

Ingram Elementary  
Needs Assessment  
Campus Improvement Plan  
2022 -2023

**Ingram ISD Vision Statement**

*Inspiring Student Success from the Inside Out*

**Ingram ISD Mission Statement**

*Our purpose is to ensure an environment that provides for rigorous learning and support; where each student masters the curriculum at every level, is continually inspired to ascend to the highest levels of good character, and thoughtfully and diligently prepares for a successful life after high school.*

# Ingram Elementary School Mission Statement

*Ingram Elementary School is:*

- *Staffed by professionals who have caring hearts, helping minds, and who use encouraging words;*
- *Staffed by professionals who understand that their job is to provide innovative, personally rigorous and individually valuable experiences for children;*
- *Staffed by members who recognize that positive reinforcement is the most powerful discipline tool they possess;*
- *Staffed by members who recognize their impact on the development of students, and work in ways to promote self-confidence, build self-esteem, and develop pride;*
- *Staffed by optimistic, flexible, cooperative members who value teamwork and problem solving.*

**2022-2023**

**Board of Trustees**

**Jack Fairchild**, President

**Wayne McClintock**, Vice President

**Allen Samford**, Secretary

**Bennett Woodruff**, Member

**Byron Griffin**, Member

**Adam Nichols**, Member

**Stephen Schulte**, Member

**2022-2023 District Administration**

**Bobby Templeton**, Superintendent

**Mindy Curran**, Assistant Superintendent

**Teresa Burnelli**, Chief Financial Officer

**Holly Lambert**, Director of Special Education

**Juan DeLeon**, Technology Director

**Justin Crittenden**, Principal, Ingram Tom Moore High School

**Rick Sralla**, Principal, Ingram Middle School

**Donna Jenschke**, Principal, Ingram Elementary School

# **Campus Site-Based Decision Making Team**

**Donna Jenschke, Campus Administration**

**Kali Brandt, Assistant Principal**

**Michelle Fairchild, Campus Teacher**

**Monica Rios, Campus Teacher**

**Tina Kennedy, Campus Teacher**

**Heather Smurr, Campus Teacher**

**Margie Dixon, Gifted and Talented Teacher**

**Mary Andrews, Campus Teacher**

**Cullen Holbrook, Campus Teacher**

**Sarah Bay, Campus Teacher**

**Holly O'Rourke, Campus Teacher**

**Margie Campbell, Math Specialist**

**Kayla Burns, Reading Specialist**

**Melinda Herrada, Campus ESL Staff**

**Lynn Friedrich, Campus Special Ed.**

**Ray Salinas, Music Teacher**

**Scott Klinge, Art Teacher**

**Rebecca Huchton, Community**

**Lee Vanacker, Parent**

**Lola Alvarado, Parent**

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## Ingram ISD Board Goals 2021-2022

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum, while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.
2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co-curricular participation in all UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media resources available.
3. INGRAM ISD will strive to recruit, hire, and retain a high quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey towards excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.
4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee-friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parent/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.
5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well-maintained school.

6. INGRAM ISD will annually- maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY- SCHOOL-WIDE COMPONENT 1**

**SCHOOL YEAR: 2021-2022**

**DATA SOURCES**

---

**Improvement Planning Data**

Campus goals

Prior year’s Campus Improvement Plan

**Accountability Data**

Texasassessment.gov web site

Texas Academic Performance Report (TAPR) data

STAAR Accountability Summaries and Data Reports

Accountability Distinction Designations

Additional Targeted Supports

PBMAS data

Local benchmark or common assessments data

TELPAS

Circle

TxKEA CLI

**Student Data: Behavior and Other Indicators**

Attendance data

Mobility rate

**Employee Data**

Staff surveys and/or other feedback

Highly qualified staff data

TIA recipient data

**TEA’s Strategic Priorities**

**Recruit, support, and retain teachers**

**Build a foundation of reading/writing  
and math**

**Demographics 2021-22 Academic Year (Data from PEIMS Fall Collection)**

<b>Campus</b>	<b>Type</b>	<b>Size</b>	<b>Grade Span</b>	<b>Percent Economically Disadvantaged</b>	<b>Percent Emergent Bilingual</b>	<b>Percent Served by Special Education</b>
<b>Ingram Elementary</b>	<b>Elementary</b>	<b>536</b>	<b>PreK – 5</b>	<b>74.8%</b>	<b>22%</b>	<b>15.6%</b>

<b>Ingram Elementary</b>	<b>Enrollment</b>	<b>Percent Economically Disadvantaged</b>	<b>Percent Emergent Bilingual</b>	<b>Mobility Rate</b>
<b>2013-2014</b>	<b>528</b>	<b>79%</b>	<b>16.3</b>	<b>22%</b>
<b>2014-2015</b>	<b>505</b>	<b>77%</b>	<b>18.2</b>	<b>22%</b>
<b>2015-2016</b>	<b>528</b>	<b>76.5%</b>	<b>18.8</b>	<b>17%</b>
<b>2016-2017</b>	<b>548</b>	<b>81.6%</b>	<b>21.9</b>	<b>19%</b>
<b>2017-2018</b>	<b>556</b>	<b>84.2%</b>	<b>21.4</b>	<b>10.4%</b>
<b>2018-2019</b>	<b>568</b>	<b>86.4%</b>	<b>22</b>	<b>16.1%</b>
<b>2019-2020</b>	<b>597</b>	<b>84.6%</b>	<b>14</b>	<b>11.3%</b>
<b>2020-2021</b>	<b>533</b>	<b>80%</b>	<b>21</b>	
<b>2021-2022</b>	<b>536</b>	<b>74.8%</b>	<b>22</b>	<b>18.8%</b>

