

Ingram ISD District Improvement Plan
(with embedded Comprehensive Needs Analysis)
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.

2022-2023 Board of Trustees

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Rick Sralla, Principal, Ingram Middle School
Donna Jenschke, Principal, Ingram Elementary School
Tate DeMasco, Athletic Director

District Site-Based Decision Making Team

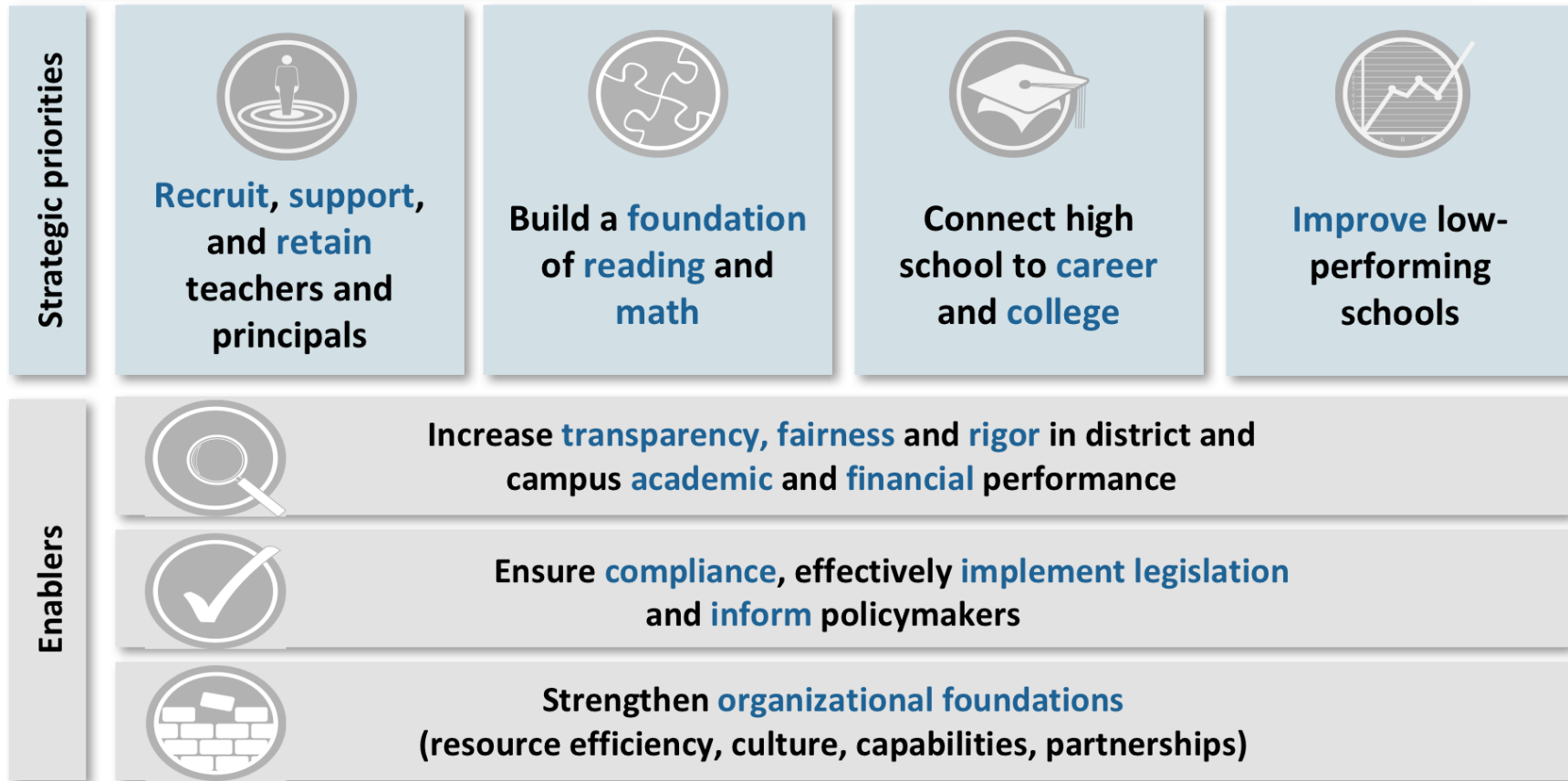
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Dr. Bobby Leshikar, High School Teacher
Paula Morris, High School Teacher
Wendy Mieske, High School Parent
Stephanie Pool, High School Parent
Mary Dalton, Middle School Teacher
Nancy Gold, Middle School Teacher
Misty Kothe, Middle School Parent
Cullen Holbrook, Elementary Teacher
Tina Kennedy, Elementary Teacher
Jenny Martin, Elementary Parent
Jamie Mundahl, Elementary Parent
Erin Monk, Community Member
Tim Thomason, Business Member

