Ingram Elementary

Needs Assessment

Campus Improvement Plan

2024 -2025

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.*

Campus Site-Based Decision Making Team

Kali Brandt, Campus Administration

Cullen Holbrook, Assistant Principal

Michelle Fairchild, Campus Teacher

Kaylee Graham, Campus Teacher

Taelyr Zendejo, Campus Teacher

Heather Smurr, Campus Teacher

Mary Andrews, Campus Teacher

Haley Dean, Campus Teacher

Krista Errington, Campus Teacher

Tasha Remschel, Campus Teacher

Sarah Bay, Math Specialist

Kayla Burns, Reading Specialist

Melinda Herrada, Campus ESL Teacher

Lynn Friedrich, Campus Special Ed.

Ray Salinas, Music Teacher

Scott Klingle, Art Teacher

Rebecca Huchton, Community Member

Misty Kothe, 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 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 2024-2025

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: 2023-2024
DATA SOURCES

Improvement Planning Data
Campus goals
Prior year's Campus Improvement Plan
End of Year PreK Parent Survey
End of Year Parent Survey

Accountability Data
Texasassessment.gov web site
Texas Academic Performance Report (TAPR) data STAAR
Accountability Summaries and Data Reports
Accountability Distinction Designations
Additional Targeted Supports
On Data Suites
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 2023-24 Academic Year (Data from PEIMS Fall Collection)

Campus	Type	Size	Grade Span	Percent Economically Disadvantaged	Percent Emergent Bilingual	Percent Served by Special Education
Ingram Elementary	Elementary	599	PreK – 5	71.12%	19.03%	18.86%

Student Demographics

Fall Collection	Asian	Hispanic	White	Two or More	Emergent Bilingual	Eco Dis	At Risk
2017 - 18	0.6%	51%	43.4%	2%	21.4%	84.2%	58.4%
2018 - 19	0.3%	52%	45%	2%	22%	86.4%	69%
2019 - 20	0.1%	52%	45%	2%	14%	84.6%	49%
2020 - 21	0.4%	52%			22%	80%	67%
2021 - 22	0.4%	50.7%	46.7%	1.7%	21.8%	74.8%	
2022 - 23	0.53%	49.6%	47.5%	2.3%	20.4%	75.2%	34.1%
2023 - 24	0.33%	49.42%	47.41%	2.67%	19.03%	71.12%	32.05%

2024 Accountability Ratings Overall Summary

2024 Domain	TEA 2023 Scaled Score	TEA 2024 Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2023 Overall Rating
Ingram EL								
Student Achievement	86	89						
School Progress, Part A	87	85	91	91	70%	63.7	91	A
School Progress, Part B	90	91						
Closing the Gaps	90	92			30%	27.6		

History of Overall Rating Calculation

2023 Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	86				
School Progress, Part A	87	90	90	70%	63
Relative Performance, Part B	90				
Closing the Gaps	90			30%	27
				Overall Score	90
				2023 Overall Rating	A

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

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

Student Achievement

STAAR Performance Trends – All Grades by All Subjects

Year	2018	2019	2021	2022	2023	2024
Approach	72%	83%	79%	86%	86%	87%
Meets	36%	46%	46%	59%	61%	61%
Masters	14%	22%	21%	25%	25%	29%

Accountability 2023-24 Academic Year
Domain I – Student Achievement

	Tested 20-21	Tested 21-22	Tested 22-23	Tested 23-24	Approach 20-21	Approach 21-22	Approach 22-23	Approach 23-24	Meets 20-21	Meets 21-22	Meets 22-23	Meets 23-24	Masters 20-21	Masters 21-22	Masters 22-23	Masters 23-24
Reading Gr3, Gr4, Gr5	215	208	196	234	171	174	83%	88%	95	115	59%	64%	42	47	25%	33%
Math Gr3, Gr4, Gr5	214	208	195	234	192	182	89%	90%	135	122	64%	68%	71	56	25%	29%
Science	81	77	58	69	54	69	84%	75%	26	52	60%	29%	7	21	24%	16%
Total	586	493	449	537	462	425	387	469	269	286	274	327	122	124	109	157
Percentages					79%	86%	86%	87%	46%	59%	61%	61%	21%	25%	25%	29%
Percentage Total													146	170		177
% ÷ 3 = Domain 1 Score													49	57	57	59
Domain 1 Scaled Score														86 B	86 B	89 B

Domain 2, Part A – Academic Growth

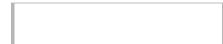|	Growth Points Earned 21-22	Growth Points Earned 22-23	Growth Points Earned 23-24	Total Possible Points 21-22	Total Possible Points 22-23	Total Possible Points 23-24	Score = Growth/Total Possible 21-22	Score = Growth/Total Possible 22-23	Score = Growth/Total Possible 23-34
ELA/Reading	98			136			72		
Math	94.5			136			69		
TOTALS	192.5			272			71		
Academic Growth Scaled Score							74 C	87 B	85 B

