

Conroe Independent School District

Vogel Intermediate

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

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 - 89%, Special Education -53%

5th Grade Math: All Students - 94%, Special Education - 76%

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

6th Grade Reading: All Students - 71%, Special Education -17%

6th Grade Math: - All Students - 88%, Special Education - 51%

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 - 89% , economically disadvantaged - 80%

5th Grade Math: All Students - 94% , economically disadvantaged - 88%

5th Grade Science: All Students - 81% , economically disadvantaged - 67%

6th Grade Reading: All Students - 71% , economically disadvantaged - 61%

6th Grade Math: - All Students - 88% , economically disadvantaged - 88%

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 - 89% , EL - 77%

5th Grade Math: All Students - 94% , EL - 93%

5th Grade Science: All Students - 81% , EL - 61%

6th Grade Reading: All Students - 71% , EL - 56%

6th Grade Math: - All Students - 84%, EL - 88%

Domain 1 - Student Achievement: 87/B

Domain 2 - Student Progress: 85/B (66 - Academic Growth and 85 - Relative Performance)

Domain 3 - Closing the Performance Gaps: 72/C

These scores result in Vogel Intermediate receiving a 2019 Accountability B rating.

Student Achievement Strengths

There was an increase in all students scoring in masters grade level from 26% in 2018 to 31% in 2019.

5th Grade Reading improved in every performance level from 2018 to 2019. (Approaches 85% to 89%, Meets 60% to 62%, Masters 30% to 35%).

5th Grade Math improved in Meets and Masters performance from 2018 to 2019 (Meets 63% to 65%, Masters 36% to 42%).

5th Grade Science improved in Meets and Masters performance from 2018 to 2019 (Meets 52% to 56%, Masters 20% to 30%).

6th Grade Math improved in Approaches Grade Level and Masters from 2018-2019 (Approaches 85% to 88%, Masters 23% to 30%).

The African American population increased in Meets grade level performance for all students/all subjects from 36% meets in 2018 to 39% meets in 2019.

5th Grade Reading improved from 39% in 2018 to 42% in 2019.

5th Grade Math improved from 33% in 2018 to 58% in 2019.

5th Grade Science improved from 29% in 2018 to 35% in 2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Special Education student group met 0 out of 4 federal performance targets **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2 (Prioritized): 64% of students met progress standards growing a full year academically **Root Cause:** Data was not disaggregated to inform teaching.

Problem Statement 3 (Prioritized): Only 41% of our economically disadvantaged students met standard compared to 55% of all students. **Root Cause:** Targeted remediation based on skill deficits were not implemented or monitored with fidelity.

Problem Statement 4 (Prioritized): Only 49% of EL students met standard on the Reading test compared to 80% of all students. **Root Cause:** Targeted remediation based on skill deficits were not implemented or monitored with fidelity.

Problem Statement 5: Only 55% of students met grade level expectations in all subjects. **Root Cause:** Targeted remediation based on skill deficits were not implemented or monitored with fidelity.

Culture and Climate

Culture and Climate Summary

At Vogel Intermediate, recognizing and appreciating cultural differences is 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. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world.

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. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Vogel Intermediate in conjunction with Conroe ISD's administration team follows the measures to mitigate the spread of COVID-19. 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: Students lack skills necessary to be successful in the classroom. **Root Cause:** Students come from high stress environments with little to no self management skills.

Problem Statement 4: There is a need to improve the implementation of Behavior Intervention Plans (BIP) to successfully address the needs of our special education population. **Root Cause:** There was not a systematic approach to training all teachers to address the needs of our special education population.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Conroe ISD 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 school work coming home and reading newsletters and notices from the school. Parents are encouraged to contact the teacher or the school office when questions arise.

Schools and the District thrive due to partnerships created with families and the community. Conroe ISD 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 schools.

