

**Seguin Independent School District**  
**Vogel Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

*Empower Students' social and academic growth through engagement and compassion.*

## Vision

Inspiring life-long learners

## Value Statement

### Priorities

Creating and Supporting Future Ready Students  
Supporting and Valuing Staff  
Developing Relationships with Family and the Community  
Creating a Thriving Learning Community

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	7
School Processes & Programs .....	10
Perceptions .....	12
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 50% by August 2025. ....	17
Goal 2: Campus will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 41% to 47% by August 2025. ....	19
Goal 3: Vogel ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements. ....	22
Goal 4: Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard. ....	24
Goal 5: Vogel will maintain staff, parent and community satisfaction determined by data collected. ....	29
Goal 6: Vogel students will be enrolled in a safe, engaging, efficient learning environment. ....	34
Goal 7: Vogel students will be enrolled in a campus that is rated A or B by August 2025. ....	35
2023-2024 CPOC .....	37
Campus Funding Summary .....	38
Addendums .....	39

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

During the 2022-2023 school year Vogel Elementary served 400 students. We continue to grow with new developments all around the school. Vogel has a full time principal, associate principal, assistant principal, counselor, academic dean, librarian, reading/math interventionist, and a GT teacher that we share with another campus. Vogel also has a technologist, a music teacher, outdoor learning experience teacher, PE teacher and PE aide. Vogel serves as the location for students that need extra behavior support. This position will have one teacher and 2 aides. Our campus also serves multi grade level students in a structured learning classroom. This classroom has one teacher and two aides.

Vogel is a LIINK campus that supports Positive Action and SEL.

RTI is conducted monthly and teachers analyze data in weekly PLC's on campus. Faculty meetings are once a month or as needed. The master schedule was created to maximize instructional time for all grade levels. The master schedule includes a built in intervention to support students academic needs.

Every teacher serves on at least one committee: Guiding Coalition/SBDM, PBIS, Cheer, Student Council, Parenting partners, Yearbook and TCC/DEIC.

Students use ISTATON daily and are aware of their performance. Data is analyzed and discussed at monthly RTI.

All teachers have been to the PLC Institute and are able to engage in a true PLC. Our goal is for teacher leads and the AD to run the PLC meetings and for the Principal, and AP to be there for support and guidance only.

The community around Vogel is growing. Across the street from Vogel on FM725 is a subdivision called Arroyo Ranch consisting of 1,100 potential homes. There is another home development behind Vogel on 46 that is currently building homes rapidly. Pricing starts in the 190s. Several of the top employers in Seguin are Caterpillar, CMC Steel, Tyson Foods, Guadalupe Regional Medical Center, Niagra and Texas Lutheran University.

Vogel is 74% Economically disadvantaged.

### Ethnic Distribution 22-23 of students

<b>African American</b>	<b>8</b>	<b>2.00%</b>
Hispanic	204	50.87%
White	176	43.89%
Native American	1	0.25%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	12	2.99%

### Teachers by Ethnicity and Sex

<b>African American</b>	<b>0.0</b>	<b>0.0%</b>
Hispanic	5	17%
White	21	81%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	0	0.0%
Males	1	0.0%
Females	25	100%

### Students by Grade 22-23

<b>Kindergarten</b>	<b>56</b>	<b>14.3%</b>
Grade 1	64	16.3%
Grade 2	65	16.6%

<b>Kindergarten</b>	<b>56</b>	<b>14.3%</b>
Grade 3	68	17.3%
Grade 4	65	16.6%
Grade 5	73	18.6%

**Demographics Strengths**

We have teachers that are from middle school, Prek and various backgrounds bringing content knowledge to our campus. This allows us to build capacity in others as they share their knowledge and expertise with their students and teams. They will add value to each grade level as we vertically plan across the campus.

The campus offers GT from an experienced teacher for students who are identified.

Arroyo Ranch and Sky Valley will increase the student population of the campus. Rezoning and these new subdivision will add an influx of students from diverse backgrounds to our campus.

The ACE site coordinator, William Loeffler is on campus from 10:30-6:30 mentoring students after school. ACE will offer after school opportunities for students to participate in clubs, enrichment, tutorials and social emotional learning.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Staff ethnicity is not reflective of the school student ethnicity breakdown. Teacher ethnicity breakdown is 81% white and 17% Hispanic and 4.1% two or more races whereas student ethnicity breakdown is 56% Hispanic, 41% White 2% African American and Two or more races. **Root Cause:** Increase in underrepresented student population.