Domain 2, Part B – Relative Performance

% Economically Disadvantaged 21-22	% Economically Disadvantaged 22-23	% Economically Disadvantaged 23-24	STAAR Achievement Scaled Score 21-22	STAAR Achievement Scaled Score 22-23	STAAR Achievement Scaled Score 23-24	Rating 21-22	Rating 22-23	Rating 23-24
74.8	75.2	71.1%	90	90	91	A	A	A

Domain 3 – Closing the Gaps

	% of Academic Evaluated Indicators Met 21-22	Score 22-23	Score 23-34	Weight 21-22	Weight 22-23	Weight 23-24	Weighted Points 21-22	Weighted Points 22-23	Weighted Points 23-24
Academic Achievement	88%	75	75	30%	30%	30%	26.4	22.5	22.5
Academic Growth	71%	75	75	50%	50%	50%	35.5	37.5	37.5
English Language Proficiency	100%	75	100	10%	10%	10%	10.0	7.5	10
Student Success	100%	75	75	10%	10%	10%	10.0	7.5	7.5
Total Weighted Points							82	75	78
Closing the Gap Score							79 C	90 A	92 A

Elementary Attendance Rates

2023-24	2022-23	2021-22	2019-20	2018-19
95.5%	96%	97.1%	COVID	96.9%

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.

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

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, 2022-2023

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

Analysis of 2023-24 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 needs 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.
- Continue to analyze new STAAR question types and expectations for written responses
- Continue to analyze RACE and IRACE2C for math and ELAR open 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
    - Incorporate a school-wide "Root of the Week" to enhance vocabulary
    - Reading fluency, sight word vocabulary, and comprehension will be stressed through Heggerty, ARC, HMH series, and iReady
    - Vertical alignment of ARC, HMH, and TEKS will assist student transition from one grade level to the next seamlessly improving academic achievement
    - Continue early Language Literacy through Imagine Learning in PreK 4 classes
    - Continue CLI – TPRI for early reading assessment in grades K – 2nd
    - Math Interventionist will assist with struggling math students to fill gaps in TEKS knowledge
    - Strive to improve fluency in math facts utilizing Reflex, along with problem solving skills
- Emergent Bilingual students represent 19.03% 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/iReady) 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 transportation, tutoring, clothing, food, school supplies, etc. for our students in need
- Provide 21st 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
- 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 (additional full day at the end of each six weeks)
- 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 staff members 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 (includes a stipend)
- Provide time for teachers to observe peer teachers on an as needed basis
- Special Education Resource/Inclusion teachers will complete the Texas Dyslexia Academy by the end of the 24-25 school year

School and Community

- Strengthen the school's partnership with the community
  - Backpack weekend food program
  - Shoe drives
  - Holiday meals
- Promote parent and community involvement (Emergent Bilingual Parent Nights, All Pro Dads Meetings)
- 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, Family Movie Night, Adventure Fun Run, Walkathon, Halloween Parade and Veteran's Day Assembly
- Maintain and improve facilities to keep safety a priority
- Add fence from small playground to the new building
- Promote schools/district through social media posts
- Provide information on Dyslexia to parents

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. Super. 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	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, benchmarks & interim tests to evaluate alignment and revamp RtI	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 and iReady	Campus Admin. Teachers	Title I Local Funds	Running Reports from ARC	Increased reading levels and fluency rates			#2
Incorporate Heggerty in grades PreK - 3rd 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
Continue reading and writing literacy to increase reading comprehension and writing across curriculum	Campus Admin. Teachers	Title I ARC	Project completion	Increase writing across curriculum			#1, 2, 7

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review Jan.	Formative Review April	Title I School-wide Components (Code by #)
Utilize resources that mirror rigor of TEKS including on-line programs	Campus Admin. Teachers	Title I Local Funds	Progress Monitoring	TEKS aligned Assessments			#2
Continue use of Heggerty materials for literacy intervention in PreK – 3rd grade	Campus Admin. Teachers	Local Funds	Progress Monitoring	EOY TxKEA Circle			#2, 8, 9
Continue use of TFAR and Eduphoria for new question types and benchmark testing	Campus Admin, Teachers	Local Funds	Progress Monitoring	Data Reports			#2
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

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
Plan and provide 15 hours (or 30 for students who failed in the low does not meet category) of Accelerated Instruction for each STAAR subject a student failed the previous year (HB1416).	Admin. Interventionists Teachers	State Data	Met 15-30 required hours as scheduled	Intervention scheduled/logged			#1, 2, 3, 8, 9
Continue an early release bilingual program	Asst. Super. Principals	Title I Title II	Progress Monitoring	TPRI - BOY, EOY TELPAS TxKEA Circle			#1, 2, 7, 10
Continue Imagine Learning PreK 4 students to increase language literacy	Asst. Super. Principals Teachers	Title I Title III	Progress Monitoring	Data from Imagine Learning			#1, 2, 7
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, IEP goals, CLI, iReady			#2, 9
Ensure that At-risk, Homeless/Migrant students are identified and served in accordance with State and Federal guidelines	Asst. Super. 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 Google Forms			#2, 6

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Lunch Bunch DOJO		#2, 6
Continue a GT Lunch Bunch program for social/emotional growth	GT Coordinator Principals	Local Resources	Sign-in Sheets	Lunch Bunch DOJO			#2, 6