Parent and Community Engagement Strengths

Increase in Parent and Community Engagement in Schools and throughout the District

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

Conroe ISD has expanded communication to include a variety of forums such as live video feeds, recorded videos, twitter, Facebook, email, texts, school newsletters, marquees, and phone messages

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

Conroe ISD 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 (Prioritized): 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: Special Education student group met 0 out of 4 federal performance targets

Root Cause 1: Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Only 41% of our economically disadvantaged students met standard compared to 55% of all students.

Root Cause 2: Targeted remediation based on skill deficits were not implemented or monitored with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 64% of students met progress standards growing a full year academically

Root Cause 3: Data was not disaggregated to inform teaching.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Only 49% of EL students met standard on the Reading test compared to 80% of all students.

Root Cause 4: Targeted remediation based on skill deficits were not implemented or monitored with fidelity.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: We have a high number of student referrals.

Root Cause 5: There was not a common school-wide referral system established and teachers have not been provided with training to de-escalate situations.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: There is a need to actively recruit high quality teachers to be more reflective of our student population.

Root Cause 6: There was not a systematic approach to training staff recruiters to identify a more diverse group of highly qualified candidates.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Less than 20% of the parents attend Title nights.

Root Cause 7: We need to do a better job of communicating in several different platforms to our parents.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Parents are not engaged in creating a partnership with the school (Less than 10 active members of PTO, few parent volunteers)

Root Cause 8: We need to do a better job of creating a warm, friendly, and nurturing environment for our students and parents.

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase the percentage of special education students that score Meets Performance on STAAR in Reading to 19% and Math to 23%.

Evaluation Data Sources: District Campus Checkpoint (DCC)

District Benchmark


Campus Common Assessments


STAAR data

Summative Evaluation: None

<p>Strategy 1: Implement effective Tier 1 best practices, accommodations, and scaffolded instruction to meet the individual needs of our special education population.</p> <p>Strategy's Expected Result/Impact: Increase the overall performance of our special education students.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Special Education Teachers General Education Teachers Campus LSSP</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Collect, disaggregate, and monitor progress of special education students to deliver targeted instruction based on specific skill deficits.</p> <p>Strategy's Expected Result/Impact: Increase the overall performance of special education students.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Special Education Teacher General Education Teacher Campus LSSP</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Special Education student group met 0 out of 4 federal performance targets **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase the number of students meeting on year's worth of progress from 64% to 70%.

Evaluation Data Sources: District Campus Checkpoint (DCC)





District Benchmark

Campus Common Assessment

STAAR data

Summative Evaluation: None

<p>Strategy 1: Strengthen professional learning communities by self reflecting, observing, and implementing best practices focused on the four essential questions.</p> <p>Strategy's Expected Result/Impact: Increase overall student performance by ensuring all teachers know rigor of TEKS and student expectations prior to teaching a concept.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Reduced Class Size - State Comp Ed - \$2,672,134</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide staff development on small grouping, differentiation, and monitor implementation with walk-throughs and feedback cycles.</p> <p>Strategy's Expected Result/Impact: Increase overall student performance by ensuring all teachers know how to implement best practices and differentiate content to meet the needs of our diverse learners.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

<p>Strategy 3: Monitor student progress data after every common assessment and district benchmark and implement a remediation plan for students who did not meet progress.</p> <p>Strategy's Expected Result/Impact: Increase overall student progress percentage by ensuring teachers revisit concepts not mastered by students who did not meet progress.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 64% of students met progress standards growing a full year academically Root Cause: Data was not disaggregated to inform teaching.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Increase STAAR Meets Performance in all subjects / all students from 55% to 60%.

<p>Strategy 1: Provide staff development on small grouping, differentiation, and monitor implementation with walk-throughs and feedback conversations.</p> <p>Strategy's Expected Result/Impact: Increase overall student performance by ensuring all teachers know how to implement best practices and differentiate content to meet the needs of our diverse learners.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide targeted interventions throughout the school day to students not mastering concepts.</p> <p>Strategy's Expected Result/Impact: Increase overall student performance by targeting TEKS not mastered in first round of instruction.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Targeted Interventions - Title I - \$262,266</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 3: Only 41% of our economically disadvantaged students met standard compared to 55% of all students. Root Cause: Targeted remediation based on skill deficits were not implemented or monitored with fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: Increase STAAR Meets Performance for EL students from 49% to 55%.