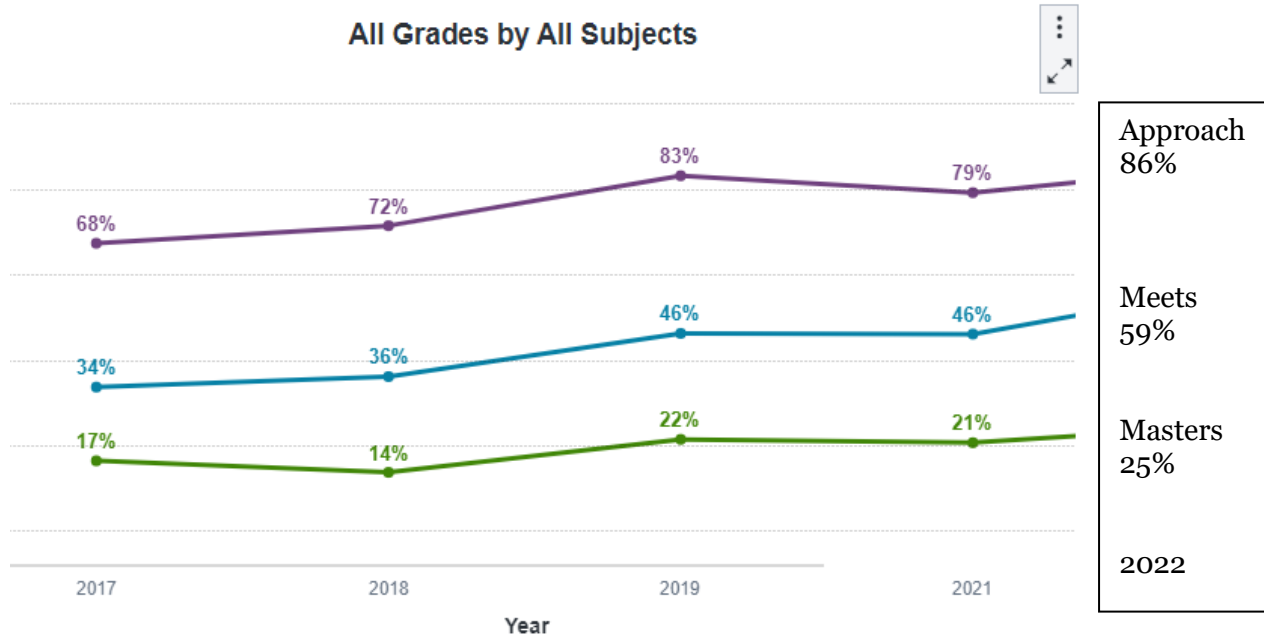


### Student Demographics

<b>Fall Collection</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More</b>	<b>Emergent Bilingual</b>	<b>Eco Dis</b>	<b>At Risk</b>
<b>2015-2016</b>	<b>0.2%</b>	<b>49%</b>	<b>48%</b>	<b>1.9%</b>	<b>18.8%</b>	<b>68.4%</b>	<b>58.7%</b>
<b>2016-2017</b>	<b>0.4%</b>	<b>51%</b>	<b>46%</b>	<b>2%</b>	<b>21.9%</b>	<b>81.4%</b>	<b>63.8%</b>
<b>2017-2018</b>	<b>0.6%</b>	<b>51%</b>	<b>43.4%</b>	<b>2%</b>	<b>21.4%</b>	<b>84.2%</b>	<b>58.4%</b>
<b>2018-2019</b>	<b>0.3%</b>	<b>52%</b>	<b>45%</b>	<b>2%</b>	<b>22%</b>	<b>86.4%</b>	<b>69%</b>
<b>2019-2020</b>	<b>0.1%</b>	<b>52%</b>	<b>45%</b>	<b>2%</b>	<b>14%</b>	<b>84.6%</b>	<b>49%</b>
<b>2020-2021</b>	<b>0.4%</b>	<b>52%</b>			<b>22%</b>	<b>80%</b>	<b>67%</b>
<b>2021-2022</b>	<b>0.4%</b>	<b>50.7%</b>	<b>46.7%</b>	<b>1.7%</b>	<b>21.8%</b>	<b>74.8%</b>	

**STAAR Performance Trends**  
**INGRAM EL || INGRAM ISD (133904101)**

**All Grades by All Subjects**



## 2022 Accountability Ratings Overall Summary

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>87</b>	<b>B</b>
<b>Student Achievement</b>		<b>86</b>	<b>B</b>
STAAR Performance	57	86	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>90</b>	<b>A</b>
Academic Growth	71	74	<b>C</b>
Relative Performance (Eco Dis: 74.8%)	57	90	<b>A</b>
<b>Closing the Gaps</b>	<b>82</b>	<b>79</b>	<b>C</b>

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Accountability 2021-22 Academic Year