**Problem Statement 2:** Attendance is not meeting the state average of 95%. Vogel ended the year at 94%. **Root Cause:** Knowledge of compensatory attendance law.

# Student Learning

## Student Learning Summary

Data is evaluated regularly and is used to drive instructional practices. Teachers meet with the Administrative team and AD in PLCs to disaggregate personal and grade level data. Intervention is built into the master schedule for 45 minutes and will focus on reteaching essential standards. Teachers will engage in effective Tier 1 instruction monitored by the principal, assistant principal and the AD.

Benchmark Data 2022-2023

K-2 Imagine Math

Grade	BOYA App/Meets/Masters	EOYA App/Meets/Masters
Kindergarten	15/2/0	41/21/0
1st grade	28/3/0	39/39/6
2nd grade	29/2/0	21/33/29

Third grade - 2022-2023	Approaches	Meets	Masters
Reading	62%	32%	12%
Math	56%	26%	9%

Sped - Approaches/Meets/Masters

Reading (12 students) - 25/8/8

Math (13 students) - 23/15/8

Fourth grade - 2022-2023	Approaches	Meets	Masters
Reading	52%	19%	3%
Math	58%	34%	11%

Sped - Approaches/Meets/Masters

Reading (17 students) - 18/0/0

Math (18 students) - 17/6/0

<b>Fifth grade - 2022-2023</b>		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading		68%	44%	21%
Math		57%	32%	9%

Sped - Approaches/Meets/Masters

Reading (21 students) - 48/14/10

Math (21 students) - 38/19/5

IStation Data 2022-2023

<b>Grade Level</b>	<b>BOY 1 &amp; 2</b>	<b>BOY 3 -5</b>	<b>EOY 1 &amp; 2</b>	<b>EOY 3-5</b>
K	57%	43%	46%	54%
1st	51%	49%	52%	48%
2nd	47%	53%	62%	38%
3rd	46%	54%	57%	43%
4th	63%	37%	68%	32%
5th	52%	47%	53%	47%

### **Student Learning Strengths**

Students monitor their own academic progress in Istation using their data folder. Teachers use data squares to monitor student progress on Istation, CBAs, benchmarks, and Common Formative Assessments. In addition, teachers use data to form Guided Reading/Guided Math and intervention groups.

PLCs are weekly to collaborate and discuss the various learning needs of all students through the 4 PLC questions. Teachers focus on the essential TEKS while planning daily intervention lessons. Teachers will work interdependently to support and model for team members high quality instructional methods. Grade levels meet one day per week outside of their PLC day to plan as a team. Vogel uses Playlist strategies, ICLE and Avid strategies to support learning at high levels.



K - Imagine Math saw a 26% growth in approaches

1 - Imagine Math saw a 36% growth in meets

2 - Imagine Math saw a 31% growth in meets and 29% in masters

K- Istation growth 4% approaches and 5% in masters

1 - Istation growth 5% in meets

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Fifty percent of K-2 students are not approaching grade level on Istation. **Root Cause:** Cycles and interventions are not discussed at data meetings and then implemented to fidelity.

**Problem Statement 2 (Prioritized):** Based on STAAR preliminary data it is estimated 40-50% of students are at risk of not passing STAAR at the meets level. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks and guided reading/math blocks.

**Problem Statement 3 (Prioritized):** Vogel sped students are under performing on state assessments. **Root Cause:** Limited grade level PLC discussions with sped teachers, staff development, and differentiation in the classroom.

# School Processes & Programs

## School Processes & Programs Summary

The Vogel staff consists of individuals that range from 1-30 years of experience. Our teachers participate in a mentoring program that pairs new teachers with veteran teachers. Teachers will be moved to strengthen teams.

Teachers participate in monthly RTI meetings with Admin and grade level teams to discuss progress of students and interventions. Every classroom teacher has a 60 minute daily block of time for intervention.

Vogel teachers meet twice a week for 120 minutes where grade level teams meet to discuss the four PLC questions. Teacher teams will meet vertically as needed with the grade level below them to align instructional strategies across the campus. There is a strong sense of urgency and commitment to improve the academic achievement of all students. All students will have access to high levels of learning. We will focus on providing the support students need to make progress in reading. Teachers in k-3 will focus on SGRI provided by the elementary specialist targeting foundational skills.

