

Ferris Independent School District

Hazel Ingram Elementary

2026-2027 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.

Value Statement

Hazel Ingram Elementary School: Where the Yellowjacket Tradition Begins.

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Comprehensive Needs Assessment

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 377 students. We are a title 1 campus with special programs that include ECSE (Early Childhood Special Education), Head Start, Bilingual, 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 needs 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. Educational aids perform jobs such as librarian, STEM teacher, computer lab teacher, provide interventions, and provide support in ECSE, PK, and kindergarten classrooms.

Strengths

Free breakfast and lunch for all students

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

Dual Language Program

Teacher mentor program

Title 1 Interventions for reading

Behavior Interventions

Food programs for students and families

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Over 30% of students are not meeting attendance requirements and/or coming late and leaving early on a daily basis.	More education needed for all state holders to see the importance of early childhood education, more advertisement and stress importance of regular attendance.

 = Priority

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. 63% of all Kindergarten students met their growth for MAP in Reading . 74% of all Kindergarten students met their growth for MAP Math.

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	Root Cause
1	Students continue to struggle with foundational skills in all subjects, as well as vocabulary development	There are many causes to the lack of foundational skills, a few would be attendance, lack of language exposure, lack of experiences

★ = Priority

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.

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	Root Cause
1	Campus need to align instructional delivery for positive learning climate and devote adequate time to struggling content areas and align PD to needs of students and staff	Students struggling academically in core content areas as well as lacking in consistent student attendance across the campus

★ = Priority

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.

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	Root Cause
1 Per parent survey, parents do not feel they are provided adequate opportunities to participate in their child's school setting	High workload for staff, security system that will allow safe access for parents to participate more

★ = Priority



Goals

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

Performance Objective 1 High Priority

85% of students will develop the necessary foundational language skills for beginning reading, writing and numerical representation and relationships by the end of the school year.

Evaluation Data Source: CLI

MAP

CIT data

Intervention data

Walkthrough and evaluation data

Strategy 1

Provide teaching materials and professional development over foundational skills to teachers and paraprofessionals that work with students to build their content knowledge.

Strategy's Expected Result/Impact: Increase in content knowledge and expertise, increase in students foundational language skills in beginning reading and writing

Staff Responsible for Monitoring: Ingram administrators

Funding Sources: 199 - General Fund, , 263 - Title III, LEP, \$1,000

Formative Reviews

November

February

April

June

Strategy 2

Intervention time is built into the master schedule daily.

Strategy's Expected Result/Impact: Students will have access to intervention in the classroom or pull out intervention from the intervention team. This time built into the master schedule will allow for extra support for each grade level at different times during the day.

Staff Responsible for Monitoring: Admin and Intervention team

Funding Sources: 211 - Title I, Part A,

Formative Reviews

Strategy 3

Follow up implementation plans and support.

Strategy's Expected Result/Impact: We have mini CIT's built into our weekly schedule. We meet every Thursday morning from 7:30-8:15 with our intervention team and teachers to monitor students progress and discuss intervention groups. We utilize branching minds to document groups that are being pulled and their progress.

Staff Responsible for Monitoring: Admin team, teachers, intervention team

Formative Reviews

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

Performance Objective 1 High Priority

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

Evaluation Data Source: Climate surveys

Office referrals

MAP

CLI

Walkthrough data

Strategy 1

Provide walkthrough feedback to all teachers and paraprofessionals that work with students.

Strategy's Expected Result/Impact: Alignment in practices across the campus

Improved culture

Improved student behavior and social and emotional well being

Staff Responsible for Monitoring: Campus admin, supervising teachers and mentor teachers

Funding Sources: 199 - General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November

February

April

June

Strategy 2

Provide professional development based on campus needs as evidenced in data from walkthroughs at the campus and district level.