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I School-wide Components (Code by #)
					Jan.	April	
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 SpEd ESL teachers	Title I, Local	PLC Meetings	Increase Achievement on TEKS aligned assessments/STAAR for these subgroups			#2, 8, 9
Monitor Emergent Bilingual students 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
Continue to support teachers to get their ESL certification	Asst. Super. Principals	Local Title II	Teachers receiving certification	Increased number of teachers with ESL Endorsement			#2, 3, 4, 9
Provide support services for special populations: 504, G/T , SpEd, EB, 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
Provide support for newcomers to our country: Papaya On-line interactive tutoring	Principals EB Staff	Region 20	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 incorporate problem solving strategies	Teachers	Title 1	Usage reports	EOY Reports Happy Numbers			#1, 2
Incorporate on-line resources: Study Island, Clever, Google Classroom, Reflex, Imagine Learning, HMH, iReady	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, and On Data Suites (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 Meetings, 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

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
Continue 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
Continue to 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

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: TTESS, TEPSA, TAC	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

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	Walkthrough, Percent of Down Time	Master Schedule			#2
Increase Student Attendance/Decrease tardiness by implementing attendance initiative Strive for 5	Campus Administrators Teachers	TxEIS	Attendance Reports	Increased Attendance Rate & Decreased Number of Tardies			#2

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review		Title I Schoolwide Components
					Jan.	April	
Continue 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
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	Special 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	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
Implement EB Parent Nights	Admin EB Staff	EB Specialist	Sign-in sheets	Parent participation			#6
Implement an All Pro Dads Program	Admin	Guest Speakers	Sign-in sheets	Parent participation			#6

Strategies and Action Steps	Person(s)	Resources	Evidence of Implementation	Evaluation	Formative Review Jan.	April	Title I Schoolwide Components
Continue to provide support for student organizations: NEHS StuCo UIL Weekly Drummers & Mascots Mentoring Safety Patrol Hill Country Bible 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, Musical Programs, Chaperones, Student Council, IPI Reward Days, Science Alive, Movie Night, Duck Derby, Adventure Dash Fun Run, Walkathon, Field Day, Halloween 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 In Touch DOJO Classtag Google Classroom	Improved Communication	Additional and/or more effective modes of communication/website, callout, agendas, DOJO data, Social Media			#6
Utilize Ready Rosie, DOJO, and In Touch to communicate with homes in both English and Spanish	Administrators Teachers	In Touch, DOJO, Three Cheers State Curriculum	Communication Reports	Parents feedback			#6
Continue parent readiness surveys for PreK students entering Kindergarten	Administrators	Google Forms	Meeting the needs of our families	Survey Results			#6, 7

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 Media Specialist on-site	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 IT Dept.	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. Media Specialist on-site	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 extra treats	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)	Principals Staff	Improved Student Pride	Retaining our student body; Growing our student body				#6

acknowledging student accomplishments, Friday morning assemblies, etc.							
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
Implement weekly student recognition that is tied to our Project Wisdom Character Education and the Pillars of Character	All Staff	Project Wisdom Daily Announcements	Friday morning assemblies, video segment in Wednesday morning announcements	End of Year teacher survey			#10

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
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
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 speciality boards	Fully staffed by Highly Effective Teachers	Retention Rates STAAR/Aligned Assessment			#5

Strategies and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Evaluation	Formative Review Jan.	April	Title I School-wide Components (Code by #)
Provide Professional Development opportunities on campus to ensure innovative, effective research based teaching strategies are utilized (Reading Academy, iReady, Seidlitz, Lead4ward)	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 TeXes exams	Principals Director of HR	Local	Certificates of completion and additional certifications	Certificates of completion and additional certifications			#3, 4

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 Increase SpEd accessibility/equipment	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
Medical training for campus staff (first aid/choking, diabetes)	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 Jan.	April	Title I School-wide Components (Code by #)
Drug Awareness, Bullying, and Conflict Resolution training for students	Counselors Campus Admin.	Local Resources SHAC	Increased Student Awareness, Red Ribbon Week	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 and IISD police department	Admin. Teachers	Computer Local Officers	Completion of Training: CPI, CPR, Psychological Evaluation, and School Marshal Certification Program	End of Year Evaluation			#8
Train staff with safety drills, I Love U Guys, Stop the Bleed, and Reunification	Administration	I Love U Guys Foundation	Train new staff members	Plan in place			#8
Require staff badges and strict visitor check-in procedures	Admin. Staff	Local	Google Doc, School Pass	Safety Audits			#8
Continue use of the Catapult system for all drills/panic button requirement.	Admin Staff	App	Catapult online system	End of Year Evaluation			#8
Add exterior/anterior door numbering to be in compliance with safety requirements. Remove the additional Knox box at the front entrance.	Admin IISD Police Dept Maintenance	Safety Funds	Completed implementatio n	End of Year Evaluation			#8

Goal 9: INGRAM Elementary will maintain a balanced general operating fund and a budget that supports the vision of Ingram Elementary.

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

Completed – Accomplished

CP - Considerable Progress

SP – Some Progress

NP – No Progress

X - Discontinue