

Conroe Independent School District
Vogel Intermediate
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	7
Parent and Community Engagement	9
Priority Problem Statements	10
Goals	11
Goal 1: Student Achievement and Post-Secondary Success Vogel Intermediate will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	11
Goal 2: School Leadership and Fiscal Responsibility Vogel Intermediate will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	21
Goal 3: Recruitment, Development, and Retention of Staff Vogel Intermediate will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	24
Goal 4: Safe and Collaborative School Culture Vogel Intermediate will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	25
Goal 5: Effective Instruction Vogel Intermediate will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and Vogel Intermediate will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	28
Title I	31
1.1: Comprehensive Needs Assessment	31
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
2.2: Regular monitoring and revision	31
2.3: Available to parents and community in an understandable format and language	31
2.4: Opportunities for all children to meet State standards	31
2.5: Increased learning time and well-rounded education	31
2.6: Address needs of all students, particularly at-risk	32
3.1: Annually evaluate the schoolwide plan	32
4.1: Develop and distribute Parent and Family Engagement Policy	32
4.2: Offer flexible number of parent involvement meetings	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2023-24 school year, Vogel Intermediate met all three target areas:

Domain 1- Student Achievement: Vogel Intermediate Score

Domain 2- School Progress: Vogel Intermediate Score

Domain 3- Closing the Gaps: Vogel Intermediate

These scores resulted in Vogel Intermediate receiving a 2022 Accountability B rating. While we are very proud of our scores, we recognize that there is still work to be done.

On the 5th grade 2023 STAAR, the following scores for all grades show the percentage for Approaches:

5th Reading - 81%

5th Math - 83%

5th Science - 77%

On the 5th grade 2023 STAAR, the following scores for all grades show the percentage for Meets:

5th Reading - 53%

5th Math - 52%

5th Science - 46%

On the 5th grade 2023 STAAR, the following scores for all grades show the percentage for Masters

5th Reading - 22%

5th Math - 20%

5th Science - 18%

On the 6th 2023 STAAR, the following scores for all grades show the percentage for Approaches:

6th Reading - 82%

6th Math - 86%

On the 6th 2023 STAAR, the following scores for all grades show the percentage for Meets:

6th Reading - 59%

6th Math - 53%

On the 6th 2023 STAAR, the following scores for all grades show the percentage for Masters:

6th Reading - 23%

6th Math - 23%

While Vogel Intermediate shows overall strong scores in comparison to the state, there are still gaps in some students groups. Our special education, EL, Hispanic, and economically disadvantaged students score below the all student averages. Note the comparison below of all students approaching grade level standard or higher to special education students approaching grade level standards or above:

All Subjects: All Students - , Special Education -

5th Grade Reading: All Students - 81% , Special Education - 44%

5th Grade Math: All Students - 83% Special Education - 58%

5th Grade Science: All Students - 77% , Special Education - 49%

6th Grade Reading: All Students - 82% , Special Education - 58%

6th Grade Math: - All Students - 86%, Special Education - 65%

Note the comparison below of all students approaching grade level standard or higher to economically disadvantaged students approaching grade level standards or above:

All Subjects: All Students - , economically disadvantaged -

5th Grade Reading: All Students - 81% , economically disadvantaged - 73%

5th Grade Math: All Students - 83% , economically disadvantaged - 77%

5th Grade Science: All Students - 77% , economically disadvantaged - 66%

6th Grade Reading: All Students - 82% , economically disadvantaged - 73%

6th Grade Math: - All Students - 86% , economically disadvantaged - 81%

Note the comparison below of all students approaching grade level standard or higher to EL students approaching grade level standards or above:

All Subjects: All Students - , EB -

5th Grade Reading: All Students - 81% , EB - 81%

5th Grade Math: All Students - 83% , EB - 79%

5th Grade Science: All Students - 77% , EB - 61%

6th Grade Reading: All Students - 82% , EB - 64%

6th Grade Math: - All Students - 86% , EB - 73%

Note the comparison below of all students approaching grade level standard or higher to Hispanic students approaching grade level standards or above:

All Subjects: All Students - , Hispanic -

5th Grade Reading: All Students - 81% , Hispanic - 75%

5th Grade Math: All Students - 83% , Hispanic - 81%

5th Grade Science: All Students - 77% , Hispanic - 70%

6th Grade Reading: All Students - 82% , Hispanic - 74%

6th Grade Math: - All Students - 86% , Hispanic- 78%

Student Achievement Strengths

- In 5th grade math, the student sub group SpEd increased the number of student scoring meets by 5.54%.
- In 6th grade math, the student sub group SpEd increased the number of students scoring meets by 9.22%.
- In 5th science, the currently emergent bilingual, fourth year monitoring, and second year monitoring all increased in mastery from 2022 to 2023.

