation, intervention and tutoring resources and materials - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$500,000, Intervention and tutoring resources and materials - 211 - Title I, Part A - \$9,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> FISD will continue to support campus administrators in revitalizing PLCs by working with principals to determine Collective Commitments for 1st through 5th grade ELAR and Math (what will be held tightly and loosely); providing a step-by-step one-pager to support the PLC process; and developing a calendar that PLCs will follow for when to preview assessments for discussion, when data is due, and when data talks will take place. Additional supports, such as revised assessments for 1st and 2nd grade; EL Learning Specialist support of SLAR and collaboration with Early Literacy Learning Specialist to mirror expectations across programs; and a video portfolio with quick how-to's on accessing Eduphoria assessments and data will be provided for teachers as well.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough notes, PLC agendas, and lesson plans will reflect teachers' use of the 4 essential PLC questions in relation to current student-level data in planning high quality instruction, which will result in increased learning for students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Learning, Elementary Principals</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> Ongoing PD for PLC implementation - 199 - General Fund - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> District and campus administrators will conduct collaborative learning walks at each campus, during which instruction is observed and feedback is given to campus administrators based on targeted components of the TTESS teacher evaluation rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus administrators will become more familiar with TTESS expectations for teacher performance, and administrators across the district will be calibrated to the same standards for rating teachers on the TTESS rubric, which will create a more uniform level of expectations for classroom instruction across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Deputy Superintendent; Assistant Superintendent; Directors of Learning</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - District Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> Time - 199 - General Fund - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District and campus administrators will engage in book studies of Upstream by Dan Heath and Leverage Leadership 2.0 by Paul Bambrick-Santoyo.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators will engage in targeted thinking directed at prevention of problems, rather than at response or reaction. This will lead to fewer problems taking up administrators' time so that their time can be spent monitoring instruction and supporting teachers in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Deputy Superintendent; Assistant Superintendent; Directors of Learning</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Books - 199 - General Fund - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> FISD will provide training and support aligned to curriculum framework in all content areas for teachers throughout the year, and Directors of Learning will complete two rounds of learning walks with campus leaders each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus leaders will utilize walkthrough observation data to drive future training sessions, leading to increased use of research-based instructional practices in all classrooms, which will result in increased student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Learning</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Professional development opportunities - 199 - General Fund - \$25,000, Professional development opportunities - 211 - Title I, Part A - \$15,000, Professional development opportunities - 199-PIC 25 - State Bilingual/ESL - \$15,000, Professional development opportunities - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				









 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Goal 1:** All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

**Performance Objective 2:** By Spring of 2022, Ferris ISD will improve Meets performance in our Special Education and English Learner populations in both Reading and Math on STAAR/EOC as follows: SPED: Reading - 11% to 21% and Math - 16% to 26%; ELs: Reading - 18% to 28% and Math 28% to 38%.

**TEA Priorities:** Build a foundation of reading and math

**Evaluation Data Sources:** MAP scores for students receiving Special Education services and for English Learners

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District Administrators will provide and will train administrators in the use and implementation of frameworks to successfully evaluate Special Education programs and programs for English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The effectiveness of all Special Education programs and programs for English Learners will be evaluated by a team of district and campus administrators, and the team will make recommendations for program changes based on the findings of these evaluations during the Spring 2022 semester in preparation for the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent; Director of Special Populations; Associate Director of Special Programs; Bilingual/ESL Coordinator; Director of Accountability, Research, and Evaluation; EL &amp; SPED Learning Specialists</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Data retrieval and analysis assistance - 199 - General Fund - 282 - ESSER III - NOT 199 - \$90,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District-level BE/ESL and Special Education staff will provide ongoing training and support to teachers of students from these subpopulations to ensure best practices and effective, research-based instructional strategies are implemented in all classrooms with increased frequency.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers of Emergent Bilingual students and students receiving Special Education services will gain additional teaching strategies and the confidence to implement them regularly in their classrooms, resulting in increased learning for these students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Special Populations, Associate Director of Special Populations, Bilingual/ESL Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Additional Learning Specialists for EBs and SPED - 199 - General Fund - 282 -ESSER III - NOT 199 - \$145,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2:** Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.