### Domain I – Student Achievement

**\*2021-22 Data is based on Snapshot enrollment**

	Tested 17-18	Tested 18-19	Tested 20-21	Tested 21-22	Approach 17-18	Approach 18-19	Approach 20-21	Approach 21-22	Meets 17-18	Meets 18-19	Meets 20-21	Meets 21-22	Masters 17-18	Masters 18-19	Masters 20-21	Masters 21-22
Reading Gr3, Gr4, Gr5	22 7	247	215	208	164	203	171	174	86	98	95	115	36	43	42	47
Math Gr3, Gr4, Gr5	23 1	2 4 7	214	208	178	216	192	182	92	130	135	122	36	69	71	56
Writing	76	71	80		39	45	45		14	21	13		0	7	2	
Science	86	88	81	77	62	80	54	69	32	54	26	52	13	22	7	21
<b>Total</b>	<b>62 0</b>	<b>653</b>	<b>586</b>	<b>493</b>	<b>444</b>	<b>544</b>	<b>462</b>	<b>425</b>	<b>225</b>	<b>303</b>	<b>269</b>	<b>286</b>	<b>86</b>	<b>141</b>	<b>122</b>	<b>124</b>
<b>Percentages</b>					<b>72%</b>	<b>83%</b>	<b>79%</b>	<b>86%</b>	<b>36%</b>	<b>46%</b>	<b>46%</b>	<b>59%</b>	<b>14%</b>	<b>22%</b>	<b>21%</b>	<b>25%</b>
<b>Percentage Total</b>													<b>122</b>	<b>151</b>	<b>146</b>	<b>170</b>
<b>% ÷ 3 = Domain 1 Score</b>													<b>40.7</b>	<b>50</b>	<b>49</b>	<b>57</b>
<b>Domain 1 Scaled Score</b>													<b>72 C</b>	<b>77 C</b>		<b>86 B</b>

### Domain 2, Part A – Academic Growth

	Growth Points Earned 17-18	Growth Points Earned 18-19	Growth Points Earned 21-22	Total Possible Points 17-18	Total Possible Points 18-19	Total Possible Points 21-22	Score = Growth/Total Possible 17-18	Score = Growth/Total Possible 18-19	Score = Growth/Total Possible 21-22
ELA/Reading	97.5	114.5	98	153	157	136	64	73	72
Math	111	129	94.5	156	157	136	71	82	69
<b>TOTALS</b>	<b>208.5</b>	<b>243.5</b>	<b>192.5</b>	<b>309</b>	<b>314</b>	<b>272</b>	<b>67</b>	<b>78</b>	<b>71</b>
Academic Growth Scaled Score							D	85 B	74C

### Domain 2, Part B – Relative Performance

% Economically Disadvantaged 17-18	% Economically Disadvantaged 18-19	% Economically Disadvantaged 21-22	STAAR Achievement Scaled Score 17-18	STAAR Achievement Scaled Score 18-19	STAAR Achievement Scaled Score 21-22	Rating 17-18	Rating 18-19	Rating 21-22
84.2	86.4	74.8	72	77	90	75 C	86 B	A

### Domain 3 – Closing the Gaps

	<b>% of Academic Evaluated Indicators Met 17-18</b>	<b>% of Academic Evaluated Indicators Met 18-19</b>	<b>% of Academic Evaluated Indicators Met 21-22</b>	<b>Weight 17-18</b>	<b>Weight 18-19</b>	<b>Weight 21-22</b>	<b>Weighted Points 17-18</b>	<b>Weighted Points 18-19</b>	<b>Weighted Points 21-22</b>
<b>Grade Level Performance</b>	21%	63%	88%	30%	30%	30%	6.3	18.9	26.4
<b>Academic Growth</b>	54%	92%	71%	50%	50%	50%	27	46	35.5
<b>English Language Proficiency</b>	0%	100%	100%	10%	10%	10%	0	10	10.0
<b>Student Success</b>	13%	88%	100%	10%	10%	10%	1.3	8.8	10.0
<b>Total Weighted Points</b>							35	84	82
				<b>Closing the Gaps Score</b>			65 D	79 C	79 C

### Ingram Elementary Overall Rating Calculation

<b>2018 Domain</b>	<b>Scaled Score</b>	<b>Better of School Progress Part A or Part B</b>	<b>Better of Student Achievement or School Progress</b>	<b>Weight</b>	<b>Weighted Points</b>
<b>Student Achievement</b>	<b>70</b>		<b>75</b>	<b>70%</b>	<b>52.5</b>
<b>School Progress, Part A</b>	<b>67</b>	<b>75</b>			
<b>Relative Performance, Part B</b>	<b>75</b>				
<b>Closing the Gaps</b>	<b>65</b>			<b>30%</b>	<b>19.5</b>
<b>Overall Score</b>					<b>72</b>
<b>2018 Overall Rating</b>					<b>C</b>

<b>2019 Domain</b>	<b>Scaled Score</b>	<b>Better of School Progress Part A or Part B</b>	<b>Better of Student Achievement or School Progress</b>	<b>Weight</b>	<b>Weighted Points</b>
<b>Student Achievement</b>	<b>77</b>		<b>86</b>	<b>70%</b>	<b>60.2</b>
<b>School Progress, Part A</b>	<b>85</b>	<b>86</b>			
<b>Relative Performance, Part B</b>	<b>86</b>				
<b>Closing the Gaps</b>	<b>79</b>			<b>30%</b>	<b>23.7</b>
<b>Overall Score</b>					<b>83.9</b>
<b>2019 Overall Rating</b>					<b>B</b>