- In 5th science, we increased in 5.10B from 76.31% to 96.07% which we identified as a promised standard last year.
- In 6th Grade ELA, the score for Approaches increased by 3.15% points and for Meets by 4.44% points.
- In 6th Grade ELA, the score for the SpED student sub pop in Approaches category increased by 27.36%
- In 5th Grade ELA, the score for two or more races sub pop increased by 5% in the Approaches category and by 8% in the Meets category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.

Problem Statement 2: In 6th grade reading, 80% approaches, 58% of all students are meeting grade level performance, and 28% are at masters grade level performance.

Problem Statement 3 (Prioritized): In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.

Problem Statement 4 (Prioritized): In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.

Problem Statement 5 (Prioritized): The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.

Problem Statement 6: The student subgroup EB historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 35% of EB students met standard and 11% mastered standard on combined tests.

Problem Statement 7: The student subgroup Hispanic historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 41% of Hispanic students met standard and 13% mastered standard on combined tests.

Problem Statement 8 (Prioritized): The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.

Culture and Climate

Culture and Climate Summary

At Vogel Intermediate, teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning. We recognize and appreciate cultural differences as a part of the whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged. All students and personnel are valued members of our unique family, each playing a significant role in our success. Vogel Intermediate encourages staff and students to embrace that which makes us different.

At Vogel Intermediate, teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development. At Vogel Intermediate, teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's needs.

Additionally, we are committed to the health and wellness of all students. Vogel Intermediate is proactive in keeping campuses, staff, and student's safe, as well as, taking a positive proactive instructional approach to behavior in utilizing Positive Behavior Interventions and Supports Foundations training.

Culture and Climate Strengths

“All Means All” at Vogel Intermediate. Every students’ academic, social and emotional needs are a priority.

Vogel Intermediate utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.

Vogel Intermediate strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Vogel Intermediate, social emotional learning functions as an integral part of the total school environment.

Vogel Intermediate continues to promote Safe Schools through annual Safe Schools training.

At Vogel Intermediate, we engage students, families, and our community as authentic partners in social and emotional development.

Vogel Intermediate is proactive in keeping campuses, staff, and students safe, as well as taking a positive proactive instructional approach to behavior in utilizing schoolwide PBIS Foundations and CHAMPS classroom management training.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: We have a frequent occurrence of varied levels of misbehavior school-wide. **Root Cause:** Training has not been provided on levels of misbehavior and how to deescalate situations.

Problem Statement 2: There is a need to actively recruit high quality teachers to be more reflective of our student population. **Root Cause:** Staff buy-in for mission/vision, lack of communication, job responsibilities for Title campus.

Problem Statement 3: Being more reflective of our student population. **Root Cause:** Lack of understanding of our diverse group of students.

Problem Statement 4: Student attendance was at 96.3%. Our goal is 97% **Root Cause:** Lack of emphases on student attendance

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Vogel is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include reviewing a child's schoolwork coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Vogel thrives due to partnerships created with families and the community. We will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within the school.

Parent and Community Engagement Strengths

We've increased participation in our PTO.

We've gained two community partners.

Increase in dynamic communication including surveys, parent committees, and School-Parent-Community Partnerships.

Vogel has expanded communication to include a variety of forums such as recorded videos, twitter, Facebook, email, texts, school newsletters, marquees, and phone messages.

Community resource systems have embraced schools to address identified needs of students.

Vogel provides emergency communications to families in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: At about 20% of the parents attend Title nights. **Root Cause:** We need to do a better job of communicating in several different platforms to our parents.

Problem Statement 2: Our bilingual population is the lowest population represented at Title nights. **Root Cause:** We currently only have an English session for title nights instead of incorporating a Spanish session.

Problem Statement 3: We currently only have two community partners. **Root Cause:** We need to build partnerships with local business owners .

Priority Problem Statements

Problem Statement 1: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.

Root Cause 2:

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.

Root Cause 3:

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.

Root Cause 4:

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.

Root Cause 5:

Problem Statement 5 Areas: Student Achievement

Goals


Goal 1: Student Achievement and Post-Secondary Success






Vogel Intermediate will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Economically disadvantaged students will increase their meets grade level performance by 7% points for all tests from 40% to 47% on the 2024 STAAR exams.