**Performance Objective 1:** The teacher turnover rate in Ferris ISD will be less than or equal to the teacher turnover rate for the state, as reported on the most recent TAPR report. (2019-20 rate for TX = 16.8%)





**TEA Priorities:** Recruit, support, retain teachers and principals


**Evaluation Data Sources:** TAPR report data for the state  
Ferris ISD HR records


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide new-to-Ferris teachers with recruitment and retention incentives paid in two yearly installments, with the second installment payable only upon the teacher's return to FISD for the second year.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 90% of teachers hired for the 2021-2022 school year will remain in FISD for the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Assistant Superintendent, Principals</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Payroll/Incentive Payments - 255 - Title II, Part A, TPTR - \$79,227, Payroll/Incentive Payments - 199 - General Fund - \$40,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host a First Year Teacher Academy that provides support and mentoring to first-year teachers in a cohort model and includes a campus-level mentor and support from the District's New Teacher Learning Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Multiple avenues of support will be available to new teachers to assist them in acclimating to the district and succeeding in their first year of teaching, which will have a positive impact on student achievement and result in 90% or more of 2021-2022 first-year teachers returning to FISD to teach in 2022-2023.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Learning, Learning Specialists, Instructional Technology Specialists, CLT/Lead Teachers</p> <p><b>Funding Sources:</b> Supplies and Materials; CLT Stipends; New Teacher Learning Specialist salary - 199 - General Fund - \$70,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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 District's New Teacher Learning Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 FISSD. This will result in positive outcomes related to student achievement and in 90% or more of teachers who were newly hired in 2021-2022 returning to teach with FISSD in 2022-2023.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Learning, Learning Specialists, Instructional Technology Specialists, CLT/Lead Teachers</p> <p><b>Funding Sources:</b> Supplies and Materials; CLT Stipends; New Teacher Learning Specialist salary - 199 - General Fund - \$70,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

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





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**Goal 2:** Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

**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.

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Evaluation Data Sources:** FISSD PD records  
Staff survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> FISD will provide opportunities for teachers to attend targeted professional development workshops and conferences related to their individual area of instruction (Region 10 PDs, CAST, READ academies, ISTE, TCEA, NBPC, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> 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. The opportunity to attend desired PD events will also result in teachers feeling valued and appreciated as a result of the district's investment in their professional growth and development, reducing the probability of teacher turnover.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Assistant Superintendent, Director of Special Populations, Directors of Learning, Bilingual/ESL Coordinator, Principals</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Professional Development/Conference fees - 199 - General Fund - \$20,000, Professional Development/Conference fees - 199-PIC 23 - State Special Ed - \$20,000, Professional Development/Conference fees - 199-PIC 25 - State Bilingual/ESL - \$20,000, Professional Development/Conference fees - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$15,000, Professional Development/Conference fees - 199-PIC 21 - State Gifted &amp; Talented - \$5,000, Professional Development/Conference fees - 211 - Title I, Part A - \$32,000, Professional Development/Conference fees - 263 - Title III, LEP - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District-level special programs staff will provide targeted, on-campus trainings for all teachers. These trainings 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Special Populations, Associate Director of Special Populations, BE/ESL Coordinator, Coordinator of Guidance and Assessment</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Same as Strategy 1 - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 2:** Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning

environments.

**Performance Objective 3:** 90% or more of Ferris ISD teaching staff will indicate they are Satisfied or Very Satisfied with their employment in Fisd, as reflected in staff job satisfaction surveys in Fall 2021 and Spring 2022.