<b>2022 Domain</b>	<b>Scaled Score</b>	<b>Better of School Progress Part A or Part B</b>	<b>Better of Student Achievement or School Progress</b>	<b>Weight</b>	<b>Weighted Points</b>
<b>Student Achievement</b>	<b>86</b>		<b>90</b>	<b>70%</b>	<b>63</b>
<b>School Progress, Part A</b>	<b>74</b>	<b>90</b>			
<b>Relative Performance, Part B</b>	<b>90</b>				
<b>Closing the Gaps</b>	<b>79</b>			<b>30%</b>	<b>23.7</b>
<b>Overall Score</b>					<b>87</b>
<b>2019 Overall Rating</b>					<b>B</b>



### Elementary Attendance Rates

<b>2021-22</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>97.1%</b>	<b>COVID</b>	<b>96.9%</b>	<b>96.8%</b>	<b>96.7%</b>

### Distinction Designations

Each Campus’s Data is ranked within a Designated “Comparison Group.” Rating a percentage on indicators in the Top Quartile of this group achieves Distinction Designation.

	<b>Academic Achievement in ELAR/Reading</b>	<b>Academic Achievement in Math</b>	<b>Academic Achievement in Science</b>	<b>Top 25 Percent Academic Growth</b>	<b>Top 25 Percent Closing Performance Gaps</b>	<b>Post-Secondary Readiness</b>
<b>IES 18-19</b>		<b>Y</b>		<b>Y</b>		<b>Y</b>
<b>IES 21-22</b>		<b>Y</b>	<b>Y</b>			<b>Y</b>

### 2019 Additional Targeted Supports

Campus	All Students	Hispanic	White	EcoDis	ELL (Current and monitored)	SpEd Current
IES	Met	Met	Additional Targeted Support	Met	Met	Met

### 2021-22

**Our campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.**

## Analysis of 2021-22 data has identified the following needs – component 1:

### Academic Needs:

- To increase the percentage of students who reach the Meets or Masters level, this group of students need additional specified tutorials. Data indicates that the depth and complexity of the TEKS addressed in the curriculum, resources, and instruction needs to be increased to meet or exceed state expectations. Teachers need support in understanding the TEKS/SEs that govern their specific content area. Tier 1 instruction needs to be increased.
- To incorporate new STAAR question types and expectations for written responses
- Reading, Writing and Math continue to be an area of focus
  - Writing across all content areas and horizontal and vertical alignment will be a priority
  - Incorporate turn and talk to stimulate ideas and logical sequence of writing
  - Enhance content vocabulary across all subjects and grade levels
  - Reading fluency, sight word vocabulary, and comprehension will be stressed through Heggerty, ARC and new HMH series
  - Vertical alignment of ARC, HMH, and TEKS will assist student transition from one grade level to the next seamlessly improving academic achievement
  - Incorporate early Language Literacy through Imagine Learning in PreK 4 – 1<sup>st</sup> grade classes
  - Incorporate CLI – TPRI for early reading assessment in grades K – 2<sup>nd</sup>
  - Math Interventionist will assist with struggling math students to fill gaps in TEKS knowledge
  - Strive to improve fluency in math facts
- Emergent Bilingual students represent 20.3% of the campus' student population. ESL personnel will continue to train to support this population in language acquisition and then train staff members to support these students
- Identify resources that provide practice for high level questions and dual coded questions
- Data from aligned assessments needs to be analyzed to drive instruction
- Disaggregate the data by sub-groups to determine effectiveness in meeting the needs of historically underperforming student populations
- Data indicates that there are still weaknesses across the content areas. Time for scaffolding and re-teaching needs to be provided for struggling students. RtI time will be used to work on identified weaknesses with specific students
- Continue a phonics program (HMH/Heggerty Phonics) to build a strong foundation for our students in reading and writing
- Continue to improve advanced academic opportunities
- Provide time within the instructional day as well as extending the instructional day for interventions for students to achieve the Approach, Meets and Masters standard
  - Provide time for student to complete ARC reading steps with a mentor peer
- Provide transportation, tutoring, clothing, food, school supplies, etc. for our Homeless students
- Provide 21<sup>st</sup> Century technology and programs to help students become fluent in facts/language and to grasp grade level TEKS

## **Retention of Highly Effective Teachers**

- Continue implementation of TTESS
- Promote retention through Teacher Incentive Allotments
- Identify highly effective teachers through Student Learning Objectives and STAAR Growth Models
- Continue to increase salary schedule to be more competitive with neighboring districts
- Provide funding for paraprofessionals, teachers and administrators to acquire additional certifications and degrees
- Provide time for collaboration and planning
- Strive to continue to recruit, hire, and retain high quality teachers with high standards of ethical behaviors
- Encourage leadership of staff members by empowering them through their areas of strength
- Continue recognizing a staff member of the month

## **High quality and ongoing professional development**

- Increase on-site training and encourage collaboration of application of strategies during PLC
- Provide time for PLCs
- Provide training to empower teachers to access and utilize their specific data to drive instructional decisions
- Provide Reading Academy training to K – 3 staff and specialty staff

## **School and Community**

- Strengthen the school's partnership with the community
  - Backpack weekend food program
  - Shoe drives
- Promote parent and community involvement
- Partner with community members to provide Mentors for our students of need
- Partner with the community to provide activities for Science Alive, Literacy Night, PTO Duck Derby/Carnival, IPI Pride Awards, and Family Movie Night
- Maintain and improve facilities to keep safety a priority
- Install a vestibule
- Promote schools/district through social media post