High Priority

Evaluation Data Sources: exit tickets, common formative assessments, common assessments, interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student mastery of concepts</p> <p>Staff Responsible for Monitoring: teachers, interventionist, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Materials to scaffold learning - Title I - \$13,271.80</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p>Strategy's Expected Result/Impact: Increase number of economically disadvantaged students meeting grade level standards</p> <p>Staff Responsible for Monitoring: Administration, instructional coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5, 8</p> <p>Funding Sources: Substitute for staff development - Title I - \$3,093, Staff Development - Title I - \$16,000</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.</p> <p>Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.</p> <p>Problem Statement 4: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.</p> <p>Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.</p> <p>Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.</p>



Goal 1: Student Achievement and Post-Secondary Success

Vogel Intermediate will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: 60% of all students will meet grade level standards on the 2024 reading STAAR exam.

High Priority

Evaluation Data Sources: exit tickets, common formative assessments, common assessments, interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student mastery of concepts</p> <p>Staff Responsible for Monitoring: teachers, interventionist, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 5, 8</p> <p>Funding Sources: Materials to Scaffold Learning - Title I - \$9,525.60</p>	Formative		
	Dec	Mar	June
	 <p>40%</p>		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p>Strategy's Expected Result/Impact: Increase number of EL students meeting grade level standards</p> <p>Staff Responsible for Monitoring: Administration, instructional coaches, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 5, 8</p> <p>Funding Sources: Instructional Coach - State Comp Ed - \$80,483.40</p>	Formative		
	Dec	Mar	June
	 <p>30%</p>		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.

Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.

Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.



Goal 1: Student Achievement and Post-Secondary Success

Vogel Intermediate will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: 60% of 5th grade students will meet grade level standards on the 2024 science STAAR exam.

High Priority

Evaluation Data Sources: exit tickets, common formative assessments, common assessments, interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student mastery of concepts</p> <p>Staff Responsible for Monitoring: teachers, interventionist, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4, 5</p> <p>Funding Sources: Materials to Scaffold Learning - Title I - \$9,525.60</p>	Formative		
	Dec	Mar	June
	 <p>40%</p>		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p>Strategy's Expected Result/Impact: Increase number of EL students meeting grade level standard</p> <p>Staff Responsible for Monitoring: Administration, instructional coaches, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4, 8</p> <p>Funding Sources: Instructional Coach - Title I - Function 13 - \$80,188</p>	Formative		
	Dec	Mar	June
	 <p>30%</p>		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 4: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.

Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.

Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.


Goal 1: Student Achievement and Post-Secondary Success






Vogel Intermediate will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the number of special education students that meet grade level standard on 2024 STAAR by 5% from 29% to 34%.

High Priority

Evaluation Data Sources: exit tickets, common formative assessments, common assessments, interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student mastery of concepts</p> <p>Staff Responsible for Monitoring: teachers, interventionist, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 8</p> <p>Funding Sources: Tutoring for students identified in data meetings not making progress - Title I - \$5,655, Materials to Scaffold Learning - Title I - \$9,525.60</p>	Formative		
	Dec	Mar	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p>Strategy's Expected Result/Impact: Increase number students meeting grade level standard</p> <p>Staff Responsible for Monitoring: Administration, instructional coaches, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 8</p> <p>Funding Sources: Materials for SpEd students to scaffold lessons - State Comp Ed - \$4,149.20</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.</p>



Goal 1: Student Achievement and Post-Secondary Success

Vogel Intermediate will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: 60% of all students will meet grade level standards on the 2024 math STAAR exam.

High Priority

Evaluation Data Sources: exit tickets, common formative assessments, common assessments, interim assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student mastery of concepts</p> <p>Staff Responsible for Monitoring: teachers, interventionist, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 5, 8</p> <p>Funding Sources: Materials to Scaffold Learning - Title I - \$7,826.40</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p>Strategy's Expected Result/Impact: teachers, interventionist, instructional coach</p> <p>Staff Responsible for Monitoring: Increase number students meeting grade level standard</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Instructional Coach - State Comp Ed - \$80,483.40</p>	Formative		
	Dec	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.

Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.

Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.

Goal 2: School Leadership and Fiscal Responsibility







Vogel Intermediate will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Vogel Intermediate will maintain efficient and effective fiscal management of resources and operations.

Goal 2: School Leadership and Fiscal Responsibility

Vogel Intermediate will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: We will utilize a multi-tiered system of support that emphasizes observation and feedback cycles based on professional development aimed toward meeting campus goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bimonthly scheduled data-based meetings on individualized students needing support.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5, 8</p> <p>Funding Sources: Materials needed to Scaffold learning - Title I - \$12,000</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Yearly professional development plan with opportunities for feedback cycles, instructional rounds, and walkthroughs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5, 8</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.</p>

Student Achievement

Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.