Strategy's Expected Result/Impact: Increased knowledge and implementation of best practices to support academics and behavior of all students

Staff Responsible for Monitoring: Campus admin, district learning walk teams, teacher leader teams

Funding Sources: 199 - General Fund,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

April

June

Goal 3

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

Performance Objective 1 High Priority

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 Source: CKH surveys
Process champion check ins
CIT data
Behavior Interventions
Teacher behavior tracking data
Office referrals

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.

Strategy's Expected Result/Impact: Decrease in undesirable behaviors
Improved school culture

Staff Responsible for Monitoring: Campus Admin, team leaders, CKH process champions

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June
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Strategy 2

CKH acknowledgment/ Attendance Rewards

Strategy's Expected Result/Impact: Increase attendance
Decrease office referrals
Positive Campus culture

Staff Responsible for Monitoring: Office staff, teachers, all staff

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

February

April

June

Goal 4

Ferris ISD will ensure strong financial stewardship and sustainability.

Performance Objective 1

 High Priority

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

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

Strategy 1

Increase access to learning and events at school through teacher websites, open house, orientation, phone calls, the monthly newsletter, and events.

Strategy's Expected Result/Impact: More informed parents
Decrease in teacher and parent frustration
Increase in the school home partnership

Staff Responsible for Monitoring: All staff

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

February

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June

Strategy 2

Teachers will make 9 positive parent contacts per 9 weeks.

Strategy's Expected Result/Impact: More informed parents
Decrease in teacher and parent frustration
Increase in the school home partnership

Staff Responsible for Monitoring: Ingram admin will check phone logs weekly

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews



State Compensatory Education

State Compensatory

Budget for Hazel Ingram Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 17.06

Brief Description of SCE Services and/or Programs

Personnel for Hazel Ingram Elementary

Name	Position	FTE
Alejandra Meza Martinez	Teacher	0.26
Alejandra Rodriguez Davila	Paraprofessional	1
Alshia Davidson	Teacher	0.54
Aminta Fuentes	Teacher	0.54
Amy Jay	Teacher	0.54
Ashley McCrory	Paraprofessional	0.5
Bailey Babove	Teacher	0.54
Daniela Acosta	Paraprofessional	0.5
Daniela Ovalle	Paraprofessional	1
Dulce Aviles	Teacher	0.5
Farrach Stanley	Paraprofessional	0.5
Hannah Dowdy	Teacher	0.54
Iscsamar Rivera	Teacher	0.46
Jacqueline Vega	Teacher	0.54
Jennifer Anderson	Teacher	1
Kevin Turner	Teacher	0.2
Laci Dobie	Teacher	0.54
Lisa Humphrey	Teacher	0.5
Lisa Laffin	Paraprofessional	1
Luisa Urbina	Paraprofessional	0.26
Maria Ortega Vargas	Teacher	0.54
Mary Howard	Teacher	0.54
Marybel Padilla	Paraprofessional	1
Megan Shaw	Paraprofessional	0.2

