

# Conroe Independent School District

## Vogel Intermediate

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Vogel Intermediate met all three target areas:

Domain 1- Student Achievement: Vogel Intermediate Score 87

Domain 2- School Progress: Vogel Intermediate Score 85

Domain 3- Closing the Gaps: Vogel Intermediate 72

These scores resulted in Vogel Intermediate receiving a 2019 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 2021 STAAR, the following scores for all grades show the percentage for Approaches:

5th Reading 77%

5th Math 78%

5th Science 75%

On the 5th grade 2021 STAAR, the following scores for all grades show the percentage for Meets:

5th Reading 53%

5th Math 54%

5th Science 47%

On the 5th grade 2021 STAAR, the following scores for all grades show the percentage for Masters

5th Reading 38%

5th Math 33%

5th Science 21%

On the 6th 2021 STAAR, the following scores for all grades show the percentage for Approaches:

6th Reading 70%

6th Math 82%

On the 6th 2021 STAAR, the following scores for all grades show the percentage for Meets:

6th Reading 39%

6th Math 57%

On the 6th 2021 STAAR, the following scores for all grades show the percentage for Masters:

6th Reading 18%

6th Math 31%

While Vogel Intermediate shows overall strong scores in comparison to the state, there are still gaps in some students groups. Our special education, EL, 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 - 84% , Special Education - 47%**

5th Grade Reading: All Students - 77%, Special Education -28%

5th Grade Math: All Students - 78%, Special Education - 46%

5th Grade Science: All Students - 75%, Special Education - 31%

6th Grade Reading: All Students - 70%, Special Education -31%

6th Grade Math: - All Students - 82%, Special Education - 55%

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 - 84% , economically disadvantaged - 76%**

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

5th Grade Math: All Students - 78% , economically disadvantaged - 70%

5th Grade Science: All Students - 75% , economically disadvantaged - 64%

6th Grade Reading: All Students - 70% , economically disadvantaged - 56%

6th Grade Math: - All Students - 82% , economically disadvantaged - 74%

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 - 84% , EL - 75%**

5th Grade Reading: All Students - 77% , EL - 67%

5th Grade Math: All Students - 78% , EL - 68%

5th Grade Science: All Students - 75% , EL - 64%

6th Grade Reading: All Students - 70% , EL - 39%

6th Grade Math: - All Students - 82%, EL - 73%

**Student Achievement Strengths**

Strengths in Reading:

- In 5th grade reading all students reaching mastery increased from 34% in 2019 to 38% in 2021.
- In 5th grade reading eco dis students reaching masters increased from 18% in 2019 to 20% in 2021.
- In 5th grade reading SpEd students reaching masters increased from 8% in 2019 to 10% in 2021.
- In 5th grade reading LEP students increased from 2019 to 2021 in approaches, meets, and masters (42% in 2019 to 67% for approaches. 16% in 2019 to 35% for meets. 3% in 2019 to 16% in masters.

- In 5th grade reading in Spanish, all students reaching masters increased from 25% in 2019 to 40% in 2021.
- In 5th grade reading in Spanish, economically disadvantaged students reaching masters increased from 10% in 2019 to 42% in 2021.
- In 5th grade reading in Spanish, LEP students reaching masters increased from 25% in 2019 to 40% in 2021.
- In 6th grade reading eco dis students reaching masters increased from 9% in 2019 to 12% in 2021.
- In 6th grade reading LEP students reaching approaches increased from 31% in 2019 to 39% in 2021 and meets increased from 8% in 2019 to 13% in 2021.
- In 6th grade reading SpEd students reaching approaches increased from 19% in 2019 to 31% in 2021.

#### Strengths in Science:

- 5th grade science improved in meets performance for students in special education from 2019 to 2021 (Meets 8% to 15%)
- 5th grade science improved in approaches, meets, and masters performance for current LEP students from 2019 to 2021 (Approaches 41% to 64%; Meets 11% to 31%; Masters 0% to 10%)

#### Strengths in Math:

- - In 6th grade math students of two or more races were at 45% masters compared to all students which is at 31% masters.
  - 6th grade math improved in meets performance from 2019 to 2021 (51% to 57%)
  - 6th grade math improved in masters performance from 2019 to 2021 (28% to 32%)
  - All Math students improved in masters performance from 2019 - 2021 (30% to 32%)
  - All Math students improved in meets performance from 2019 - 2021 (40% to 46%)
  - In 6th grade math, Eco Dis students reaching masters increased from 30% in 2019 to 36% in 2021