Ad-Hoc Members

Dr. Robert Templeton, Superintendent
Justin Crittenden, Principal
Donna Jenschke, Principal
Rick Sralla, Principal

Texas Education Agency Goals 2018 - 2023

Every child, prepared for success in college, a career or the military.



Ingram ISD Board Goals 2022-2023

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 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, parents/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 ANALYSIS

District Demographics 2021-2022 Academic Year (Data from PEIMS Fall Collection)

Campus	Type	Size	Grade Span	Economically Disadvantaged	Emergent Bilingual	Special Education
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Ingram ISD	District	1173	PK – 12	69%	17%	15%
Ingram Elementary	Elementary	537	PK – 5	75%	20%	18%
Ingram Middle	Middle	269	6-8	67%	15%	13%
Ingram Tom Moore	High School	367	9-12	63%	14%	12%

Student Demographics (Data from 2021-2022 PEIMS Fall Collection)

African American	Asian	Hispanic	White	Two or More	EB	Eco Dis
0.4%	0.3%	46%	51.6%	1.6%	17.1%	69.1%

Historical Demographics

Ingram ISD	Enrollment	Economically Disadvantaged	Emergent Bilingual
2012-2013	954	68.3%	12.1%
2013-2014	1005	68.6%	12%
2014-2015	1044	70%	12.8%
2015-2016	1078	69%	13%
2016-2017	1095	71%	14.9%
2017-2018	1107	73.1%	15.2%
2018-2019	1168	78.3%	16%
2019-2020	1166	75%	16.3%
2020-2021	1102	73.3%	17.2%
2021-2022	1173	69.1%	17.1%
2022-2023*	1237	66%	17.4%

***As of 10/14/2022**

The following STAAR/EOC data was collected from Data Interaction for Texas Student Assessments.

STAAR/EOC READING PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2019 Approaches/ Meets/Masters	2021 Approaches/ Meets/Masters	2022 Approaches/ Meets/Masters	% Change	% Change	2022 Approaches/ Meets/Masters
3rd Grade	77/33/21 = 44	85/50/21 = 52	80/51/22 = 51	-1	+10	76/51/30 = 52
4th Grade	77/38/12 = 42	77/36/12 = 42	82/52/18 = 51	+9	+14	77/54/28 = 53
5th Grade	80/42/18 = 47	78/47/25 = 50	88/62/27 = 59	+9	+9	81/58/36 = 58
6th Grade	61/31/18 = 37	69/35/15 = 40	80/53/35 = 56	+16	+10	70/43/23 = 45
7th Grade	77/48/30 = 52	76/42/19 = 46	88/50/37 = 58	+12	+12	80/56/37 = 58
8th Grade	68/45/23 = 45	76/49/23 = 49	90/60/38 = 53	+4	+13	83/58/37 = 59
ENG I	70/49/17 = 45	81/63/10 = 51	74/53/11 = 46	-5	-2	65/47/10 = 41
ENG II	88/61/6 = 52	81/68/21 = 57	86/71/17 = 58	+1	-1	72/55/9 = 45

