

Ferris Independent School District
Hazel Ingram Elementary
2024-2025 Campus Improvement Plan

Mission Statement

Hazel Ingram Elementary School is committed to providing a quality education which will enable students to achieve their highest potential in a safe, orderly, and positive environment. We accept the challenge of instilling a sense of self-worth and responsible behavior in all students.

Vision

Hazel Ingram Elementary is the first educational stepping stone students take on their educational journey. It is up to us to instill a love of learning and establish the foundational skills for students to be successful in school and ultimately life.

Motto

Hazel Ingram Elementary School: Where the Yellowjacket Tradition Begins.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hazel Ingram Elementary is an early childhood campus that services Pre-Kindergarten and Kindergarten students in Ferris ISD. Ingram Elementary is the only early childhood campus in FISD, so all of Ferris and surrounding towns' youngest students attend Hazel Ingram. The current enrollment is 323 students. We are a title 1 campus with special programs that include ECSE (Early Childhood Special Education), dual language, ESL, and STEM.

Students at Hazel Ingram Elementary are just beginning their educational journey. They are eager to learn and get to experience many things for the first time. Our students come from diverse living situations and we are still seeing effects from the pandemic with students language and social & emotional development being delayed. A trend in our office managed situations and support needed shows that students are struggling to control their emotions and comply with directions given by faculty and staff.

Our staff is mainly teachers and educational aids. We are unique in that we have more educational aids (31) than teachers (24). Educational aids perform jobs such as librarian, STEM teacher, computer lab teacher, provide interventions, and provide support in ECSE, PK, and kindergarten classrooms.

Enrollment- 323

Female- 53.87%

Male- 46.13%

Ethnicity

Hispanic- 76.47%

Black-African American- 6.50%

White- 14.55%

Two or More- 1.86%

Native Hawaiian-Pacific Islander- 0.31%

Student Groups

Economically Disadvantaged- 92%

Emergent Bilingual- 46%

Bilingual- 10.03%

Alternative Bilingual Language Program- 26%

Alternative ESL Program- 0.31%

ESL- 8.46%

Special Education- 12.38%

Homeless- 0%

Demographics Strengths

Free breakfast and lunch for all students

Ferris and surrounding towns are experiencing growth that will be continuous for several years.

Grow your Own Program

After school program, Buzz time that is free to our students and provides enrichment and intervention

Dual Language Program

Teacher mentor program

Title 1 Interventions for reading

Behavior Interventions

Food programs for students and families

Outdoor learning opportunities

Problem Statements Identifying Demographics Needs

Problem Statement 1: 21% of teachers are not certified in their content area **Root Cause:** There is a shortage of teachers and many currently getting into the profession are going through alternative certification programs

Student Learning

Student Learning Summary

Historically students at Hazel Ingram show large amounts of growth in reading and math each year from the beginning of the year to the end of the year assessments. 56% of all Kindergarten students met or exceeded the National Average RIT score of 153 for Reading. 65% of all Kindergarten students met or exceeded the National Average RIT score of 157 for Math. 89% of all PK students are in the green for CLI in the area of Math. 75% of all PK students are in the green for CLI in the area of Reading.

Student Learning Strengths

Progress continues to be made each school year from beginning of the year to the end of the year.

Reading and writing foundation skill proficiency is increasing in BOY and EOY data

We have two title 1 interventionist and one para that intervenes with kindergarten and PreK students needing interventions in literacy.

We have one part time title 1 interventions specifically for math

Established process for RTI.

All teachers have a common planning time.

Intervention times have been established and the computer lab is used for students receiving enrichment while others receive academic and behavior small group intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are struggling with foundational skills in reading and math **Root Cause:** Lack of training with data tracking and intervention and implementation strategies

School Processes & Programs

School Processes & Programs Summary

Due to the Grow Your Own program that Ferris ISD has established, Ingram Elementary has a strong pool of highly educated candidates that are invested in FISD to fill positions. These candidates are familiar with our school system and easily transition from student to paraprofessional to teacher more easily than most first year teachers.

PLC is a common practice at Hazel Ingram Elementary. Teachers participate in weekly PLC meetings where student achievement is the focus. During PLC, curriculum and assessments are aligned with the TEKS and PK Guidelines, learning objectives and outcomes are data driven, and student formative and summative data is reviewed. A strong emphasis is place on foundational reading and writing skills (print awareness, phonological awareness, phonetic knowledge, and spelling).

Hazel Ingram has several programs and opportunities available to students to ensure their academic growth and success. As part of their specials rotations students participate in weekly lessons in art, music, and computers. Students who are struggling to meet academic or behavior goals are seen in small group intervention for reading, math, and SEL. Students attend library and STEM class on alternating weeks. Our dual language program is meeting the needs of our students who speak Spanish in the home and promoting bi-literacy. Our halls are labeled in English and Spanish.

School Processes & Programs Strengths

Common planning times for all teachers

Weekly PLC

Campus Leadership team that support teachers

Dual language program

Weekly walk-throughs

PTO

Grow your own program for FISD

Mentor program for new teachers

Bilingual/ESL specialist to support the enhance program initiatives.

Counseling program that provides social and emotional lessons throughout the year.

Sound identification process for any student that is suspected to have a disability.