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** In 6th grade reading, only 40% of all students are meeting grade level performance, and historically, only 18% of all students are at masters grade level performance. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 2:** Only 54% of all students are meeting grade level performance in 5th grade reading which is a 5% decrease from 2019 to 2021. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 3 (Prioritized):** Only 53% of 5th grade math students are meeting grade level in 2021, which is a 10% decrease from 2019. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 4:** Only 33% of 5th grade math students are mastering grade level in 2021, which is a 3% decrease from 2019. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 5 (Prioritized):** Only 46% of all students are meeting grade level in 5th grade science, which is a decrease in performance from 2019 to 2021. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 6:** Only 20% of students are mastering grade level in 5th grade science, which is a decrease in performance from 2019 to 2021. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 7 (Prioritized):** The student subgroup EL historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, only 49% of EL students met standard on the Reading test compared to 80% of all students. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**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 2019, the special education student group met 0 out of 4 federal performance targets. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 9 (Prioritized):** The student subgroup Eco dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, only 41% of our economically disadvantaged students met standard compared to 55% of all students. **Root Cause:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

# Culture and Climate

## Culture and Climate Summary

At Vogel Intermediate, we recognize and appreciate that cultural differences are 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.

Vogel Intermediate is committed to the social, emotional, behavioral, and academic success of all students. At Vogel Intermediate, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all students. Vogel Intermediate is proactive in keeping staff and students safe, as well as, taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

## Culture and Climate Strengths

At Vogel Intermediate, all staff will undergo Cultural and Diversity Awareness training.

At Vogel Intermediate, hiring campus personnel to reflect the cultural and diverse student body is a priority.

“All Means All” at Vogel Intermediate and in Conroe ISD. 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, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

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

Vogel Intermediate continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe.

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

Vogel Intermediate provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** We have a high number of student referrals. **Root Cause:** There was not a common school-wide referral system established and teachers have not been provided with training to de-escalate situations.



**Problem Statement 2 (Prioritized):** There is a need to actively recruit high quality teachers to be more reflective of our student population. **Root Cause:** There was not a systematic approach to training staff recruiters to identify a more diverse group of highly qualified candidates.

**Problem Statement 3:** There is a need to improve the classroom structures to meet the needs of the diverse population. **Root Cause:** There was not a systematic approach to training all teachers to address the needs of our diverse population.

# 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

Increase in Parent and Community Engagement at Vogel.

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 (Prioritized):** Less than 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:** Parents are not engaged in creating a partnership with the school (Less than 10 active members of PTO, few parent volunteers) **Root Cause:** We need to do a better job of creating a warm, friendly, and nurturing environment for our students and parents.

# Priority Problem Statements

**Problem Statement 1:** The student subgroup SpEd historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, the special education student group met 0 out of 4 federal performance targets.

**Root Cause 1:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The student subgroup Eco dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, only 41% of our economically disadvantaged students met standard compared to 55% of all students.

**Root Cause 2:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The student subgroup EL historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, only 49% of EL students met standard on the Reading test compared to 80% of all students.

**Root Cause 3:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** In 6th grade reading, only 40% of all students are meeting grade level performance, and historically, only 18% of all students are at masters grade level performance.

**Root Cause 4:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Only 46% of all students are meeting grade level in 5th grade science, which is a decrease in performance from 2019 to 2021.

**Root Cause 5:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Only 53% of 5th grade math students are meeting grade level in 2021, which is a 10% decrease from 2019.

**Root Cause 6:** Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** There is a need to actively recruit high quality teachers to be more reflective of our student population.

**Root Cause 7:** There was not a systematic approach to training staff recruiters to identify a more diverse group of highly qualified candidates.

**Problem Statement 7 Areas:** Culture and Climate

**Problem Statement 8:** We have a high number of student referrals.

**Root Cause 8:** There was not a common school-wide referral system established and teachers have not been provided with training to de-escalate situations.

**Problem Statement 8 Areas:** Culture and Climate

**Problem Statement 9:** Less than 20% of the parents attend Title nights.

**Root Cause 9:** We need to do a better job of communicating in several different platforms to our parents.

**Problem Statement 9 Areas:** Parent and Community Engagement

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

CISD 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:** 23% of special education students meet grade level standard on 2022 Math STAAR and 19% of special education students meet grade level standard on the 2022 Reading STAAR.