Vogel is a LiiNK campus that has a built-in 15 min block of time for Positive Action lessons everyday. We also have a PBIS/SEL committee that meets once a month as a team to review discipline data and campus wide expectations. Vogel has an after school ACE program that is active on our campus providing tutoring, clubs, homework support and enrichment for at risk students.

Teachers will be observed through walkthroughs by the principal, associate principal, assistant principal and academic dean. We will develop a plan for any teacher in need of support in the area of instruction or classroom management. All teachers will go through guiding reading training or refresher. In addition, to campus support we have a Reading/Math interventionist to work with groups during intervention. Teachers in need of support will be monitored through the walkthrough/feedback cycle to determine areas of professional development

**Parental Involvement - Vogel has an active PTC with social media presence of Facebook. We will continue Parenting partners in the 2023-2024 school year.**

**Classroom Management/discipline and PBIS process - Vogel has implemented a leveled matrix of behavioral interventions for classrooms. Confidential Counseling forms are available when requested. PBIS/CHAMPS expectations are reviewed and implemented in all classrooms and common areas.**

**Vogel partners with Ed Elements to implement Blended Learning, and participates in several walkthroughs during the school year.**

## School Processes & Programs Strengths

One hundred twenty minutes a week set aside for our four PLC questions. Teachers will participate in vertical PLC to collaborate with the grade above or below them as needed. Vogel's interventionist supports during the PLC block. A 45 minute intervention block is included in the master schedule.

Teachers on campus have transferred from middle school and Prek to vertically align our essential standards.

Vogel has active committees with monthly meeting to focus on SST, RTI, PBIS/SEL, parenting partners, restorative practices, Student Council, and teacher communication. In addition, Vogel has an after school ACE program providing tutoring, clubs, homework support and enrichment for at risk students.

Vogel Admin team will be involved in learning MAYA strategies to support teachers. We are also Part of the System of Great Schools where we will focus on the Essential Schools

Framework. Roles and Responsibilities for the admin team that will be clearly defined. Vogel partners with Ed Elements to support Blended Learning.

Vogel uses Panorama with fidelity to plan and implement student interventions and track progress in academics and SEL.

Vogel admin team conducts 3 daily door checks, and data is recorded on a district spreadsheet. Safety drills are completed monthly, which include evacuation, shelter in place, and A.L.I.C.E.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Academic nights have lower attendance than non academic nights. **Root Cause:** Communication from campus is not clearly defined on the agenda for each grade level.

**Problem Statement 2:** Special education teachers are limited in their ability to collaborate with teachers during PLC time. **Root Cause:** The special education teacher is focused on meeting IEP minutes.

**Problem Statement 3:** New teachers need more support. **Root Cause:** Incomplete onboarding process.

**Problem Statement 4:** More than half of the discipline referrals come from the playground **Root Cause:** Monitoring students.

**Problem Statement 5:** Need more time to vertically align. **Root Cause:** Scheduling, coverage and content area.

# Perceptions

## Perceptions Summary

Vogel Elementary implements PBIS and CHAMPS initiatives through a comprehensive campus plan. All staff are trained and use a common language to provide consistency to all students. Daily reminders are given during morning announcements and throughout the day. Students are reminded of school expectations through different medias.

The campus has a PTC and it is active. The campus hosts a carnival, math/reading nights, game night, and a food truck night. All parent notices and communication are sent out in English and Spanish. The campus uses call outs on school messenger, Peachjar, SeeSaw, remind 101, Facebook, twitter, and the campus web page to communicate to parents.

Vogel will ensure its Mission and Vision drive our work. All stakeholders will be made aware of the Mission and Vision because we will have it posted on email signatures, newsletters, around the school and it will be verbalized every morning in our announcements.

Vogel will establish itself as an inclusive school reaching and teaching all students at high levels while meeting their social emotional needs. We will value all stakeholders and create opportunities to communicate effectively with everyone. Student and teacher surveys have showed that most feel safe and valued here at Vogel. Teacher surveys show a strong feeling of respect and belonging is given to teacher by admin.

Vogel has monthly fire drills and ALICE drills to create a safe environment where we are ready for all situations.

## Perceptions Strengths

The routine safety drills that are held on campus allow the students and staff to feel prepared and safe in the event of an emergency. The drills have been planned out for the entire year. Daily door checks are included as well.

