

**Conroe Independent School District**  
**Vogel Intermediate**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Culture and Climate	7
Parent and Community Engagement	8
Priority Problem Statements	9
Goals	10
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.	15
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.	17
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.	18
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.	21
State Compensatory	23
Budget for Vogel Intermediate	24
Personnel for Vogel Intermediate	24
Title I	24
1. Comprehensive Needs Assessment (CNA)	25
1.1: Comprehensive Needs Assessment	25
2. Campus Improvement Plan	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	25
2.3: Available to parents and community in an understandable format and language	25
2.4: Opportunities for all children to meet State standards	25
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	26
3. Annual Evaluation	26
3.1: Annually evaluate the schoolwide plan	26
4. Parent and Family Engagement (PFE)	26
4.1: Develop and distribute Parent and Family Engagement Policy	26
4.2: Offer flexible number of parent involvement meetings	26

5. Targeted Assistance Schools Only  
Title I Personnel  
Campus Funding Summary

26  
27  
28

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2021-22 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 2021 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 2022 STAAR, the following scores for all grades show the percentage for Approaches:

5th Reading - 84.21%

5th Math - 87%

5th Science - 75.36%

On the 5th grade 2022 STAAR, the following scores for all grades show the percentage for Meets:

5th Reading - 61.24%

5th Math - 59%

5th Science - 46.17%

On the 5th grade 2022 STAAR, the following scores for all grades show the percentage for Masters

5th Reading - 39.23%

5th Math - 33%

5th Science - 20.57%

On the 6th 2022 STAAR, the following scores for all grades show the percentage for Approaches:

6th Reading - 77.28%

6th Math - 80.85%

On the 6th 2022 STAAR, the following scores for all grades show the percentage for Meets:

6th Reading - 53.59%

6th Math - 54.93%

On the 6th 2022 STAAR, the following scores for all grades show the percentage for Masters:

6th Reading - 33.59%

6th Math - 30.17%

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 - , Special Education -**

5th Grade Reading: All Students - 84.21% , Special Education - 49.15%

5th Grade Math: All Students - 87% Special Education - 60%

5th Grade Science: All Students - 75.36% , Special Education - 47.46%

6th Grade Reading: All Students - 77.28% , Special Education - 32.52%

6th Grade Math: - All Students - 80.85%, Special Education - 35.56%

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 - 84.21% , economically disadvantaged - 78.82%

5th Grade Math: All Students - 87% , economically disadvantaged - 48%

5th Grade Science: All Students - 75.36% , economically disadvantaged - 67%

6th Grade Reading: All Students - 77.28% , economically disadvantaged - 64.76%

6th Grade Math: - All Students - 80.85% , economically disadvantaged - 72.05%

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 - , EL -**

5th Grade Reading: All Students - 84.21% , EL - 74.42%

5th Grade Math: All Students - 87% , EL - 79%

5th Grade Science: All Students - 75.36% , EL - 66.28%

6th Grade Reading: All Students - 77.28% , EL - 59.46%

6th Grade Math: - All Students - 80.85% , EL - 68.47%

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

**Problem Statement 1 (Prioritized):** In 6th grade reading, 54% of all students are meeting grade level performance, and 34% are at masters grade level performance.

**Problem Statement 2:** In 5th grade reading, 61% of all students are meeting grade level performance.

**Problem Statement 3:** In 5th grade math, 59% are meeting grade level performance and 39% of students are masters grade level performance.

**Problem Statement 4 (Prioritized):** In 5th grade science, 47% of all students are meeting grade level performance, which is a 1% increase in performance.

**Problem Statement 5:** In 5th grade science, 21% of all students are masters grade level performance, which is a 1% increase in performance.

**Problem Statement 6 (Prioritized):** The student subgroup EL historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2022, only % of EL students met standard on the reading test compared to % of all students.

**Problem Statement 7 (Prioritized):** The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2022,

only % of Sped students met standard on the reading test compared to % of all students.

**Problem Statement 8 (Prioritized):** The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2022, only % of Eco Dis students met standard on the reading test compared to % of all students.

# 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 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:** 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:** 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:** 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.