### Targeted or ESF High Priority

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

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts</p> <p><b>Staff Responsible for Monitoring:</b> resource teachers, general education teachers, interventionist, instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 8</p> <p><b>Funding Sources:</b> Strategy Group Small Group Materials - ESSER - \$483, Employee Travel to PLC/Marzano Conference - Title I - \$5,000, School Day Tutoring - ESSER - \$11,440, Supplies for Small Group - Title I - \$8,280, Technology - Title I - \$20,000, Dreambox - ESSER - \$16,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of special education students meeting grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 8</p> <p><b>Funding Sources:</b> Substitutes for Professional Development - Title I - \$6,762, Reading and Math Consultants - ESSER - \$65,000, Instructional Coach - Title I - \$76,238</p>

### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 8:</b> The student subgroup SpEd historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, the special education student group met 0 out of 4 federal performance targets. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD 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:** Economically disadvantaged students will increase their meets grade level performance by 5% points for all tests from 41% to 46% on the 2022 STAAR exams.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts</p> <p><b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 9</p> <p><b>Funding Sources:</b> PBIS Instructional Support - State Comp Ed - \$68,138, Extra Duty for Economically Disadvantaged Students - Title I - \$1,691, Extra Duty for At Risk Students - ESSER - \$20,406, General Education Teachers for At Risk Students - State Comp Ed - \$2,699,535</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of Economically disadvantaged students meeting grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 9</p> <p><b>Funding Sources:</b> Substitutes for Professional Development - State Comp Ed - \$7,196</p>

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 9:</b> The student subgroup Eco dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, only 41% of our economically disadvantaged students met standard compared to 55% of all students. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD 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:** 55% of EL students will meet grade level standard on the 2022 STAAR exams.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts</p> <p><b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Technology - Title III - \$500, Books for EL's - Title III - \$500, Instructional Support Paraprofessional - Title I - \$23,892, Supplies for Small Group - Title III - \$500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of EL students meeting grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 7</p> <p><b>Funding Sources:</b> Extra Duty for EL students - Title III - \$3,000</p>

## Performance Objective 3 Problem Statements:

Student Achievement
<p><b>Problem Statement 7:</b> The student subgroup EL historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2019, only 49% of EL students met standard on the Reading test compared to 80% of all students. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD 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:** 50% of 6th grade students will meet grade level standards and 25% of 6th grade students will master grade level standards on the 2022 Reading STAAR exam.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts</p> <p><b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Classroom Libraries - ESSER - \$20,400, Academic Interventionist - ESSER - \$118,755, Books - State Comp Ed - \$7,196</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of 6th grade students meeting grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Instructional Coach - State Comp Ed - \$79,505</p>

### Performance Objective 4 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> In 6th grade reading, only 40% of all students are meeting grade level performance, and historically, only 18% of all students are at masters grade level performance. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</p>



## Goal 1: Student Achievement and Post-Secondary Success

CISD 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 5th grade students will meet grade level standards on the 2022 science STAAR exam.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts</p> <p><b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Supplies for Small Group - Title I - \$15,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of 5th grade science students meeting grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$74,881</p>

## Performance Objective 5 Problem Statements:

Student Achievement
<p><b>Problem Statement 5:</b> Only 46% of all students are meeting grade level in 5th grade science, which is a decrease in performance from 2019 to 2021. <b>Root Cause:</b> Tiering instruction to reach student's individual academic needs has not been consistently planned and implemented.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD 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.

Strategy 1 Details
Strategy 1: Meet weekly with financial secretary and ensure we are properly managing all resources and operations.

**Goal 2: School Leadership and Fiscal Responsibility**

CISD 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
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<b>Strategy 1:</b> We will set up planned meeting times for teams to collaborate on the needs of the campus in which they will identify and gather data on specific needs for the campus.
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**Goal 3:** Recruitment, Development, and Retention of Staff

CISD 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.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Meet bi-monthly to build community of support for and provide professional development to new to Vogel teachers.

**Goal 4: Safe and Collaborative School Culture**

CISD 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
<p><b>Strategy 1:</b> Increase parent participation in title nights by 10%</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Family Engagement - Title I - \$3,175</p>

**Goal 4: Safe and Collaborative School Culture**

CISD 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.