MATH STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2019 Approaches/ Meets/Masters	2021 Approaches/ Meets/Masters	2022 Approaches/ Meets/Masters	% Change	% Change	2022 Approaches/ Meets/Masters
3rd Grade	84/45/21 = 50	85/47/21 = 51	84/49/26 = 53	+2	+10	71/43/21 = 45
4th Grade	81/47/22 = 50	82/64/42 = 63	87/61/27 = 58	-5	+7	70/43/23 = 45
5th Grade	87/56/34 = 59	98/67/30 = 65	91/65/27 = 61	-4	+5	77/48/25 = 50
6th Grade	73/34/12 = 40	78/48/14 = 47	88/51/20 = 53	+6	+5	73/39/16 = 43
7th Grade	84/49/14 = 49	79/38/15 = 44	69/31/12 = 37	-7	+5	61/31/13 = 35
8th Grade	85/56/8 = 49.7	87/59/20 = 55	88/54/18 = 53	-2	+7	71/40/14 = 42
8th Algebra	100/83/76 = 86	100/96/83 = 93	100/97/92 = 96	+3	+10	96/78/61 = 78
HS Algebra	97/65/29 = 64	94/72/37 = 68	91/49/28 = 56	-12	+4	69/32/16 = 39

SCIENCE AND SOCIAL STUDIES STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2019 Approaches/ Meets/Masters	2021 Approaches/ Meets/Masters	2022 Approaches/ Meets/Masters	% Change	% Change	2022 Approaches/ Meets/Masters
5th Grade Science	89/59/24 = 57	68/32/10 = 37	90/68/27 = 66	+29	+7	66/38/18 = 41
8th Grade Science	75/43/23 = 47					
8th Biology		89/66/23 = 59	97/72/28 = 66	+7	+6	96/81/44 = 74
HS Biology	87/53/17 = 52	92/71/29 = 64	93/64/21 = 59	-5	+1	83/54/21 = 53
8th Grade Soc Stud	64/25/9 = 33	64/29/12 = 35	70/21/10 = 31	-4	+7	61/31/18 = 39
US History	96/64/31 = 64	94/77/34 = 68	93/75/39 = 69	+1	-1	89/68/42 = 66

2022 Accountability Scores

Domains	ISD			IES			IMS			ITM		
	2019	2022		2019	2022		2019	2022		2019	2022	
Student Achievement	88	94	A	77	86	B	77	85	B	88	93	A
School Progress	92	94	A	86	84	B	86	88	B	89	92	A
Closing the Gaps	85	100	A	79	79	C	62	81	B	88	88	B
Overall	90	96	A	84	87	B	79	87	B	89	92	A

*Schools were not rated in 2020 & 2021 due to the pandemic.

2022 Closing the Gaps Data

	% of Goals Met	% of Grade	Weighted Points
Academic Achievement	100%	50%	50
Academic Growth/Graduation Rate	100%	10%	10
English Language Proficiency	100%	10%	10
School Quality Status--CCMR	100%	30%	30
Closing the Gaps Domain Score			100

School Year: 2021-2022 DATA SOURCES

Improvement Planning Data

- District goals
- TEA Strategic Priorities
- Previous year's district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 2022 STAAR/EOC Accountability Summaries and Data Reports
- TXSchools.gov
- Data Interaction for Texas Student Assessments
- Results Driven Accountability Data
- Advanced Placement
- SAT and/or ACT assessment data
- CCMR Data
- Local benchmark or common assessments data
- TELPAS

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility data

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Analysis of data has identified the following needs:

Build a foundation of reading, writing, and math:

- Keeping a safe learning environment is our #1 priority
- Writing continues to be a top priority.
 - New test design embeds writing in the reading STAAR
 - Across content areas
 - Communication between writing teachers and content teachers
 - Alignment
- Reading is an area of focus.
 - Implement strategies and practice for new test design
 - Focus on statewide initiative to increase reading and math fluency in grades K - 3.
 - Create a strong foundation of reading through phonics and individualized targeted instruction.
 - Vertical alignment will assist student transition from one grade level to the next seamlessly improving academic achievement.
 - Continue implementation of the accelerated instruction program at high school to increase reading achievement targeting retesters.
- Progress has been made and needs to continue in the percentage of students who reach the Meets and Masters Level of Performance. 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. The rigor of Tier 1 instruction needs to increase to mirror the complexity of the TEKS.
- Progress has been made and needs to continue increasing student performance on TSI, SAT, and ACT assessments.
- Emergent Bilinguals represent 17% of the district's student population. Language acquisition and accelerated instruction especially in ELAR needs to be targeted. Ongoing professional development for teachers to provide lessons that increase language acquisition should be made available.
- The following student populations have been identified for Targeted Support: White at Middle School.
- Data indicates that work needs to be done in social studies process skills which require higher level reading skills (ie inferencing, summarizing, and main idea) and the ability to interpret embedded graphics. Reading skills need to be integrated into social studies classes. Students require additional exposure to primary source text and a variety of graphics. Depth of understanding would increase with embedded writing assignments.
- Improve vocabulary, literacy and language for students through providing prekindergarten for three and four year olds.
- Continue to implement 1-1 technology capabilities for all secondary students and within classrooms at elementary
- Increase students' fluency in math facts and ability to solve multi-step problems.