Problem Statement 4: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.






Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.

Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.

Goal 3: Recruitment, Development, and Retention of Staff

Vogel Intermediate will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bimonthly meetings to support new teachers with unique needs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 3, 4</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.</p> <p>Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.</p> <p>Problem Statement 4: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.</p>

Goal 4: Safe and Collaborative School Culture

Vogel Intermediate will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase parent participation in title nights by 10%</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Materials Parent and Family Engagement Initiatives - Title I - \$2,573, Healthy snacks for Family Engagement - Title I - \$1,000</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase bilingual parent participation in title nights by 10% by providing Spanish sessions</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Materials for bilingual title nights - Title III - \$4,250, Healthy snacks for bilingual title nights - Title III - \$1,000</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

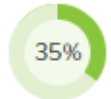




Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.</p>

Goal 4: Safe and Collaborative School Culture

Vogel Intermediate will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: To establish and maintain safe and positive school climate by implementing CHAMPS and Foundations with fidelity throughout classrooms and the school.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in professional development around the implementation of CHAMPS.</p> <p>Staff Responsible for Monitoring: Behavior coach/PBIS</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5, 8</p> <p>Funding Sources: PBIS Liaison - Title I - \$56,880</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.</p> <p>Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.</p> <p>Problem Statement 4: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.</p> <p>Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.</p> <p>Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.</p>

Goal 4: Safe and Collaborative School Culture






Vogel Intermediate will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Will utilize social media, campus newsletters, and email to communicate in a timely manner with parents.

Goal 5: Effective Instruction

Vogel Intermediate will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and Vogel Intermediate will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The technology coach does weekly technology training for teachers and models instructional technology integration</p> <p>Staff Responsible for Monitoring: Technology Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3, 4, 5, 8</p> <p>Funding Sources: Campus technology needs - Title I - \$45,000</p>	Formative		
	Dec	Mar	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 5th grade reading, 81% of students are reaching approaches, 52% meeting grade level performance, and 22% of students are mastering grade level performance.</p> <p>Problem Statement 3: In 5th grade math, 83% of students are reaching approaches, 51% are meeting grade level performance, and 20% of students are mastering grade level performance.</p> <p>Problem Statement 4: In 5th grade science, 76% of all students approaching grade level, 45% of students are meeting grade level performance, and 17% are mastering grade level performance.</p> <p>Problem Statement 5: The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 40% of Eco Dis students met standard and 13% mastered standard on combined tests.</p>

Student Achievement

Problem Statement 8: The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2023, only 29% of Sped students met standard and 8% mastered standard on combined STAAR tests.

Goal 5: Effective Instruction

Vogel Intermediate will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and Vogel Intermediate will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Teachers will collect and use data in a timely manner to plan and implement targeted instruction.

Title I

1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials to scaffold learning		\$13,271.80
1	1	2	Staff Development		\$16,000.00
1	1	2	Substitute for staff development		\$3,093.00
1	2	1	Materials to Scaffold Learning		\$9,525.60
1	3	1	Materials to Scaffold Learning		\$9,525.60
1	3	2	Instructional Coach	Function 13	\$80,188.00
1	4	1	Materials to Scaffold Learning		\$9,525.60
1	4	1	Tutoring for students identified in data meetings not making progress		\$5,655.00
1	5	1	Materials to Scaffold Learning		\$7,826.40
2	2	1	Materials needed to Scaffold learning		\$12,000.00
4	1	1	Healthy snacks for Family Engagement		\$1,000.00
4	1	1	Materials Parent and Family Engagement Initiatives		\$2,573.00
4	2	1	PBIS Liaison		\$56,880.00
5	1	1	Campus technology needs		\$45,000.00
Sub-Total					\$272,064.00
Budgeted Fund Source Amount					\$272,064.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Materials for bilingual title nights		\$4,250.00
4	1	2	Healthy snacks for bilingual title nights		\$1,000.00
Sub-Total					\$5,250.00
Budgeted Fund Source Amount					\$5,250.00
+/- Difference					\$0.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Coach		\$80,483.40
1	4	2	Materials for SpEd students to scaffold lessons		\$4,149.20
1	5	2	Instructional Coach		\$80,483.40
Sub-Total					\$165,116.00
Budgeted Fund Source Amount					\$165,116.00
+/- Difference					\$0.00
Grand Total Budgeted					\$442,430.00
Grand Total Spent					\$442,430.00
+/- Difference					\$0.00