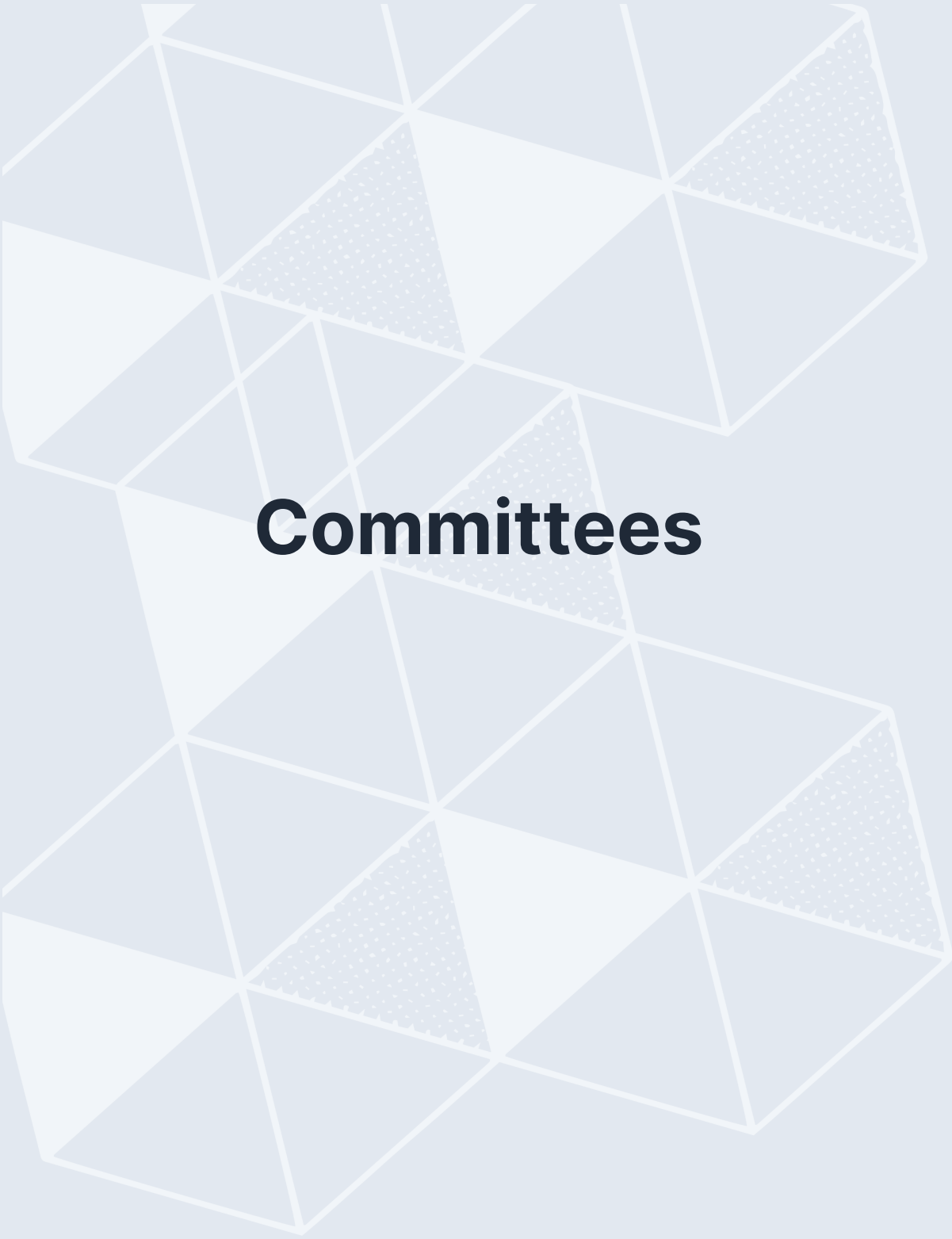
Name	Position	FTE
Meredith Malloy	Teacher	0.5
Nan Edwards	Paraprofessional	1
Niesha Jarvis	Teacher	0.54
Rachel Obernberger	Teacher	0.54
Tiffany Quinones	Teacher	0.54
Velma Coronado	Paraprofessional	0.2



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brittany Peterson	Learning Specialist	Title I Schoolwide	0.2
Meredith Malloy	Teacher	Title I Schoolwide	0.5
Yonira Moreno	Teacher Aide	Title I Schoolwide	1



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Blanca	Ceballos	Teacher	Committee Member
Tiffany	Quinones	Teacher	Committee Member
Donna	Hernandez	Counselor	Committee Member
Natalie	Jakubik	Teacher	Committee Chair
Bailey	Babovec	Teacher	Committee Chair
Celeste	Enriquez	Business Owner	Committee Member
Tyler	Duran	Parent	Committee Member
Jessica	Cain	Assistant Principal	Committee Chair
Mandy	Allen	Principal	Committee Chair



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
				Sub-Total	\$0.00

211 - Title I, Part A

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

263 - Title III, LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$1,000.00
				Sub-Total	\$1,000.00