## Title 1, Part A

### School-wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, a full-day state-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Goal 1: INGRAM Elementary will Maximize Student Achievement: Students taking STAAR assessments will achieve a score equal to or greater than 60 in Domain 1 and meet or exceed the state standard for Domains 2 and 3 while building a solid foundation in literacy and numeracy.**

**Objective 1.1 Improve Core Instruction – Tier 1**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Data driven decisions to strengthen core academic programs and guide budget expenditures for resources and training	Asst. Sup. Curr. Staff, Principals, Dept. Chairs	On site Data training; Lead4Ward, Local Resources	Analysis of Data at PLC Meetings	Increase STAAR			#2, 4
Utilize Aligned Scope and Sequence incorporating the new ELAR TEKS in K – 5 <sup>th</sup>	Principals, Asst Super Curriculum Support Teachers	Local	Pacing Charts based on TEKS, Lesson Plans	Data based on Aligned Assessments			#2, 8
Curriculum staff will review six week assessments to evaluate alignment and revamp RtI	Asst. Sup Curr Personnel	Lead4Ward TEA Resources	Aligned Assessments	Assessment results compared to STAAR results			#2, 3, 4
Differentiated Instruction implementation to strengthen Tier I instruction, incorporating math and reading interventionist	Director of Special Ed Asst Super. Principals Teachers Instructional Paraprofessionals	Region 20, Content Mastery, ESL for Emergent Bilingual, GT BEYOND, Local Resources, Title I, Title III, Technology Resources	Decrease in Tier 2 and Tier 3 students, Increase in number of students at Meets/Masters level of STAAR	Progress monitoring data, RtI Data, assessment results, TELPAS data. Lesson plan documentation STAAR TTESS			#2, 4, 8, 9

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Student Learning Goal Setting w/ Staff	Principals, Teachers	Eduphoria Strive	Mastery of goals set	STAAR, TPRI, IRLA			#2, 4, 8, 9
Continue Pre-K for three and four year olds to improve the quality and coherence of children's learning and to prevent or close achievement gaps	Campus Principal Teachers	Title I, Local Resources	Improved socialization, language acquisition, school readiness	Teacher observation and checklists			#2, 3, 6, 7, 8
Continue the Savvas Three Cheers PreK program including ReadyRosie	Campus Principal Teachers	Materials Allotment	Improved socialization, language acquisition, school readiness	Teacher/Principal observation and checklists			#2, 7, 8
Professional Development that includes technology training to staff to develop 21st century learners	Director of Technology Principals Campus Technicians	Local, Technology Resources, ESC 20	Walkthrough Data, Instructional utilization of technology and cooperative learning	Lesson Plans Walkthrough TTESS Technology Training			#2, 3, 4, 8, 10
Increase reading fluency through use of the American Reading Company	Campus Admin Teachers	Title I Local Funds	Running Reports from ARC	Increased reading levels and fluency rates			#2
Incorporate HMH phonics in conjunction with Heggerty in grades K - 2 to build a strong foundation for reading	Campus Admin Teachers	Title I	Running Reports from TPRI/TX KEA and ARC	Increased reading levels and fluency rates			#2
Implement integrated reading and writing literacy labs to increase reading comprehension and writing across curriculum	Campus Admin Teachers	Title I ARC	Project completion	Increase writing across curriculum			#1, 2, 7

Utilize resources that mirror rigor of TEKS including on-line programs	Campus Admin, Teachers	Title I Local Funds	Progress Monitoring	TEKS aligned Assessments			#2
Incorporate Heggerty materials for literacy intervention in PreK	Campus Admin, Teachers	Local Funds	Progress Monitoring	EOY TxKEA Circle			#2, 8, 9
Implementation of TFAR and Eduphoria for new question types and benchmark testing	Campus Admin, Teachers	Local Funds	Progress Monitoring	Data Reports			#2
Provide professional development on STAAR 2.0 New Question Types and Online testing	Campus Admin, Teachers	Local Funds	Progress Monitoring	Daily lesson and data reports			#2, 4



Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Constant evaluation of RtI implementation	Director of SpEd Principals Teachers	Region 20 RtI Schedule TPRI, SSI	Tier 1 & 2 opportunities RTI time, Before/after school tutoring, extended year	Decrease in tier 2 and tier 3 students			#2, 4, 8, 9
Continue to utilize RtI teachers to instruct students and compile data	Asst Super Dir. of HR Principal RTI Teachers	Title I, Title II, Local Funds	RTI Teachers on Elementary Campus	Decrease in Tier 2 and Tier 3 Students			#2, 8, 9
Allot instructional staff and resources to provide accelerated instruction to targeted and At-Risk students	Director of Special Ed Asst Super Principals	Comp Ed Resources Title I Local	Progress Monitoring, Identified SE's mastered	Aligned Assessments, STAAR			#2, 8, 9
Utilize extended day and extended year for Accelerated Instruction	Asst Super Principals Teachers	Comp Ed Resources Local	Targeted SE's mastered	Aligned Assessments, benchmarks, STAAR			#2, 6, 8, 9
Provide additional staff to assist Emergent Bilingual population in language acquisition and to improve academic performance in core subjects	Asst Super Principals Teachers	Title I Title II Local Funds	Progress Monitoring	Aligned Assessments, Benchmark, TELPAS, STAAR			#2, 6, 8, 9
Plan and provide 30 hours of Accelerated Instruction for each STAAR subject a student failed the previous year (HB4545).	Admin Interventionist Teachers	State Data	Met 30 required hours as scheduled	Intervention scheduled/logged			#1, 2, 3, 8, 9
Continue an early release bilingual program	Asst Supt Principals	Title I Title II	Progress Monitoring	TPRI - BOY, EOY TELPAS TxKEA Circle			#1, 2, 7, 10
Continue Imagine Learning PreK 4 – 2 <sup>nd</sup> grade students to increase language literacy	Asst Supt Principals Teachers	Title I Title III	Progress Monitoring	Data from Imagine Learning			#1, 2, 7