Providing opportunities for students to engage in activities in school creates a well rounded, happy student body: career days, field day, dress-up days, carnival and academic nights.

Campus newsletters in English and Spanish are sent out once a month.

The student experience for the year will include voice and choice through blended learning as well as an outdoor learning experience during a specials rotation.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students and families use the word bullying in a lot of situations that are not true bullying cases. **Root Cause:** Vogel has not provided the appropriate campus wide training to all stakeholders.

# Priority Problem Statements

**Problem Statement 1:** Vogel sped students are under performing on state assessments.

**Root Cause 1:** Limited grade level PLC discussions with sped teachers, staff development, and differentiation in the classroom.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Fifty percent of K-2 students are not approaching grade level on Istation.

**Root Cause 2:** Cycles and interventions are not discussed at data meetings and then implemented to fidelity.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Based on STAAR preliminary data it is estimated 40-50% of students are at risk of not passing STAAR at the meets level.

**Root Cause 3:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks and guided reading/math blocks.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Academic nights have lower attendance than non academic nights.

**Root Cause 4:** Communication from campus is not clearly defined on the agenda for each grade level.

**Problem Statement 4 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


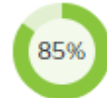







# Goals

**Goal 1:** Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 50% by August 2025.

**Performance Objective 1:** By May 2024, the percentage of students who perform on grade level on the ISIP Reading 3-5 will improve from 46% to 60%.

**Evaluation Data Sources:** ISIP data











Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel teachers will use data to target skills in each cycle for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students increasing in level 3,4 and 5 according to ISIP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal AD Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
	 85%	 85%	 85%	
<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:** Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 50% by August 2025.

**Performance Objective 2:** By May 2024, the percentage of students who perform on grade level on the ISIP Reading K-2 will improve from 46% to 60%.

**HB3 Goal**

**Evaluation Data Sources:** ISIP data for K-2







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will employ a Title 1 teacher to support students. Support will focus on increase foundational literacy skills in K-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students scoring in level 3,4, and 5 on ISIP</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel teachers will use data to target skills in each cycle for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of students increasing in level 3,4 and 5 according to ISIP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				










**Goal 2:** Campus will Increase the percentage of 3-5 grade students who score meets grade level or above on STAAR Mathematics from 41% to 47% by August 2025.

**Performance Objective 1:** By the end of the 2024 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase from 30% to 50% and increase 20% to 50% in 3-5.

**HB3 Goal**

**Evaluation Data Sources:** Imagine Math EOY Benchmark

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel Elementary will employ a Title 1 aide to support growth for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will internalize lessons in PLC and implement effective lessons that are aligned to grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximized instructional time followed by growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Academic Dean will support teachers in the overall achievement of students at Vogel Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> The AD will create systems for supporting teachers through PLC, modeling and co-teaching. The AD will provide walkthroughs and feedback to support growth in teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be provided extra planning time to internalize lessons and create stations that meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth and targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will have time after module assessments to desegregate data. All campus stakeholders will focus on targeted instruction for intervention, small group and create stations for personalized learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective groups and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**








**Problem Statement 1:** Fifty percent of K-2 students are not approaching grade level on Istation. **Root Cause:** Cycles and interventions are not discussed at data meetings and then implemented to fidelity.

**Problem Statement 2:** Based on STAAR preliminary data it is estimated 40-50% of students are at risk of not passing STAAR at the meets level. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks and guided reading/math blocks.

**Goal 3:** Vogel ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements.

**Performance Objective 1:** Vogel will increase the percentage of students who score meets grade level or above on the Science STAAR 51% to 60%.

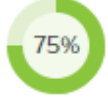
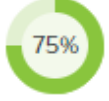

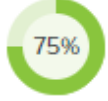
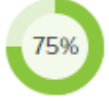

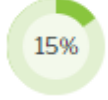




**Evaluation Data Sources:** STAAR Science data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will design and implement effective and engaging tier 1 lessons that are aligned to grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	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 3:** Vogel ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements.

**Performance Objective 2:** Vogel will increase student awareness in college and career opportunities available to them by the end of 2024.

**Evaluation Data Sources:** Sign up genius

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will invite members of the community to share careers bi-monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of career opportunities beyond highschool</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Make students aware of different colleges by promoting college shirt day, decorating hallways, and individual teacher college banners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are aware of different college opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Counselor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vogel will partner with the Highschool to provide FFA days twice a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students aware of Agricultural opportunities available in high school and beyond</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Jessica Brown</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 1:** Spring Panorama Student Survey Data: Grit question "If you fail to reach an important goal how likely are you to try again?" Goal is to increase from 52% in Spring 2023 to 62% in Spring 2024.