Connect high school to career and college

- Ingram Tom Moore P-Tech
- Streamline advanced academic opportunities to align with the Core curriculum and Associate Degree requirements of higher education.
- Align CTE course offerings with Dual Credit opportunities
- Launch the new Vocational Nursing Program and Phlebotomy certification program.
- Continue to study labor market needs and adjust Programs of Study as needed
- Continue to Seek partnerships with local businesses with the goal of providing work based experiences, internships, and employment opportunities for our students.
- Support Ingram ISD students in completing industry based certifications
- Increase the number of students who have met TSI criteria for math and reading by the end of their freshman year
- Implement Resources to prepare students for the SAT and/or ACT Assessments with the goal of improving scores.
- Implement Resources for students to prepare for transition into post-secondary college and/or career.
- Maintain graduation rate for all students.
- Provide college and career exploration opportunities.
- Embed college and career readiness skills across all contents.
- Provide a College Lab class elective as an option for students taking 3 or more dual credit courses.
- Provide a College and Career Media Center
- Increase number of staff who are qualified to teach dual credit/dual enrollment classes

Improve Low Performing Schools - Ingram ISD rated A by TEA

Recruit, support, and retain teachers and principals

- Implement TTESS using Growth Mindset and coaching.
- Increase the number of teachers who are certified to teach dual credit courses.
- Increase the number of teachers who are ESL certified
- Provide a teacher at elementary and a teacher on secondary campuses to monitor and oversee language and academic interventions for English Learners
- Continue to increase the salary schedule to attract quality teachers.
- Implement Staff Retention Incentive
- Provide support to teachers towards earning recognized, exemplary, and master level designations for Teacher Incentive Allotment
- Provide funding for teachers and administrators to acquire additional certifications.
- Time for collaboration, training, and planning embedded into the school calendar.
- Strive to continue to recruit, hire, and retain high quality teachers with high standards of ethical behaviors.
- Provide more onsite Staff Development to provide more opportunities for follow up and ongoing training.

Promote a Safe Environment

- Provide additional safety measures that promote a safe environment:
 - Vestibule at elementary
 - Security fence at the secondary campus
 - Internal and external security audits
 - Keep all external doors and internal doors locked at all times
- Maintain the School Marshall Program
- Increase the size of the Ingram ISD Police Department
- Clear communication within the district and with law enforcement in the event of an emergency using a secure two-way radio system
- Provide staff development to promote student healthy lifestyle

Goal 1: Maximize Student Achievement: Students taking STAAR/EOC assessments will achieve a STAAR/EOC raw score of ≥ 60 in Domain 1 and meet or exceed the state standard for Domains 2 and 3 while building a solid foundation of literacy and numeracy.