**TEA Priorities:** Recruit, support, retain teachers and principals

**Evaluation Data Sources:** Staff survey data









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct job satisfaction surveys in Fall (November/December) and again in Spring (March/April) to gauge employees' level of satisfaction with their employment with Ferris ISD and their desire to remain in Fisd for the upcoming school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel that their opinions and feelings are valued by campus and district administration.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Assistant Superintendent, Directors of Learning</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze Fall job satisfaction survey data to identify any job-related factors that may impact teacher retention.</p> <p><b>Strategy's Expected Result/Impact:</b> District and campus administrators will identify any job-related factors that may impact teacher retention at multiple points in the school year, which will allow time to mitigate those factors and make adjustment to teacher responsibilities and working conditions as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Assistant Superintendent, Directors of Learning, Principals, Other Directors</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze Spring job satisfaction survey data to identify any job-related factors that may impact teacher retention during the second semester of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> District and campus administrators will identify any job-related factors that may impact teacher retention at multiple points in the school year, which will allow time to mitigate those factors and make adjustment to teacher responsibilities and working conditions as appropriate and make working in Ferris ISD more attractive for the coming school year.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Assistant Superintendent, Directors of Learning, Principals, Other Directors</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ferris ISD will provide extended planning time to teachers during the 2021-2022 school year by building planning days into the school calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel that administration understands and respects their need to collaborate with peers and the need for additional time to plan high-quality, highly engaging learning activities for students. An increased level of student engagement and improved student learning will be evident in all classrooms as a result. Student attendance will increase as well.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent; Assistant Superintendent; Directors of Learning</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ferris ISD will provide a stable teaching environment that allows teachers to recover from the rigors of teaching in a pandemic last year by minimizing the introduction of new programs and requirements as much as possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to focus on providing highly engaging lessons that will fill the gaps students developed as a result of learning interruptions during the pandemic, and they can be more intentional about improving their personal pedagogical practices if they are not spending time and energy learning new programs. This will result in teachers feeling less stressed and enjoying their work experience in FISSD, thereby reducing the probability of teacher turnover.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Assistant Superintendent, Directors of Learning, Principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue				

**Goal 3:** Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

**Performance Objective 1:** 100% of students in crisis for social, emotional, or psychological reasons will receive support and guidance.

**Evaluation Data Sources:** PASS assessment data, counselor records

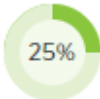

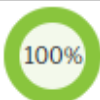
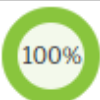
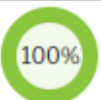


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all FISD staff with training on suicide prevention and the identification and support of students in mental health crises and incorporate the use of a district assessment protocol and parent/guardian notification procedure in handling student mental health crises and suicidal ideations.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will be trained on the identification of students in crisis and will be well equipped to ensure students' needs are met by reporting each crisis to the appropriate school counselor or administrator. 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.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, District Lead Counselor</p> <p><b>Funding Sources:</b> Training materials and supplies - 199 - General Fund - \$100</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 25%		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Employ a district-wide Behavior Specialist who will coordinate with teachers, Special Populations staff, campus counselors, and the district social worker to serve the social and emotional needs of students whose behaviors negatively impact learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students whose behavior negatively impacts learning will learn alternatives to negative behaviors along with coping skills. Teachers of these students will learn strategies to minimize or eliminate the negative behaviors in class, leading to an improved learning environment for these students and their peers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Populations, Associate Director of Special Populations</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Behavior Specialist salary - 199 - General Fund - 282 - ESSER III (NOT 199) - \$70,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 50%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.










**Performance Objective 2:** Ferris ISD will continue to foster a culture of parent and community engagement that includes a variety of activities in which parents and community members can engage both in person or virtually as appropriate and safe.