Strategy 1: Provide targeted interventions (push -in and pull out) throughout the school day to EL students not mastering concepts. ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 4 Funding Sources: Targeted interventions - Title III - \$4,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress  Accomplished  Continue/Modify  Discontinue





Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Only 49% of EL students met standard on the Reading test compared to 80% of all students. Root Cause: Targeted remediation based on skill deficits were not implemented or monitored with fidelity.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Utilize the budget in all departments effectively.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Meet with school secretary once a month to review financial records.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:





CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

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

Targeted or ESF High Priority

Evaluation Data Sources: None


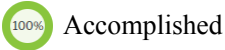
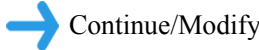

Summative Evaluation: None

<p>Strategy 1: Provide staff development giving opportunities for growth of all staff members. Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Strengthen professional learning communities by self reflecting, observing, and implementing best practices focused on the four essential questions. Strategy's Expected Result/Impact: Staff members will grow professionally and together as a team. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





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: Utilize campus and social media websites to promote campus and district events and provide information for parents, families, community, and stake holders. Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
   				

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Continue learning and implementation of Foundations, CHAMPS, PBIS, and SEL lessons ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

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: Provide staff development to teachers and modeling in the classrooms for students on the LMS (Canvas). Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 2: Utilize school messenger and other forms of social medias to reach out to parents and the community.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement effective Tier 1 best practices, accommodations, and scaffolded instruction to meet the individual needs of our special education population.
1	1	2	Collect, disaggregate, and monitor progress of special education students to deliver targeted instruction based on specific skill deficits.
1	2	1	Strengthen professional learning communities by self reflecting, observing, and implementing best practices focused on the four essential questions.
1	2	3	Monitor student progress data after every common assessment and district benchmark and implement a remediation plan for students who did not meet progress.
1	3	1	Provide staff development on small grouping, differentiation, and monitor implementation with walk-throughs and feedback conversations.
1	4	1	Provide targeted interventions (push -in and pull out) throughout the school day to EL students not mastering concepts.

State Compensatory

Personnel for Vogel Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Casey Arp	Positive Behavior Support Liaison	State Comp Ed	1.00
Gen Education	Teachers for At-Risk Students		36.00
Heather Wash	Instructional Coach	State Comp Ed	1.00

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Balazs	Instructional Coach	Title I	1.00
Olga Medellin	Paraprofessional	Title I	1.00
Palmer Ouzenne	Paraprofessional	Title I	1.00
Sarah Cook	Instructional Coach	Title I	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Vogel		
SCE		
Computer Equipment / AV Supplies	\$6,000	0.00
Gen Education Teachers for At-Risk Students	\$2,512,527	36.00
General Supplies	\$6,178	0.00
Instructional Support for At-Risk-Students	\$147,430	2.00
SCE Total	\$2,672,134	38.00
Title I		
Computer Equipment / AV Supplies	\$20,000	0.00
Extra Duty	\$5,635	0.10
Family Engagement	\$3,228	0.00
General Supplies	\$40,484	0.00
Paraprofessional	\$43,984	0.80
Professional	\$146,873	2.67
Substitutes	\$2,062	0.04
Title I Total	\$262,266	3.61
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$3,000	0.05
General Supplies	\$500	0.00
Title III EL Total	\$4,500	0.05
Vogel Total	\$2,938,900	41.66

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reduced Class Size		\$2,672,134.00
Sub-Total					\$2,672,134.00
Budgeted Fund Source Amount					\$2,672,134.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Targeted Interventions		\$262,266.00
Sub-Total					\$262,266.00
Budgeted Fund Source Amount					\$262,266.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Targeted interventions		\$4,500.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$0.00
Grand Total					\$2,938,900.00

Addendums