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Support campus instructional leaders with clear roles and responsibilities	AWARE Lead4Ward TCMPC	Asst. Supt., Campus Adm Teacher Leaders	Department/PLC meetings on calendar. Campus Admin will monitor		
Review 6 week and benchmark assessments to ensure alignment with TEKS and track student progress by student population groups	STAAR released questions, TCMPC, AWARE, TFAR	Asst. Supt. Campus Admin Lead Teachers	PLC Meetings		
MTSS/PLC/data meetings to review data, identify gaps, and drive instruction and interventions	AWARE Data Field Guides Engaging Activities	Campus Admin Lead Teachers	Sign in Sheets and Agendas		
Embed planning days into the calendar during the school year and summer for teachers to plan quality, aligned Tier 1 instruction and review and revise assessments.	TEA released questions, TCMPC, teacher created, blueprint	Asst. Supt. Campus Admin	Utilization of curriculum days and earned off days during the summer		
Provide accelerated instruction to students outlined in HB4545	Local Funds Federal Funds	Asst. Supt. Campus Admin	Scheduling of accelerated Instruction and increased achievement on 2022 STAAR/EOC		
Continue to provide an ESL teacher to monitor and oversee Emergent Bilinguals' language and academic progress on elementary campus as well as paraprofessionals to provide support to students	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		
Provide an ESL teacher to monitor and oversee English Learners language and academic progress on secondary campuses	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		
Continue to implement a research based supplemental reading program in grades K-5 which identifies specific and actionable data on individual students	Title Funds American Reading Company	Campus Admin ARC Lead Teacher	Online Progress Monitoring component of ARC		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide ongoing staff development for the ARC reading program	Title Funds ARC	Asst. Supt. Campus Admin ARC Lead Tchr	Students progression through the levels		
Improve fact fluency for elementary students through an engaging online platform	Title Funds	Campus Admin Math Teachers	Progress Monitoring Component of Program		
Continue providing Reading and Math Interventionists at Elementary	Federal Funds Comp Ed	Campus Admin	Increased DRA Level of students served; student growth on benchmarks		
All Kindergarten through third grade teachers, along with professional support staff and elementary admin will complete year long Literacy Academy through TEA and Reg 20	Local Funds Federal Funds	Elementary Adm	Percentage of participants who successfully complete Academy by May, 2023		
Increase number of teachers to serve special education students	Local Funds Federal Funds	Dir of Sped Campus Admin	Student Growth on Benchmarks		
Continue Pre-K for three and provide full day Pre-K for four year olds to expand vocabulary and create foundation to prevent achievement gaps. Each classroom will have a paraprofessional to assist teacher to provide support to students	Title Funds Local Funds Comp Ed	Dist Admin Campus Adm	Progress Monitoring		
Continue kindergarten bilingual class and 1st grade bilingual class.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Identify and provide supplemental materials for the two bilingual classrooms as well as for ESL students	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Provide professional development opportunities to increase academic and language acquisition of English Learners.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Increase writing across content areas	Title & Local Funds, Trainers	Campus Adm	Writing Samples Rubrics		
Provide supplemental materials for science, math, reading, and social studies to increase academic success	Title Funds	Campus Adm	Checkpoints, benchmarks and STAAR		
Provide engaging online platforms for students to work independently to increase academic success	Federal Funds Comp Ed	Campus Admin	Progress Monitoring		
Provide AVID training for secondary teachers	Comp Ed	Asst Supt, Campus Adm	# of Teachers who have completed training		
Implement AVID WICOR (writing, inquiry, collaboration, organization, critical reading) strategies across all secondary classes	AVID Comp Ed	Asst Supt, Campus Adm, AVID trained Teachers	Writing Samples, Student Binders		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue implementation of ARC reading program for all students in grades K-5 which identifies specific and actionable data on individual students	Title Funds ARC	Asst. Supt. Campus Admin ESL Teacher	Increase in reading levels		
Utilize Imagine Learning Literacy Program for identified EB students—newcomers/beginners	Comp Ed Imagine Learning	Asst. Supt Campus Admin ESL Teachers	Advancement in the Language Proficiency		
Continue Implementation of Language Literacy program for Primary students	Title Funds Imagine Learning Local Funds	Asst. Supt, Campus Admin, Primary Teachers ESL Teachers	Advancement in the Language Proficiency for L and increased reading levels		
Provide Primary students with touchscreen devices to access Language Literacy program	Title Funds Imagine Learning Local Funds	Asst Super Tech Dir Campus Admin	Advancement in Language Proficiency for EL and increased reading levels		
Provide devices for EL students to access online programs	Title Funds Comp Ed	Asst. Supt Campus Admin ESL Teachers	Devices utilized to advance in programs		
Utilize LAS Links to identify ESL students and determine placement	Local Funds	Asst. Supt	Students identified using assessment		
Provide professional development addressing the needs of EB and Sped Students	Bilingual Allotment, Comp Ed, Materials from training	Dir of Sped Asst. Supt. Campus Admin ELL teachers	Increase in Sped & ELL scores on local and state assessments		