**TEA Priorities:** Improve low-performing schools

**Evaluation Data Sources:** Parent and family engagement event attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ferris ISD will continue to utilize the Remind app, as well as Seesaw, website, and social media to increase school to home communications across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> All principals and at least 85% of FISD teachers will use Remind to communicate with parents and students regarding school- and class-related activities. Campuses utilizing Seesaw will have 100% of teachers utilizing the program on a regular basis. The District's website and social media accounts will be updated frequently.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Assistant Superintendent, Director of Technology, Principals</p> <p><b>Funding Sources:</b> Remind and Seesaw subscriptions - 211 - Title I, Part A - \$18,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Expand community and parent education opportunities offered in Ferris ISD by continuing a partnership with Navarro College to provide parent ESL classes and HSE classes on-site in Ferris.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school-family communication and increased job opportunities, and thereby increased financial resources, for FISD students and their families.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Bilingual/ESL Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop plan, along with curriculum and other necessary resources, to provide a multi-tiered parent education and involvement program (aka Bricktown University), to be rolled out and open to parent enrollment in Fall 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased numbers of parents will be more directly involved in their children's education and will learn strategies to partner with the school to support their children throughout their academic careers.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Curriculum resources, guest speakers, staff extra duty pay, parent incentives - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Pilot the Strong Fathers, Strong Families program at at least one campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase amount of direct engagement from students' fathers/father figures, resulting in better home-school connections and therefore improved student behavior and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Piloting Principal(s)</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - District Processes &amp; Programs 1, 2 - Perceptions 2</p> <p><b>Funding Sources:</b> Strong Fathers, Strong Families program - 211 - Title I, Part A - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Host multiple parent nights for parents of students receiving Special Education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent understanding of Special Education law and services, knowledge of how to support their children's special educational needs, and how to best partner with the school to meet those needs. This will result in improved communication and provision of services, thereby increasing student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Populations, Associate Director of Special Populations, Special Education Learning Specialist</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - District Processes &amp; Programs 1, 2, 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Presenters and materials - 199-PIC 23 - State Special Ed - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

**Performance Objective 3:** Ferris ISD will develop a long-range plan for district growth that is anticipated with incoming housing developments within district boundaries.

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Evaluation Data Sources:** Long-Range Plan









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By September 2021, Ferris ISD will convene a district-wide facilities committee that will include staff members, administrators, parents, and community members to assess the current state of FISD facilities, analyze district growth projections and ongoing housing development projects, and determine priorities for construction and renovation projects related to growing enrollment in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a clear picture of the community's level of support for upcoming construction and renovation projects, which will provide some insight into the potential success of a bond election.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By November 2021, Ferris ISD will explore financial options as they pertain to district growth and the need for additional facilities/campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will determine the need for and schedule (as needed) a future bond election to determine available financial resources for upcoming construction/renovation projects that are needed in response to district growth.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - District Processes &amp; Programs 1, 2, 3 - Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By May 2022, a long-range plan for facility renovations and construction of new facilities to accommodate enrollment growth will be developed by the facilities committee.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have laid out a path for these projects and will be able to budget state, local, and bond funds as appropriate to ensure timely completion of the projects.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Business Manager</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

**Performance Objective 1:** All Ferris ISD campuses will engage in weekly communication with parents and community members.




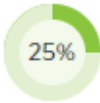





**Evaluation Data Sources:** Social media records  
Principal communication records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All FISSD campuses and instruction-related departments will utilize S'more newsletters, social media, Remind, Seesaw, and other available platforms to communicate with parents and community members on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> All FISSD parents will receive at least one communication from their child's school and/or programs of participation each week, resulting in improved home-school relations.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Assistant Superintendent, Directors of Learning, Principals</p> <p><b>Funding Sources:</b> S'more subscriptions - 199 - General Fund - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

**Performance Objective 2:** Employ a Parent Ambassador Council to solicit input and positively promote the district in the community.

**Evaluation Data Sources:** Parent Ambassador Council membership roster, sign-in sheets/virtual meeting attendance, meeting agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit parent representatives to serve on the FISSD Parent Ambassadors Council and recommend candidates to the Deputy Superintendent.</p> <p><b>Strategy's Expected Result/Impact:</b> A core group of at least 10 concerned and involved parents will be assembled to provide parent input to the district and to assist in the positive promotion of the district throughout the community and on social media.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold Parent Ambassador Council meetings at least quarterly to discuss topics of interest to the parents and the district and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent concerns and questions will be proactively addressed and accurate information will be released to the community via Parent Ambassadors, resulting in improved school-home relations.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				