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Sustain or improve academic performance for students served in the dyslexia program	Campus Admin Dyslexia Teacher	Local Funds	Progress Monitoring	Running Reading Records, Aligned Assessments, STAAR			#2, 9
Ensure that At-risk, Homeless/Migrant students are identified and served in accordance with State and Federal guideline	Asst Supt Homeless Coordinator Campus Admin	Local Funds Title I Title III	Family Surveys Coordinate with ESC 20	Monthly Reports to ESC 20			#2, 9
Provide time for GT students to collaborate and have extension lessons (Thinkery) including video announcements	GT Coordinator Principals Counselors Teachers	Local Resources	Sign-in Sheets	Projects DOJO			#2, 6
Incorporate a GT Lunch Bunch program for social/emotional growth	GT Coordinator Principals	Local Resources	Sign-in Sheets	Lunch Bunch DOJO			#2, 6
Participation in UIL events and provide practice time after school to prepare for events	Principals UIL Coordinator UIL Coaches	Local Resources, Parent and community volunteers	Increased participation	Participation in UIL events Increased ratings at events			#2, 3
Disaggregate the data by sub-groups to evaluate various programs and interventions in meeting the needs of historically underachieving student populations	Asst Super Campus based Curriculum Support Staff RTI, Sp Ed, ESL teachers	Title I, Local	PLC Meetings	Increase Achievement on TEKS aligned assessments/STAAR for these subgroups			#2, 8, 9
Monitor Emergent Bilingual student and Spec Ed progress and provide teacher support during RtI	Asst Super Campus Admin ESL & SpED Teachers	Local Comp Ed Title I	Increased Scores Additional ESL Support Staff	STAAR/ Benchmarks Report Cards			#2, 8, 9
Increase number of ESL certified teachers	Asst Supt Principals	Local Title II	Teachers receiving certification	Increased number of teachers with ESL Endorsement			#2, 3, 4, 9

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Provide support services for special populations: 504, G/T , Sp. Ed, ELL, White, Econ. Disad. At-Risk, Homeless, Migrant	Principals, Asst Principals, Counselors, Teachers, staff	TPRI, Title I, Title III, Local, Region 20, TAGT	Students scheduled for additional support	Student success for all, closing performance gap			#2, 9
Increase math fact fluency through use of technology (Reflex Math) and by teaching number bonds	Teachers	Title 1	Usage reports	EOY Reports			#1, 2
Incorporate on-line resources: Study Island, SeeSaw, Clever, Google Classroom, SWIVL, Reflex, Imagine Learning, HMH, STEMScopes	IT, Administration, Teachers	IT, Title 1	Usage reports	Growth in students			#2, 4, 9, 10

**District Goal 2: Ingram Elementary will Increase the Use of Quality Data to Drive Instruction**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Utilize Lead4Ward/AWARE data (SE analysis, field guides, heatmaps, etc) to drive instruction and changes in scope and sequence	Asst Super Principals Instructional Staff	Local Resources	PLC Meetings	6 weeks assessments/benchmark/STAAR			#2, 8
Ongoing Professional Development regarding the use of data to drive instruction and to adjust scope and sequence	Asst Super Principals Curr. Support Staff Vertical Alignment Teams	Lead4Ward, On-site training by Curriculum & technology staff, STAAR Data, Title IA Local	PLC, TTESS, Student growth on STAAR, Aligned Assessments	Lesson plans Planning Calendars			#2, 3, 4, and 8
Identify key focus Readiness Standards to research and strengthen instructional strategies	Asst Super Campus Admin Curriculum Support	Local Resources Lead4ward	PLC Meetings	Improvement in scores on identified SEs			#2, 4, 8, 9
Ongoing curriculum alignment	Principals Teachers	Team Meetings; PLC	Team Mtgs; Lesson Plans and Aligned Assessments	Progress Monitoring Report			#2, 4, 8
Utilize data to identify specific SEs for individual students/subpopulations to address during RTI/tutoring	Principal Counselor	Local Resources	Progress Monitoring targeting identified SEs, AWARE Data	Increased student academic achievement			#2, 3, 8, 9, 10

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Continue LAS Links to assess Emergent Bilingual placement	Asst Principal ESL Coordinator	Local Resources	ESL placement decisions will be made the first four weeks of enrollment	Coordinator will audit all records			#1, 2, 7, 8, 10
Incorporate Student Learning Objectives (SLO) to focus on growth of foundational skills	Administration, Teachers	SLO Training (Region 20)	Google Doc	Growth of each group selected			#2, 4, 9
Incorporate redesigned STAAR questions in daily work, tests, and benchmarks.	Administration, Teachers	Pearson Support, TEA samples	Eduphoria benchmark checkpoint data TFAR	Eduphoria Data Teacher Data			#1, 2, 8, 9
Small group accelerated instruction in accordance to HB4545	Administration, Interventionist, Teachers	Summit K-12	Intervention scheduled and logged	Data generated from program			#1, 2, 8, 9