Steady campus leadership that has created a strong culture focused on student monitoring and success.

Intervention and Enrichment time built into the master schedule daily for academic and behavior support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Too many resources. Teachers are unsure of the focus and what resources should take priority **Root Cause:** Many initiatives get started with little follow up and check in

Perceptions

Perceptions Summary

Ingram Elementary provides a nurturing and positive environment for all students. The students, staff, and community have pride in our school and the district. We have excellent turnout for campus events from families and staff members. Also, we have a strong coalition of parents and community members dedicated to making sure our students have what they need.

Perceptions Strengths

Dual Language/ESL classes

Facility that accommodates early childhood

Stability of staff

Officer on campus

Special Education Specialist to support special education teachers and inclusion teachers

1st year teacher support

Free lunch program for entire campus

School Pride

PTO

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 43% of parents responding to the family survey feel the school encourages parent involvement **Root Cause:** Not enough opportunities for parents to come and volunteer at the campus

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Hazel Ingram will ensure all scholars receive high-quality instruction.


Performance Objective 1: 85% of students will develop the necessary foundational language skills for beginning reading and writing and numerical representation and relationships by the of the of the school year.


High Priority


HB3 Goal


- Evaluation Data Sources:** CLI
 MAP
 SEL
 Mclass
 Walkthrough and Evaluation Data
 CIT data
 Title 1 data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teaching materials and professional development over foundational skills to teachers and paraprofessionals that work with students to build their content knowledge. Follow up implementation plans and support.</p> <p>Strategy's Expected Result/Impact: Increase in content knowledge and expertise, increase in students foundational language skills in beginning reading and writing</p> <p>Staff Responsible for Monitoring: Ingram administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Hazel Ingram will actively recruit, develop and retain high quality staff and will build capacity for all educators.

Performance Objective 1: 100% of staff that work with students will be provided with feedback, support, resources and professional development to implement campus initiatives.

High Priority

HB3 Goal

Evaluation Data Sources: Climate survey

Student Achievement reports





MAP

CLI

MCLASS

Office Referrals

Walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide walkthrough feedback to all paraprofessionals that work with students.</p> <p>Strategy's Expected Result/Impact: Alignment in practices across the campus Improved culture Improved student behavior and social and emotional well being</p> <p>Staff Responsible for Monitoring: Campus admin, supervising teachers and mentor teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Hazel Ingram will provide safe and secure working, teaching and learning environments and will foster a positive culture for all schools and the community.

Performance Objective 1: 100% of students will have access to T1 and T2 SEL lessons that foster positive school climate and relationships with self and others.





Evaluation Data Sources: Office Referrals

CIT data

Behavior Plan Implementation

Behavior Interventions





Teacher Behavior Tracking Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing training and resources to teachers, paraprofessionals and students on behavior interventions that focus on teaching skills and social and emotional learning. All staff will use CKH processes and procedures creating a common language.</p> <p>Strategy's Expected Result/Impact: Decrease in undesirable behaviors Improved school culture</p> <p>Staff Responsible for Monitoring: Campus Admin, team leaders, CKH process champions</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CKH acknowledgment/ Attendance Rewards</p> <p>Strategy's Expected Result/Impact: Increase attendance Decrease office referrals Positive Campus culture</p> <p>Staff Responsible for Monitoring: Office staff, teachers, all staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CKH certificates/prizes/ awards - 199 - General Fund - \$2,000</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 4: Hazel Ingram will build and maintain relationships with families and community members.

Performance Objective 1: Hazel Ingram Elementary will foster a culture of family and community engagement in the learning process.

Evaluation Data Sources: Parent surveys
Increased participation in academic events and needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase access to learning and events at school through teacher websites, open house, orientation, phone calls and events.</p> <p>Strategy's Expected Result/Impact: More informed parents Decrease in teacher and parent frustration Increase in the school home partnership</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent family engagement - 199 - General Fund - \$3,000</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>				

State Compensatory

Budget for Hazel Ingram Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 25

Brief Description of SCE Services and/or Programs

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Personnel for Hazel Ingram Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandra Aguilar	Stem Lab Paraprofessional	1
Alejandra Meza	Computer Lab Paraprofessional	1
Alisha Davidson	Teacher	1
Aminta Fuentes	Teacher	1
Amy Jay	Teacher	1
Andrea Curtis	Teacher	1
Bailey Babovec	Teacher	1
Blanca Ceballos	Teacher	1
Brenda Quinones	Teacher	1
Gabriela Carmona	Teacher	1
Hannah Dowdy	Teacher	1
Jacqueline Vega	Teacher	1
Jasmin Lee	Teacher	1
Laci Dobie	Teacher	1
Lisa Laffin	Teacher	1
Maria Ortega	Teacher	1
Mariza Trevino Alonzo	Computer Lab Paraprofessional	1
Megan Shaw	Library Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Meredith Malloy	Teacher	1
Nick Starrett	Coach	1
Patricia Ramirez	Teacher	1
Rachel Obernberger	Teacher	1
Shara Dixon Rutledge	Teacher	1
Tiffany Quinones	Teacher	1
Velma Coronado	PE Paraprofessional	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	CKH certificates/prizes/ awards		\$2,000.00
4	1	1	Parent family engagement		\$3,000.00
Sub-Total					\$5,000.00