

Ferris Independent School District
Hazel Ingram Elementary
2022-2023 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Goals	12
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.	13
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.	14
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.	15
Goal 4: Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.	17
Campus Funding Summary	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hazel Ingram Elementary is an early childhood campus with open enrollment 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 319 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 (27) than teachers (22). Educational aids perform jobs such as librarian, STEM teacher, computer lab teacher, provide interventions, and provide support in ECSE, PK, and kindergarten classrooms.

Enrollment- 319

Female- 52.35%

Male- 47.65%

Ethnicity

Hispanic- 72.73%

Black-African American- 8.15%

White- 15.99%

Two or More- 2.82%

Native Hawaiian-Pacific Islander- 0.31%

Student Groups

Economically Disadvantaged- 44.20%

Emergent Bilingual- 36.99%

Bilingual- 10.66%

Alternative Bilingual Language Program- 29.12%

Alternative ESL Program- 0.94%

ESL- 5.96%

Special Education- 11.91%

Homeless- .94%

Demographics Strengths

Free breakfast and lunch for all students

Strong PTO presence

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: 44.9% of students at Hazel Ingram Elementary have 10 or more absences. **Root Cause:** Parents and guardians lack an understanding of the academic requirements and the importance of developing foundations skills at the early childhood level.

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. During 19-20 school year kindergarten students grew by at least 12% points in their Reading and Math MAP mean RIT scores. During the 20-21 school year students grew by 15% points in math and 13 percentage points in reading. During the 21-22 school year students mean RIT scores grew by 16.5% percentage points in reading and 17.5% points in math. We met the mean RIT goal (152.8%) in reading with 153.1%.

In math, at the end of the 20-21 school year 42% students were below level and 45% in 21-22. A noticeable trend in our math BOY data from 2020 through 2022 is that more students are scoring in the below level range each year. In ELAR, at the end of 20-21 69% of students were below level and 56% in 21-22. That is an increase of 13% more students left kindergarten on level. A noticeable trend in our ELAR data is that Composition, Inquiry and Research is consistently our lowest achieving instructional area. This includes things like determining relevant information, sequencing in reading and writing, and the ability to revise a sentence for word choice. In SLAR, at the end of the 20-21 school year 68% of students were below level and 44% in 21-22. There is also a noticeable trend in students SLAR BOY data from 2021 through 2022 that shows more and more students are entering Kindergarten below level. A trend across SLAR and ELAR is Foundational Language Skills: Beginning Reading and Writing proficiency is increasing each time students are assessed.

Math					
	22-23 Fall	21-22 Fall	21-22 Spring	20-21 Fall	20-21 Spring
Over all Below	53%	51%	45%	47%	42%
Over all at or above: Goal 80%	47%	49%	55%	53%	58%
Target Mean RIT Score	142.2	142.1	159.6		
Mean RIT Score	138.8	139.6	157.1		
Students at or above Target	36.90%	51.26%	36.10%		
Below in Numerical Representation	47%	59%	60%		
Below in Computation and Algebraic Relationships	50%	53%	39%		
Below in Geometry and Measurement	44%	48%	48%		
Below in Data Analysis and Money	59%	60%	51%		
ELAR					
	22-23 Fall	21-22 Fall	21-22 Spring	20-21 Fall	20-21 Spring
Over all Below	62%	61%	45%	54%	57%
Over all at or above: Goal 80%	38%	41%	57%	45%	42%
Target Mean RIT Score	138	138.6	152.8		
Mean RIT Score	130	136.6	153.1		
Students at or above Target	45.19%	48%	55.68%		
Below in Composition	61%	66%	67%		
Below in Foundational Language Skills Vocabulary	49%	47%	58%		
Below in Multiple Genres: Author's Purpose and Craft	54%	55%	55%		
Below in Foundational Language Skills: Beginning Reading and Writing	57%	65%	66%		
SLAR					
	22-23 Fall	21-22 Fall	21-22 Spring	20-21 Fall	20-21 Spring
Over all Below	65%	42%	56%	33%	69%
Over all at or above: Goal 80%	45%	58%	44%	68%	30%
Target Mean RIT Score	136	136.6	154.3		
Mean RIT Score	132.4	132.4	151.9		
Students at or above Target	1	34%	49.18%		
Below in Composition	46%	30%	56%		
Below in Foundational Language Skills Vocabulary	91%	28%	55%		
Below in Multiple Genres: Author's Purpose and Craft	44%	43%	55%		
Below in Foundational Language Skills: Beginning Reading and Writing	45%	59%	67%		

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 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.

All teachers participate in one PLC 1X per week.

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 (Prioritized): 42% of monolingual students and 33% or dual language students do not have the necessary foundational language skills for beginning reading and writing. **Root Cause:** Lack of time and student resources so support implementation of new learning from Reading Academies.

Problem Statement 2: 36% of students are below average in their understanding of numerical representation and relationships. **Root Cause:** Minimal emphasis placed on math and monitoring student growth.

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 and we trying to increase our LOD (language of the day) participation.

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.

Instructional specialist to support early childhood learning

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 (Prioritized): Teachers lack the ability to implement best practices for teaching foundational skills. **Root Cause:** Lack of teacher prep time, professional development, and student resources to support mastering literacy and math foundational skills.

