Campus Improvement Plan
2017-2018
Elementary/Intermediate Campus: Vogel Intermediate
Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success
Vogel Intermediate School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.
Master Rigorous Academic Standards

- *Student Achievement*: All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
  - *Distinctions* - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- *Student Progress*: Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
  - *Distinction* - Top 25% in Student Progress
- *Closing Performance Gaps*: All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
  - *Distinction* - Top 25% in Closing Performance Gaps
- *Successful Completion of High School/Postsecondary Readiness*: All students, 7 racial/ethnic groups and Attendance Rate
  - *Distinction* – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
STUDENT ACHIEVEMENT OBJECTIVES	**Student Achievement - All Students/All Subjects** Performance in 2016-2017 86% Approaching Grade Level Standards Goal for 2017-2018 90% Approaching Grade Level Standard Distinctions: • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, Math, and Grade 5 Science
STUDENT PROGRESS OBJECTIVES	**Student Progress** **Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects** Performance in 2016-2017 60% of students who met Expected or Exceeded Growth measures. 18% of students who met Exceeded Growth measures only. Goal for 2017-2018 70% of students will meet Expected or Accelerated Growth measures. 25% of students will meet Accelerated Growth measures only. Distinctions: • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** • Staff development will be provided through the Fall and Spring Elementary and Intermediate Cadres with a focus on using assessment information as well as knowledge of text characteristics and readers to set instructional goals for students. • Focus on effective evidence based reading support practices through Leveled Literacy Intervention

	materials and training specifically for serving students with disabilities.
	• Implementation of long-term ELL frameworks such as 7 Steps to a Language Rich Instructional Classroom and English 3D.
	• Provide staff development for all Reading teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop strategies to modify for identified gifted LA students and/or close learning gaps, such as vocabulary strategies using graphic organizers, centers for anchor activities, and use of technology to improve skills, fluency, and using context clues.
WRITING Strategies	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.
	• Focus on evidence based best practices specifically for serving students with disabilities.
	• Ensure that we are building a growth mindset for all students in regards to being better writers. Value mistakes in the classroom and help students understand that everyone can write.
MATH Strategies	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure.
	• Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.
	• Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners.
	• Provide staff development and follow through for all math teachers in grades K – 12 on the implementation of the new mathematics TEKS.
	• Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades K – 12.
	• Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand that everyone can do math.
SOCIAL STUDIES Strategies	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.
	• Implement the Interactive Student Notebook K-12.
	• Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
SCIENCE Strategies	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT**
	• Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate).
	• Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary, and science word walls in elementary and secondary classrooms.
	• Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity.
CLOSING PERFORMANCE GAPS OBJECTIVES	**Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.**
	Economically Disadvantaged Students
	Performance in 2016-2017:
	77% scored Approaching Grade Level Standards
	16% scored Mastering Grade Level Standards
	Goal for 2017-2018:
	85% will score Approaching Grade Level Standards
	25% will score Mastering Grade Level Standards

	Racial/Ethnic group: Hispanic Performance in 2016-2017: 80% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards *Racial/Ethnic group: African American* Performance in 2016-2017: 74% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards Distinctions: • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
Program Focus Strategies	**Special Populations** • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student's disability related needs. • Ensure collaboration between General Education teachers and Special Education teachers to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs). • Prepare teachers with an in-depth understanding of how to align curriculum, instruction and assessment for students with disabilities. • Ensure ARD Committees follow the Least Restrictive Environment analysis in determining the level of support students with disabilities need in order to access the general education curriculum. • Ensure that strategies for implementation of Section 504 plans are monitored. • Provide mentors to targeted at-risk students. • Provide on-going support and training for teachers with evidence based instructional strategies, universal design for learning and positive behavior supports, to address the unique academic needs of students with disabilities in all content areas. District Safeguard (DSG) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide on-going support and training for teachers with various research-based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Language instruction is targeted and taught in the content areas and extra-curricular by way of the English Language Proficiency Standards. (DSG) • Provide on-going support and training through professional learning communities and planning regarding the use of instructional accommodations designed to make content accessible to ELLs in all content areas. (DSG) • Provide on-going support and training through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs. (DSG)