**Problem Statement 3:** We do not currently have any community partners. **Root Cause:** We need to build partnerships with local business owners .

# Priority Problem Statements

**Problem Statement 5:** In 6th grade reading, 54% of all students are meeting grade level performance, and 34% are at masters grade level performance.

**Root Cause 5:**

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 1:** In 5th grade science, 47% of all students are meeting grade level performance, which is a 1% increase in performance.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The student subgroup EL historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2022, only % of EL students met standard on the reading test compared to % of all students.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The student subgroup Sped historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2022, only % of Sped students met standard on the reading test compared to % of all students.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** The student subgroup Eco Dis historically scores below all students in meeting grade level performance in all subjects and grade levels. In 2022, only % of Eco Dis students met standard on the reading test compared to % of all students.

**Root Cause 4:**

**Problem Statement 4 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 43% to 50% on the 2023 STAAR exams.

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





Strategy 1 Details	Reviews			
<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:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Coaches - Title I - \$145,206, Materials for small group instruction - Title I - \$2,000, Substitutes for Data Meetings - Title I - \$1,000, Extra duty for remediation groups/tutoring using data - ESSER III - \$12,000, Materials to scaffold learning - State Comp Ed - \$4,446</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources:</b> Guided Math Consultant - ESSER III - \$30,000, Substitutes for planning of tiered small group instruction - ESSER III - \$3,420, Materials for tiered small groups - Title I - \$11,114</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** 43% of EL students will meet grade level standard on the 2023 STAAR exams.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.  <b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts  <b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Funding Sources:</b> Substitutes for data meetings - Title I - \$1,000, Computers for data disaggregation - Title III - \$400, Extra duty for remediation using data - Title III - \$3,600</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.  <b>Strategy's Expected Result/Impact:</b> Increase number of EL students meeting grade level standards  <b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Funding Sources:</b> Dreambox technology to build skills and help tier groups - Title I - \$8,000, Materials for small group tiered groups - Title I - \$6,000, Books/materials for tiering small group - Title III - \$1,000, Extra duty pay for tiered small groups - ESSER III - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** 55% of 5th grade students will meet grade level standards on the 2023 science STAAR exam.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.  <b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts  <b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Funding Sources:</b> Substitutes for Data Meetings - Title I - \$1,000, Small group instructional materials and materials for hands on lab experiences - Title I - \$6,000, Extra Duty for remediation/reteach groups using data - ESSER III - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.  <b>Strategy's Expected Result/Impact:</b> Increase number of EL students meeting grade level standard  <b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Funding Sources:</b> Employee travel to staff development to bring back to professional learning community - Title I - \$5,800, Staff Development - Title I - \$4,000, Materials for tiered small group instruction - Title I - \$12,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 2023 STAAR by 5%.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.  <b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts  <b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Substitutes for Data Meetings - Title I - \$1,000, Math Interventionist - ESSER III - \$70,000, Extra Duty for remediation groups using data - ESSER III - \$5,411, Materials for special education students to scaffold lessons - State Comp Ed - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.  <b>Strategy's Expected Result/Impact:</b> Increase number students meeting grade level standard  <b>Staff Responsible for Monitoring:</b> Administration, instructional coaches, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Materials for tiered small group instruction - Title I - \$12,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 6th grade students will meet grade level standards and 40% 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	Reviews			
<p><b>Strategy 1:</b> Teachers will collect and use data in a timely manner to plan and implement targeted instruction.  <b>Strategy's Expected Result/Impact:</b> Increase in student mastery of concepts  <b>Staff Responsible for Monitoring:</b> teachers, interventionist, instructional coach   <b>Funding Sources:</b> Substitutes for Data Meetings - Title I - \$1,000, Reading Interventionist - ESSER III - \$76,812</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in feedback cycles to gain proficiency in tiering small groups.  <b>Strategy's Expected Result/Impact:</b> teachers, interventionist, instructional coach  <b>Staff Responsible for Monitoring:</b> Increase number students meeting grade level standard   <b>Funding Sources:</b> Contracted Consultant - Jennifer Serravallo working on tiering lessons - Title I - \$4,900, Contracted Consultant - building capacity of students by individual conferring - ESSER III - \$21,461, Materials for small group tiered instruction - Title I - \$12,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.