**Goal 3: Ingram Elementary will Increase Leadership Effectiveness**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Regularly scheduled Administrative Meetings	Principal	Local	Agendas and Sign in Sheets	Improved Communication and alignment between campuses			#4
On-going administrator training	Admin	Local	Campus cohesiveness; Improvement	TPESS Annual Evaluation			#4
Provide leadership opportunities with specific goals	Principal	Local	Scheduled meetings/Sign in Sheets	Stated Goals being achieved			#4, 8
Team Leader Meetings	Principal Curriculum support	Local	Scheduled Meeting/Sign in Sheets	Empower Teachers to create Data Documents			#4, 8

**Goal 4: Ingram Elementary will Increase Learning Time**

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Improve Professional Learning Communities to Facilitate Implementation of Best Practices	Campus Administrators Team Leaders	Professional Development	Aligned tests, lessons, and increased student achievement	Assessments/Benchmark			#2, 3, 4, 8
Master Schedule will maximize instructional time	Campus Administrators Counselors	TxEIS	Walkthroughs, Percent of Down Time	Master Schedule			#2
Increase Student Attendance/Decrease tardies	Campus Administrators Teachers	TxEIS	Attendance Reports	Increased Attn Rate & Decreased Number of Tardies			#2

**Goal 5: Ingram Elementary will Increase Family and Community Engagement.**

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Increase participation of parents and community members in the site-based decision making process	District Leadership Team Principals Teachers Parents	Parents and community members	Site-based team sign-in sheets	Increase in number of parent and community member participation			#6
Implement Drop Everything and Read/Write with Community Involvement	District Leadership and Staff	Entire Community	Day of Assignment	General Participation			#6
Provide GT parents opportunities to learn more about Giftedness	GT Coordinator	TAGT Webinar	Sign-in Sheets, Newsletter	Parent Feedback			#6
Provide parents opportunities to learn more about Early College High School and special populations: dyslexia, special education, ADD, GT	Spec Populations Director Asst Super	Region 20	Sign-in Sheets	Parent Feedback			#6
Host celebrations highlighting academic achievements: Literacy Nights/Day Science Alive UIL Competition GT Showcase Science Fair Awards Spelling Bee Bring a Parent to PE Webinars (GT, ADHD, SpEp)	District Leadership Team Public Relations Liaison Principals Parents Students	PTO, Volunteers, All staff Local Region 20	Mentoring breakfast and end of year celebration, Awards Ceremonies	Percentage of families participating. Number of Community members participating in Science Alive			#6



Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Continue to provide support for student organizations: NEHS StuCo UIL Weekly Drummers & Mascots Mentoring Safety Patrol Good News Club	Principals Teachers Counselor Sponsors	Local Resources Activity accounts, parent and community volunteers	Student membership in organizations	Student participation in organizations			#6, 8
Provide opportunities for volunteerism in our school including mentoring, PTO, PALS, Musical Programs, Chaperones, Room Parents, Student Council, IPI Reward Days, Science Alive, Movie Night, Duck Derby, Trunk or Treat Hallway Parade, and NEHS	All district personnel	ESC 20 Title I, Local	Mentoring program, PTO	Volunteer sign-in sheets			#6
Continue to explore ways to increase communication between school and home in both English and Spanish	Administrators Technology Director	Local Blackboard DOJO Classtag Google Classroom	Improved Communication	Additional and/or more effective modes of communication/website, callout, agendas, DOJO data			#6
Utilize Ready Rosie, DOJO, and Blackboard to communicate with homes in both English and Spanish	Administrators, Teachers	Blackboard, DOJO, Three Cheers State Curriculum	Communication Reports	Parents feedback			#6

Continue COVID screenings for staff and students	Administrators	Google Forms	Meeting the needs of our families while restricting visitation	Test when symptomatic by request			#8
--	----------------	--------------	--	----------------------------------	--	--	----

**Goal 6: Ingram Elementary will Improve School Climate**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Maintain a dynamic and user-friendly campus website which includes a comprehensive calendar	Director of Technology Campus Secretaries Principal	Internet Technology Resources Local	Updated district website	Actions prompted by suggestions			#6, 10
Update teacher pages on website	Media, Teachers	Internet	Grade Level Pages Created	Maintenance of Webpage			#6
Utilize the District Public Relations Liaison	Superintendent Principal Technology	Website Newspaper Liaison	Increased communication with community	Keep website information current			#6
Promote positive campus/teacher information via Website, Local News Media, Newsletters, Social Media, District App, DOJO, E-mails, Phone Messages, etc.	Superintendent District Public Relations Liaison Admin	Global Connect, Website, Local Papers Twitter, Facebook Title I, Local	Newspaper Articles, Website, District App, Facebook, Social Media Posts	Increase information to the community about great things happening at IES.			#6
Publicly recognize staff and students by highlighting individual achievements, birthdays, and accomplishments	Superintendent Directors Principals	Service Pins Local Media Local	Improved Staff Morale	Employee Survey Documentation of Recognition			#6
Teacher Appreciation Monthly lunches, community sponsored meals, IES activities	Staff Morale Committee, Administration	Improved Staff Morale	Employee Survey Documentation of Recognition				#6
Encourage School pride—t-shirts, spirit incentive tokens, student of the week, positive calls home (KUDOS calls) acknowledging student accomplishments, etc.	Principals Staff	Improved Student Pride	Retaining our student body; Growing our student body				#6