Goal 2: Implement 21st Century Learning Skills and Connect High School to College, Career, and Military

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue implementation of Ingram Tom Moore P-TECH as a school-wide model	Local Funds Grant Funds	Supt/Asst Supt High School Principal	Student enrollment in CTE programs and students receiving dual credit		
Implement Next Step Prep (NSP) at high school to provide students TSI & ACT prep and support dual credit courses	Local Funds	Campus Admin & Teachers	Increased TSI & ACT scores; Increased college grades		
Implement College Lab elective course for students taking 3 or more dual credit classes who opt for the local credit course	Local Funds	Campus Admin & Teachers	Increased college grades		
Continue to expand 1-1 Technology capabilities within classrooms	Title Funds Local Funds Comp Ed	Dir of Tech Supt/Asst Supt Campus Admin	Number of devices available and used on a daily basis		
Hire a P-TECH Media Coordinator to assist teachers and students in support of ITM P-TECH	Federal Grants Local Funds	Asst. Supt	Resources on Technologist's Google Classroom		
Offer TSI summer bridge during summer for incoming 9th graders and students that have not met TSI.	Local Funds Comp Ed	Asst. Supt High School Administration	Data to determine need/implementation of TSI boot camp during the summer of 2022		
Maintain Higher Education Partners and programs leading to post secondary certifications and degrees (ie Vocational Nursing, AA in teaching, AAS in Information Technology, AS in Ag)	Local Funds	Asst Supt Counselor Campus Admin	Master Schedule # of students enrolled and number of Higher Education partners		
Continue AVID classes for all middle school students and increase high school AVID elective classes to include 9th-12th grades	Comp Ed AVID training	Asst. Supt MS & HS Admin	Master Schedule		
AVID or OnRamps training for middle school and high school teachers	Local Funds Comp Ed	Asst. Supt. MS & HS Admin	Certificates of Completion		
Create a College and Career Media Center where students can research and collaborate	Local Funds Grants Title VI	Central Office and HS Admin	Completion of CCMC with work stations for students to collaborate		
Provide OnRamps and Dual Credit classes at no cost for students	Local Funds Title Funds	Supt	Master Schedule # of students enrolled and course completion		
Update classroom technologies such as projectors, interactive boards, document cameras, switches, etc	Title Funds Local Funds Comp Ed	Dir of Tech, Supt/Asst Supt, Campus Admin	Inventory of technology		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Implement Vocational Nursing Program and Phlebotomy certification program for the Health Science program of study	Federal and local funds	Supt/Asst Supt HS Principal Health Sci tchrs	Student enrollment; dual credit grades; IBC certifications		
Provide and pay for opportunities for students to earn industry based certifications	Local Funds State Funds	CTE Dir, CO & Campus Admin	Increase in number of certifications obtained		
Speakers from Community addressing students to expand their knowledge and exposing them to various future career opportunities and/or areas of interest	Community Members	Supt Principals	Scheduled speaking engagements		
Continue providing the PreACT 8/9 to all 9th graders, PreACT to all 10th graders, and the ACT test to all 11th graders during the school day.	Local Funds State funds	HS Principal P-Tech Media Coorounselor	Campus Testing Calendar		
Provide ACT/SAT/TSI Prep	Local Funds, Comp Ed Shmoop, ACT.org	Asst Supt, Campus Admin P-Tech Media Coord ELAR/Math Teachers	Increased scores on ACT/SAT/TSI		
Provide 11th grade students the opportunity to take ASVAB (Armed Services Vocational Aptitude Battery)	ASVAB Local	HS Principal Counselor	Number of students who complete assessments		
Through Pathways, NSP, & programs of study provide career exploration and/or work based learning experiences for all students at IMS and ITM	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Lesson Plans		
Provide college visits for all high school students at all grade levels	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Campus calendar of events		