READING Performance Objectives	**READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 71% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 75% scored Approaching Grade Level Standards 19% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards Target Reading Reporting Category: 1, 2, 3 – Economic Dis., Hispanic and African American – Grades 5 & 6 Reading Performance Safeguard Target: Special Education
Focus Strategies	- Provide intensive, systematic tutoring for identified at-risk students during the day for Reading. (CSG) - Components of the CISD Instructional Model and Tier I Best Practices will be addressed in specific sessions at the August District Wide Staff Development. - Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG) - Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. - Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. - Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. - Provide RtI through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. - As School Wide Title I campus, general education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
WRITING Performance Objectives	**WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 90% of all students and student groups taking the *District Benchmarks* in **Writing** will meet District performance standards.
Focus Strategies	- Collaborate vertically to ensure the alignment and consistent use of the Lucy Calkins Writing Model. - Provide rigorous Writing resources for teachers and students in the special education programs. - Provide systematic tutoring after school and during the day to students identified as at risk to help them close their achievement gap. - Provide training and support for teachers with various research-based instructional strategies.
MATH Performance Objectives	**MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 83% scored Approaching Grade Level Standards 15% scored Mastering Grade Level Standards Goal for 2017-2018: 88% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards

	Racial/Ethnic group: Hispanic Performance in 2016-2017: 86% scored Approaching Grade Level Standards 21% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards Target: Reporting Category: 1, 2, 3, 4 – Economic Dis., Hispanic and African American – Grades 5 & 6
Focus Strategies	- Review data in each department PLC after all common assessments, benchmarks, and STAAR tests. - Provide intensive, systematic tutoring for identified at-risk students during the day for Math. (CSG) - Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure. - Focus on evidence based best practices specifically for serving students with disabilities. (CSG) - Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. - Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure.
SOCIAL STUDIES Performance Objectives	**SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 90% of all students and student groups taking the *District Benchmarks* in **Social Studies** will meet District performance standards.
Focus Strategies	- Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers. - Emphasize writing and the analysis of primary sources through the DBQ Project. - Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
SCIENCE Performance Objectives	**SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** **Economically Disadvantaged Students** Performance in 2016-2017: 75% scored Approaching Grade Level Standards 16% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards *Racial/Ethnic group: Hispanic* Performance in 2016-2017: 78% scored Approaching Grade Level Standards 17% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 25% will score Mastering Grade Level Standards Target: Reporting Category: 1, 2, 4 – Economic Dis., African American, and Hispanic – 5th Grade Science Performance Safeguard Target: Special Education
Focus Strategies	- Provide intensive, systematic tutoring for identified at-risk students during the day for Reading. (CSG) - Components of the CISD Instructional Model and Tier I Best Practices will be addressed in specific sessions at the August District Wide Staff Development. - Provide intensive, systematic, research-based reading instruction to identified dyslexic and special education at-risk students. (CSG) - Ensure that teachers require all students utilize a science interactive notebook as part of their

	- learning process. - Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. - Ensure that ELL students receive appropriate English Language acquisition support and sheltered instruction through utilization of the Seven Steps to a Language Rich Interactive Classroom for ELLs.
HEALTH Performance Objectives	**HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT** 95% of all students will meet or exceed their personal Healthy Fitness Zone standards.
Focus Strategies	- Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. - Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness. - Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. - All students should be actively engaged in the lesson with adequate space and equipment to maximize learning.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS
CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS

	POST-SECONDARY READINESS Attendance rate will increase from 96.9% in 2016/17 to 97.2% in 2017/18. **Meet eligible campus Academic Achievement Distinction Designations (AADD)** *50% of indicators will be in top quartile* **Meet Top 25% in Student Progress Distinction Designations** *Top quartile of campus comparison group in performance for student progress* **Meet Top 25% in Closing Performance Gaps Distinction Designations** *Top quartile of campus comparison group in performance for closing performance gaps* **Meet eligible Postsecondary Readiness Distinction Designations** *50% of indicators will be in top quartile* **Grade 3-12 Safeguard Indicators** Safeguard Target for Participation Rate: N/A Safeguard Target for 1% and 2% Limits on Use of STAAR Alt 2: N/A
Focus Strategies	- Teachers will differentiate instruction in order to provide enrichment opportunities which will prepare students for Pre-AP courses in Junior High. - Monitor academic progress, culminating with graduation plans, to ensure students continue to demonstrate mastery. (DSG) - Utilize an active monitoring system to track attendance, discipline, and academic progress of all students with a heightened awareness of struggling students. (DSG) - Reward student attendance with the Perfect Attendance award for each marking period and all year. - Create quarterly incentives to improve yearly attendance. - Provide weekly incentives for students with perfect attendance. - Monitor, locate, and provide resources for potential dropouts including special education students.
Financial Resources	Campus budget SCE, Title I, Title III
Additional Resources	Curriculum: CISD Instructional Model, CISD READs, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, DRA, OS, QPS, PAPI,

	SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR
Project Manager(s):	Principal Assistant Principal

Goal 2	RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	- Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals, as well as the Highly Qualified status of instructional paraprofessionals at Title I campuses. - Provide mentor support for beginning teachers. - Improve qualifications of teachers by providing opportunities to attend workshops and trainings. - Provide opportunities for teachers to attend GT trainings. - Provide opportunities for teachers to acquire ESL certification. - Select quality potential Title 1 staff and/or long-term sub tutors and provide mentoring and training for potential Vogel teachers for 2018-2019.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3	PARENTS AND COMMUNITY
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.
Focus Strategies	**Indicator 1 Focus Strategies – Parent Involvement** - Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses. - Collaborate with PTO for parent involvement opportunities. - Provide opportunities at school for parents to participate in academic and social events with students. **Indicator 2 Focus Strategies – Technology** - Utilize parents to participate in Project Mentor, a program that will follow intermediate students through to high school. - Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, e- newsletters, email announcements, campus meetings, and other sources. - Involve parents and community members in activities to support a safe school environment. **Indicator 3 Focus Strategies – Dropout Prevention** - Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. - Utilize parents to participate in Project Mentor, a program that will follow intermediate students through to high school.

	• Work with PTO to provide attendance incentives for students each 9 weeks.
Financial Resources	Campus budget, Title I
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	• Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; CISD online resources for teachers and parents at http://ci.conroeisd.net/depts/counseling/ ; campus programs and presentations. • Involve parents and community members in activities to support a safe school environment. • Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. • Promote clubs and organizations in areas of interest to promote student involvement in school. • Conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring that all visitors sign in with a valid, government issued ID and wear visitor badges in the school.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	• Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Provide staff development on integration of technology across the curriculum. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. • Relate technology staff development to specific instructional objectives.

Financial Resources	Campus budget, Title I, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

State Compensatory Education Program
2017-2018 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Goal 1, Index 2, Reading Strategy 1, 4, Math Strategy 1, 2, 4	Instructional Support – Professional Staff	148,786	2.5
Goal 1, Index 2, Reading Strategy 1, 4, Math Strategy 1, 2, 4	General Education Teachers for At-Risk Students	2,714,165	47
Goal 5, Technology Strategy 1, 7	Technology for At-Risk Students	8,800	.00
Goal 1, Index 3, Reading Strategy 7	Instructional Materials for At-Risk Students	1,842	.00
	TOTAL SCE	**2,873,593**	**49.5**

Resources Allocated for Title I - III
2017-2018 School Year

Strategy	Program/Service	Funds Budgeted	FTEs
Title IA			
Goal 1, Index 2, Reading Strategy 1, 4, Math Strategy 1, 2, 4	Instructional Support – Instructional Coaches/Teachers	75,020	1.00
Goal 1, Index 3, Special Populations Strategy 7	Instructional Support – Paraprofessionals	25,472	1.00
Goal 1, Index 3, Reading Strategy 6	Subs	13,455	.24
Goal 1, Index 3, Reading Strategy 1, Math Strategy 2	Extra Duty	5,500	.10
Goal 1, Index 3, Reading Strategy 7	Instructional Materials	71,032	.00
Goal 1, Index 2, Reading Strategy 1, 4, Math Strategy 1, 2, 4	Staff Development (Teachers/Coaches & Admin)	10,000	.00
Goal 3, Indicator 1, Strategy 1, 2, 3	Parent Involvement	2,985	.00
	TOTAL Title IA	**203,464**	**2.34**
Title III LEP			
	Extra Duty Tutorials	2,500	.05
Goal 5, Technology Strategy 1, 7	Technology	500	.00
Goal 1, Index 3, Reading Strategy 7	Books	500	.00
Goal 1, Index 3, Reading Strategy 7	Instructional Materials	500	.00
	TOTAL Title III LEP	**4,000**	**.05**