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Provide Student Organizations: Student Council, National Elementary Honor Society	Principals Staff	Instill Pride	Participation Project Involvement				#6
Prominently reflect the Ingram ISD and Ingram Elementary Vision	Principals Superintendent School Board	School-wide staff training	Display of Vision District Pride	Teacher feedback			#6
Encourage team work and school improvement by incorporating the Warrior Incentive	All Staff	School-wide staff training, Google Doc Spread Sheets, Accountability Report	Google Doc Spread Sheets, Accountability Report	Google Doc Spread Sheets, Accountability Report			#1, 2, 6, 8, 9

**Goal 7: Ingram Elementary will Increase Teacher and Administrator Quality**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Evaluate highly effective status of teachers, their teaching positions, and the courses they teach	HR Secretary, Administration	Local	Highly Effective Status	Goal: 100% Highly Effective Teachers			#3, 5

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Rigorous Recruitment of Highly qualified Teachers and Staff	Superintendent Principals Asst. Superintendent	Job Fairs, advertise in papers, developed contact with teacher cert programs, advertised on specialty boards	Fully staffed by Highly Effective Teachers	Retention Rates STAAR/Aligned Assessments			#5
Provide Professional Development opportunities on campus to ensure innovative, effective research based teaching strategies are utilized (Reading Academy)	Assistant Superintendent Principals, Director of Sped	Region Professional Development Math/Reading Academies  Lead4ward	Increased Student Achievement	Curriculum Aligned Assessments STAAR			#2, 3, 4
Assist teachers by providing continuing education opportunities including refunding cost of successful completion of Texas exams	Principals Director of HR	Local	Certificates of completion and additional certifications	Certificates of completion and additional certifications			#3, 4
Provide new teachers with experienced mentors	Principals Mentor Teachers	Title II, Local	Improved morale of new teachers	New Teacher Retention and Success Rate			#5
Provide time for teachers to observe one another	Principal Curriculum Support Staff	Local Resources	Scheduled visits	Increase in effective teaching strategies			#4, 9
Provide professional development opportunities to increase academic and language acquisition of English Learners.	Admin Teachers	Region 20 TEA Title Offerings	Participation in trainings	Participation and implementation			#4, 5
Retain quality teachers with TIA funds	Admin Teachers	Texas Tech TEA	SLO TTESS Growth data	TTESS Growth Data			#4, 5

**Goal 8: Ingram Elementary will promote a safe environment.**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Exterior and Interior building/grounds maintenance will occur on a continual schedule Monitor compliance of playground regulations	Director of Maintenance Chief Financial Officer Principals Maintenance and custodial staff	Local Resources Eduphoria Help Desk	Informal building/ground Observations	Periodic evaluation of bldgs. and grounds			IISD Board Goal #5
Technology infrastructure will be continually updated to meet the needs of the students	Director of Technology Director of Maintenance Director of Finance	E-Rate Technology Resources Local Resources Title Funds	Network Capacity	Network Capacity			#10, IISD Board Goal #5
Diabetic training for campus staff	District and Campus Nurse	Local Resources	Training scheduled	Sign in sheets			#8
Provide Mental Health awareness training to staff	Counselors Asst. Super	Local Resources	Increased teacher awareness	Sign in sheets			#8
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, and suicide prevention.	Asst Superintendent	Local Resources SHAC Committee EduHero	Safer Educational Environment	Sign in sheets Data from Eduhero			#8

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Drug Awareness, Bullying, and Conflict Resolution training for students	Counselors Campus Admin	Local Resources SHAC	Increased Student Awareness	Training Documentation			#8
Continue Safety Committee	Campus Admin Teachers	Local Resources	Systematic plan to review and improve existing practices	Improved Safety Procedures			#8
Continue School Marshal Program, add IISD police officer	Admin Teachers	Computer Local Officers	Completion of Training: CPI, CPR, Psychological Evaluation, and School Marshal Certification Program	End of Year Evaluation			#8
Construct vestibule entries/gated entrance/two way intercom and door bell	Administration Maintenance Superintendent	Local State – Safety Bond	Construction of new entry	Follow-up with contractors/ installation of device			#8
Train staff with I Love U Guys, Stop the Bleed, and Reunification	Administration	I Love U Foundation	Train new staff members	Plan in place			#8
Install a two-way communication with a camera at the doorbell and provide a remote screening device for all staff members and visitors	Administration, Maintenance	Google Forms, Maintenance	Google Excel	Restriction of visitors for safety			#8, 10
Habitually clean using COVID regulations	Maintenance, Teachers, Administration	State and Federal Provisions	Cleaning routines throughout the school	Health of staff and students			#8
Require staff badges and strict visitor check-in procedures	Admin, Staff	Local	Google Doc, School Pass	Safety Audits			#8

**Goal 9: INGRAM Elementary will**  
**1. Maintain a balanced general operating fund**  
**2. Maintain a budget that supports the vision of Ingram Elementary**

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Manage Local, State, and Federal funds allotted in budget	Admin	Local, Federal, State Comp, and Career and Technology Resources	Superior FIRST Rating	Monthly financial reports Budget worksheet			IISD Board Goal #6
Determine the training needs of the staff and resources needed to enhance curriculum	Principals Teachers	FIRST Indicators Pupil Projection Numbers HR Staffing Records Budget	Highly qualified teachers in all teaching assignments	Staffing Ratios			#6

**Completed – Accomplished**

**CP - Considerable Progress**

**SP – Some Progress**

**NP – No Progress**

**X - Discontinue**