Goal 3: Recruit, Support, and Retain Teachers and Administrators

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Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide Retention Bonus Funds to staff who continued employment with Ingram ISD	Local Funds	Superintendent Asst. Supt	Checks dispersed in August		
Increase Salary Schedule	Local Funds, Title Funds, Comp Ed	Supt, CFO School Board	Salary Schedule		
Continue \$500 stipend for teachers with Master's Degrees	Local Funds	Supt, CFO School Board	Payroll Records		
Implement a grant to support teachers who continue education to become eligible to teach Dual Credit courses	Federal/State Grants	Asst Supt	Grant Noga		
Continue Educator Tuition Reimbursement Program for up to 4 recipients to pursue a Master's/Doctoral Degrees	Local Funds	Supt CFO School Board	Number of applicants and recipients		
Continue implementing the Teacher Incentive Allotment Program	State Funds	Asst. Supt Campus Principals	Number of teachers who meet criteria		
Administrator/instructional coach led data meetings with teachers	Local Funds, Comp Ed Eduphoria, TEKS Resourc	Asst. Supt Campus Admin	Mastery of TEKS as evidenced by 6 wk assm/benchmarks and STAAR		
Training from ESL and special education staff at faculty meetings sharing research based instructional strategies	Local Funds	Campus Admin ESL Staff	Faculty Meeting Agendas		
Rigorous Recruitment of Highly Effective Teachers and Staff	Local Funds Job fairs, advertise in variety of venues	HR Coordinator Campus Admin	Retention Rates		
Provide new teachers with mentors	Local	Principals Curriculum Staff	New Teacher retention and success rate		
Provide professional development opportunities to ensure innovative, effective research based teaching strategies are utilized	Local Funds	Asst. Supt Campus Admin Dir of Sped	Increased Student Achievement on state assessments		
Recognize Staff of the Month at Board Meetings and/or on campus	Local	Supt. Campus Admin	Board Minutes		
Provide stipend to teachers for completing the Reading Academy	Local	Supt., CFO			

Goal 4: Increase Family and Community Engagement and Improve School Climate

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X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide remote conferencing to students with a positive COVID-19 test and provide devices and connectivity as needed	Federal grants Local Funds	District Leadership Team	Device Check out sheets, Learning Management Systems		
Include participation of parents and community members in the site based decision making process	Parents and Community Members	District Leadership Team	Sign in sheets		
Publicize parenting webinars provided through Region 20/TAGT	Parents, staff, community members, Local funding and donations	Elementary Admin Spec Ed Director	Sign in Sheets		
Annual Community Vision Forum	Campus and Community Members	Dist Ldrship	Sign in Sheets Data from Meeting		
Hosting parent information workshops regarding the P-TECH initiative	Parents and Community Members	Superintendent	Sign in sheets		
Host Community Celebrations highlighting athletic and academic achievements and student participation	PTO, Booster Clubs, Volunteers, Staff	Dist Ldrship PR Liaison	Acknowledgement of events on website and local newspapers		
Teacher appreciation lunches; community sponsored lunches	PTO, Community	Campus Admin	Campus Calendars		
Recognize and appreciate community members' support of the district	Board meetings Website/Facebk Appreciation events	Superintendent School Board PR Liaison	Board Minutes Calendar of events-- Christmas Cookies, Meals, etc		