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

Monthly Safety Drills

Vsoft security system

Facility that accommodates early childhood

Stability of staff

Officer on campus

Early Childhood Instructional Specialist to support all teachers

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: Parents and guardians would like communication from administration and teachers to increase. **Root Cause:** Administrators and teachers need a process put in place for consistently communicating with parents and guardians.

Problem Statement 2 (Prioritized): Instructional leaders do not provide quality feedback or guidance from classroom visits that will improve teaching practices. **Root Cause:**

Instructional leaders prioritize meetings, incidents that need investigations, and student/teacher needs.

Priority Problem Statements

Problem Statement 1: 42% of monolingual students and 33% of dual language students do not have the necessary foundational language skills for beginning reading and writing.

Root Cause 1: Lack of time and student resources to support implementation of new learning from Reading Academies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers lack the ability to implement best practices for teaching foundational skills.

Root Cause 2: Lack of teacher prep time, professional development, and student resources to support mastering literacy and math foundational skills.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Instructional leaders do not provide quality feedback or guidance from classroom visits that will improve teaching practices.

Root Cause 3: Instructional leaders prioritize meetings, incidents that need investigations, and student/teacher needs.

Problem Statement 3 Areas: Perceptions

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: 80% of students will develop the necessary foundational language skills for beginning reading and writing and numerical representation and relationships by the end of the school year.

HB3 Goal

Evaluation Data Sources: Circle

MAP





SEL

mCLASS

Walkthrough and Evaluation Data

CIT data

Strategy 1 Details	Reviews			
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. 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 and FCT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Small Group Books for Students - 211 - Title I, Part A - \$16,250, Professional Development - 211 - Title I, Part A - \$1,330, Teaching Resources - 265 - Title IV, Part A - \$300	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement daily number talks in Pre-Kindergarten and Kindergarten. Strategy's Expected Result/Impact: Increase students understanding of numbers and their relationship. Staff Responsible for Monitoring: Administration and FCT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Professional Development - 199 - General Fund	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: In PLC, teachers will disaggregate and discuss multiple pieces of data to determine gaps in student learning and provide targeted individualized interventions and enrichments. Strategy's Expected Result/Impact: Increases focus on data driven instruction and academic growth for all students. Staff Responsible for Monitoring: Ingram administrators, certified teaching staff, FCT, and CIT. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials for Small Group - 211 - Title I, Part A - \$500, Instructional Materials for Small Group - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide - \$500	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 42% of monolingual students and 33% or dual language students do not have the necessary foundational language skills for beginning reading and writing. Root Cause: Lack of time and student resources so support implementation of new learning from Reading Academies.
School Processes & Programs
Problem Statement 1: Teachers lack the ability to implement best practices for teaching foundational skills. Root Cause: Lack of teacher prep time, professional development, and student resources to support mastering literacy and math foundational skills.

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

HB3 Goal

Evaluation Data Sources: Climate Survey

Student achievement reports





-MAP

-Circle

-mCLASS

-Office Referrals

-Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Provide walkthrough feedback to all 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 administrators and teachers supervising a paraprofessional TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Instructional leaders do not provide quality feedback or guidance from classroom visits that will improve teaching practices. Root Cause: Instructional leaders prioritize meetings, incidents that need investigations, and student/teacher needs.

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 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			
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. Strategy's Expected Result/Impact: Decrease in undesirable behaviors Improved school culture Staff Responsible for Monitoring: Campus Administrators Campus Leadership Team ESF Levers: Lever 3: Positive School Culture Funding Sources: SEL Resources - 199 - General Fund - \$500, Training - 211 - Title I, Part A - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 70% of students will have less than 10 absences.





Evaluation Data Sources: Attendance Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Create an attendance incentive program that involves parents, students, and staff. ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Incentive Program - 199 - General Fund - \$300	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Survey
Increased participation in academic events and needs

Strategy 1 Details	Reviews			
Strategy 1: Administrators and teachers will make weekly positive phone calls home to families. Strategy's Expected Result/Impact: More informed parents and decrease in teacher frustration. Increase in the school and home partnership. Staff Responsible for Monitoring: Ingram administration, all staff, and Ingram parents/guardians. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase access to learning and events at school through teacher websites, twitter, open house in the spring, and parent orientation. Strategy's Expected Result/Impact: More informed parents and decrease in teacher frustration. Increase in the school and home partnership. Staff Responsible for Monitoring: Ingram administration, all staff, and Ingram parents/guardians. ESF Levers: Lever 3: Positive School Culture Funding Sources: Strong Fathers - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$0.00
3	1	1	SEL Resources		\$500.00
3	2	1	Incentive Program		\$300.00
Sub-Total					\$800.00
199-PIC 30 - State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials for Small Group		\$500.00
Sub-Total					\$500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small Group Books for Students		\$16,250.00
1	1	1	Professional Development		\$1,330.00
1	1	3	Instructional Materials for Small Group		\$500.00
3	1	1	Training		\$5,000.00
4	1	2	Strong Fathers		\$3,000.00
Sub-Total					\$26,080.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teaching Resources		\$300.00
Sub-Total					\$300.00