Strategy 1 Details	Reviews			
Strategy 1: Weekly meetings with financial secretary to discuss and review budget.	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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.

**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	Reviews			
<b>Strategy 1:</b> Strategy 1 Meet bi-monthly to build community of support for and provide professional development to new to Vogel teachers.	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<p><b>Strategy 1:</b> Increase parent participation in title nights by 10%</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Healthy Snacks for Parent Information Nights - Title I - \$1,000, Materials for Parent Information Nights - Title I - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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	Reviews			
<b>Strategy 1:</b> Teachers will participate in professional development around the implementation of CHAMPS.  <b>Funding Sources:</b> PBIS Liaison - State Comp Ed - \$56,880	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

**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.

# State Compensatory

## Budget for Vogel Intermediate

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Vogel Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Haynes	Instructional Coach	1
Maribel Aguilar-Philly	PBIS	1



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 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. Campus Improvement Plan

### 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, RTI interventionists, 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. Annual Evaluation**

### **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. Parent and Family Engagement (PFE)**

### **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).

## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Graves	Reading Interventionist	ESSER	1.0
Erin Balazs	Instructional Coach	Title	1.0
Michael Molina	Math Interventionist	ESSER	1.0

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Data Meetings		\$1,000.00
1	1	1	Materials for small group instruction		\$2,000.00
1	1	1	Instructional Coaches		\$145,206.00
1	1	2	Materials for tiered small groups		\$11,114.00
1	2	1	Substitutes for data meetings		\$1,000.00
1	2	2	Materials for small group tiered groups		\$6,000.00
1	2	2	Dreambox technology to build skills and help tier groups		\$8,000.00
1	3	1	Substitutes for Data Meetings		\$1,000.00
1	3	1	Small group instructional materials and materials for hands on lab experiences		\$6,000.00
1	3	2	Employee travel to staff development to bring back to professional learning community		\$5,800.00
1	3	2	Materials for tiered small group instruction		\$12,000.00
1	3	2	Staff Development		\$4,000.00
1	4	1	Substitutes for Data Meetings		\$1,000.00
1	4	2	Materials for tiered small group instruction		\$12,000.00
1	5	1	Substitutes for Data Meetings		\$1,000.00
1	5	2	Materials for small group tiered instruction		\$12,000.00
1	5	2	Contracted Consultant - Jennifer Serravallo working on tiering lessons		\$4,900.00
4	1	1	Materials for Parent Information Nights		\$5,000.00
4	1	1	Healthy Snacks for Parent Information Nights		\$1,000.00
<b>Sub-Total</b>					\$240,020.00
<b>Budgeted Fund Source Amount</b>					\$240,020.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra duty for remediation using data		\$3,600.00
1	2	1	Computers for data disaggregation		\$400.00
1	2	2	Books/materials for tiering small group		\$1,000.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials to scaffold learning		\$4,446.00
1	4	1	Materials for special education students to scaffold lessons		\$8,000.00
4	2	1	PBIS Liaison		\$56,880.00
<b>Sub-Total</b>					\$69,326.00
<b>Budgeted Fund Source Amount</b>					\$69,326.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra duty for remediation groups/tutoring using data		\$12,000.00
1	1	2	Guided Math Consultant		\$30,000.00
1	1	2	Substitutes for planning of tiered small group instruction		\$3,420.00
1	2	2	Extra duty pay for tiered small groups		\$5,000.00
1	3	1	Extra Duty for remediation/reteach groups using data		\$3,000.00
1	4	1	Extra Duty for remediation groups using data		\$5,411.00
1	4	1	Math Interventionist		\$70,000.00
1	5	1	Reading Interventionist		\$76,812.00
1	5	2	Contracted Consultant - building capacity of students by individual conferring		\$21,461.00
<b>Sub-Total</b>					\$227,104.00
<b>Budgeted Fund Source Amount</b>					\$227,104.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$541,450.00
<b>Grand Total Spent</b>					\$541,450.00
<b>+/- Difference</b>					\$0.00