Goal 5: Promote a Safe Environment

√ =Accomplished

C =Considerable

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N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide an additional full-time counselor at the high school campus	Local Funds	Supt. Campus Admin	Additional time available for student counseling		
Assess and Increase number of Security Cameras as needed	Local Funds	Supt., Tech Director	Inventory of Cameras		
Provide continued training and Increase the number of School Marshals as needed	Local & Federal Funds	Supt.	Additional marshals trained		
Safety and Security Committee--Districtwide	Local Resources, Local Law, Enforcement	Supt ISD PD, ISD Marshals	Systematic plan to review and improve existing practices		
District/Campus Threat Assessment Committees	Local Funds	Supt, ISD PD & Marshals	Sign in sheets and Agendas		
Construct a vestibule for elementary to limit access onto the campus	Explore Grant Opportunities	Supt Dir of Maintenance	Results brought to leadership team/vestibule constructed		
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, suicide prevention, ethics and dating violence, trauma informed/grief training and Stop the Bleed	Staff Dev, Eduhero Local Funds, SHAC	Asst. Supt Campus Admin	Sign in sheets Data from Eduhero		
Drug Awareness, Bullying, and Conflict Resolution training for students	Local Funds SHAC	Counselors Campus Admin	Training Documentation		
Random drug testing of students involved in extracurricular activities in addition to K9 visits	Local Funds	Supt. Campus Admin	Document visits		
Exterior and Interior building/grounds maintenance will occur on a continual rotating schedule	Local Funds Eduphoria Help Desk	Director of Maint CFO Principals	Periodic evaluation of grounds		
CPR Training for Students at secondary campuses	Local	Campus Admin, Athletic Director, Nurse	Sign in Sheets		
Community Eligibility Provision at all campuses	Federal Funds Nutri-kids	CFO Food Service Coordinator	Campuses qualifying for program		
Cybersecurity training completed annually by all staff	Local Funds	Director of Technology	Training Documentation		
Provide Protective Equipment for staff, students and facilities	Federal, State and local funds	CFO Superintendent Operations Director	Evidence of equipment in place		
Construct a security fence and security kiosk at the entrance to the secondary campuses.	Federal, State and local funds	CFO Superintendent	Decreased accessibility		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
	Bond funds	Operations Director			
Conduct internal and external safety audits to ensure a secure campus and heightened student safety awareness	Local funds	Supt IISD Police Chief	Audit results		
Continue Ingram ISD Police Department and provide an additional full-time police officer	Grants Local funds	Superintendent IISD Police Chief	Increased number of officers		
Anonymous reporting through P3 for reporting safety concerns; Bark alert system	Local funds	Supt., IISD Police Chief, Principals	Bark & P3 reports		

Goal 6: Maintain a Budget that Supports the Vision of Student Success

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Manage Local, State, and Federal Resources to effectively fund needed programs	Local, Federal, State Comp, and Career and Tech Resources	CFO, Supt., Asst. Supt., Dir of Special Education	FIRST Rating		
Determine the targeted staffing ratios by analyzing the district needs in instructional programs, without disrupting effectiveness	First Indicators Pupil Proportion Numbers HR staffing reports	Supt. CFO Asst. Supt Principals	Highly Effective teachers in all teaching assignments		
Coordinate funding to ensure all students have access to learning resources	Local, Federal, State Comp, and Career and Tech Resources	CFO, Supt., Asst. Supt., Dir of Special Education	Accountability Data		
Fund dual credit expenses for our student at no cost to the students	Local Funds	CFO & Supt	Dual credit invoices, student transcripts		

2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOEs and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOEs and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child’s COE/ECOEs into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOEs will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u>	Staff: All recruiters and	Contact area growers within

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Designated SEA Reviewers for the MEP	the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30
B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing

Priority for Service (PFS) Action Plan for

Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on TX-NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <u>AND</u> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <u>AND</u> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: ESC-20 MEP Team
Date: 07/20/2022

School Year: 2022-2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s): Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan. 	Annually by September 30	-Educational Specialists -District Designee	-Copy of DIP showing PFS Action Plan
Communicate the progress and determine needs of PFS migratory students.			

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports. 	Monthly	<ul style="list-style-type: none"> -Educational Specialists -System Specialists -District Designee 	<ul style="list-style-type: none"> -Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annually PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant contact or MEP staff will make individualized home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Adjunct Migrant Counselor -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis) 	<ul style="list-style-type: none"> -Parent evaluations/ feedback -Counselor Logs -Phone logs -Email documentation -PAC Sign-In Sheets
Provide services to PFS migratory students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant contact or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	<ul style="list-style-type: none"> -Adjunct Migrant Counselor -Educational Specialists -Recruiters 	<ul style="list-style-type: none"> -Adjunct Migrant Counselor logs -Recruiter logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	<ul style="list-style-type: none"> -Adjunct Migrant Counselor -Educational Specialists -Recruiters -District Designee 	<ul style="list-style-type: none"> -Adjunct Migrant Counselor Logs -Recruiter Logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	<ul style="list-style-type: none"> -Migrant Coordinator -Educational Specialists 	<ul style="list-style-type: none"> -PFS Student Review Forms