<b>Strategy 1 Details</b>
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<b>Strategy 1:</b> Teachers will participate in professional development around the implementation of CHAMPS.
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**Goal 4: Safe and Collaborative School Culture**

CISD 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.

Strategy 1 Details
Strategy 1: Send monthly newsletters and updates on social media to increase communication with the school community.

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD 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
<b>Strategy 1:</b> Teachers are provided with campus wide, department specific, and/or one on one instructional technology staff development opportunities with the technology instructional coach.



**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD 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.

<b>Strategy 1 Details</b>
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<b>Strategy 1:</b> Teachers will participate in data meeting after each common formative assessment as a PLC to monitor student growth and needs for targeted reteach instruction.
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# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The campus conducts an annual comprehensive needs assessment, looking at every aspect of the school and analyzing the academic achievement of all students and sub groups of students.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

A Title 1 parent survey is used to drive decision making. Parents, staff members, and community stakeholders collaborate to develop the campus improvement plan.

### **2.2: Regular monitoring and revision**

The campus will regularly monitor the CIP and revise strategies based on our identified needs. The plan will be monitored by our core team which includes administrators and campus coaches with input from our leadership team and classroom teachers when revisions are needed.

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

The campus ensures that the CIP is publicly available to parents and community members in both English and Spanish. The CIP can be accessed on the CISD website under accountability.

### **2.4: Opportunities for all children to meet State standards**

The campus implements strategies for addressing school wide needs including opportunities for all students and student sub groups to meet and exceed academic standards. Teachers meet with instructional coaches to develop progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through RTI, small group instruction, guided reading, LLI, in class support, and tutorials.

### **2.5: Increased learning time and well-rounded education**

Schedule was adjusted to maximize instructional time and intervention time and remediation. The curriculum includes Fine Arts, PE, SEL, and core content.

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

Data analysis takes place regularly during PLC time. All students are closely monitored for strengths and weaknesses and intervention plans are developed implemented, and monitored for progress.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The school counselor and our Community In Schools department shared a weekly newsletter with parents. We also sent surveys and collected information and needs from our community. The information is sent in English and Spanish.

### **3.2: Offer flexible number of parent involvement meetings**

Our family engagement policy is reviewed through PTO meetings. Paper copies are distributed annually to students in English and Spanish. Title 1 parent surveys are done to create a needs assessment in the Spring of each year.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	PBIS Instructional Support		\$68,138.00
1	2	1	General Education Teachers for At Risk Students		\$2,699,535.00
1	2	2	Substitutes for Professional Development		\$7,196.00
1	4	1	Books		\$7,196.00
1	4	2	Instructional Coach		\$79,505.00
<b>Sub-Total</b>					\$2,861,570.00
<b>Budgeted Fund Source Amount</b>					\$2,861,570.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee Travel to PLC/Marzano Conference		\$5,000.00
1	1	1	Supplies for Small Group		\$8,280.00
1	1	1	Technology		\$20,000.00
1	1	2	Substitutes for Professional Development		\$6,762.00
1	1	2	Instructional Coach		\$76,238.00
1	2	1	Extra Duty for Economically Disadvantaged Students		\$1,691.00
1	3	1	Instructional Support Paraprofessional		\$23,892.00
1	5	1	Supplies for Small Group		\$15,000.00
1	5	2	Instructional Coach		\$74,881.00
4	1	1	Family Engagement		\$3,175.00
<b>Sub-Total</b>					\$234,919.00
<b>Budgeted Fund Source Amount</b>					\$234,919.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Technology		\$500.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Books for EL's		\$500.00
1	3	1	Supplies for Small Group		\$500.00
1	3	2	Extra Duty for EL students		\$3,000.00
<b>Sub-Total</b>					\$4,500.00
<b>Budgeted Fund Source Amount</b>					\$4,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Strategy Group Small Group Materials		\$483.00
1	1	1	School Day Tutoring		\$11,440.00
1	1	1	Dreambox		\$16,000.00
1	1	2	Reading and Math Consultants		\$65,000.00
1	2	1	Extra Duty for At Risk Students		\$20,406.00
1	4	1	Classroom Libraries		\$20,400.00
1	4	1	Academic Interventionist		\$118,755.00
<b>Sub-Total</b>					\$252,484.00
<b>Budgeted Fund Source Amount</b>					\$252,484.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$3,353,473.00