**Evaluation Data Sources:** Panorama Student Survey







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will ensure students receive daily positive action lessons to teach grit, social skills and appropriate interactions with peers.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student interactions and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principal Associate Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will reflect and set goals based on their data from module test.</p> <p><b>Strategy's Expected Result/Impact:</b> Student self efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p>	Formative			Summative
	Nov	Jan	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 4:** Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 2:** By May 2024, SELweb overall assessment score in grades K-5 will improve from 80% to 85%.








**Evaluation Data Sources:** SEL Web survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Emotion recognition, Social Perspective -Taking, Social Problem Solving, and Self-Control will be integrated through positive action and guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of others feelings, intentions, problems/solution strategies and self control during social interaction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Counselor Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 3:** By June 2024, Vogel will offer a minimum of five non academic community engagement opportunities for all stakeholders.

**Evaluation Data Sources:** Sign in sheets and survey data collected during events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will increase opportunities for parent engagement activities such as Grandparents day lunch, Choir performances, Thanksgiving Day lunch, Veteran's Day, Jingle bell run, Bike Rodeo, Craft night and Fall Carnival.</p> <p><b>Strategy's Expected Result/Impact:</b> Well rounded engagement opportunities for parents and students to engage and to connect as a community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.











**Performance Objective 4:** By the 2023-2024 school year, Vogel will implement student experiences that honor Whole child learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development in the implementation of PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel students will be provided Intervention and enrichment during Intersession and ACE.</p> <p><b>Strategy's Expected Result/Impact:</b> Developing the whole child and to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal ACE Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Vogel will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 5:** By the end on the 2023-2024 school year, Vogel will increase attendance from 93% to 95%.








**Evaluation Data Sources:** End of year ADA report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel attendance clerk, admin and teachers will communicate with families about the importance of attending each and every day. Missing Matadors Matter.</p> <p><b>Strategy's Expected Result/Impact:</b> Students not dropping below 90% of compensatory attendance law.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Attendance Clerk Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel will celebrate and encourage attendance through various incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Students excited and rewarded about being at school everyday.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Attendance Clerk Teachers</p>	Formative			Summative
	Nov	Jan	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 5:** Vogel will maintain staff, parent and community satisfaction determined by data collected.

**Performance Objective 1:** By the May 2024, Vogel will improve parent customer service by 10% as measured by survey data and daily feedback on other platforms.










**Evaluation Data Sources:** Survey link data and multiple platform interactions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure Vogel promotes a welcoming environment to internal and external customers. <b>Strategy's Expected Result/Impact:</b> A positive culture for all stakeholders. <b>Staff Responsible for Monitoring:</b> Secretary Principal Associate Principal	Formative			Summative
	Nov	Jan	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 5:** Vogel will maintain staff, parent and community satisfaction determined by data collected.

**Performance Objective 2:** Vogel will increase the number of parents who are involved in parent groups and other engaging activities.

**Evaluation Data Sources:** Sign in sheets and parent commitments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will create experiences for families to participate in their students' education through Smore, Seesaw, Facebook, Peachjar, School Messenger and Academic nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Cultivate strong partnerships with parents and showcase student, staff and campus achievements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel Elementary will promote literacy through the "One Book, Two Grade Levels" program. Students in grades K-1, 2-3 and 4-5 will be provided with various books to be read at school and home. Students will participate in activities to build a love of literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> School and family connection</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Principal Associate Principal Academic Dean</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Books - 211 Title I - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vogel Elementary will translate essential documents including but not limited to, the Campus Improvement Plan, notes home regarding school events, and parent-teacher communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information in parents native language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Vogel will develop a parenting partner team to provided professional learning and activities for parents. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement and perceptions. Parents teaching parents. <b>Staff Responsible for Monitoring:</b> Counselor Principal Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Academic nights will provide parents with opportunities to engage in High Quality Instructional Materials. <b>Strategy's Expected Result/Impact:</b> Increase parent ability to support students at home. <b>Staff Responsible for Monitoring:</b> Principal Associate Principal AD  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	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>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Academic nights have lower attendance than non academic nights. <b>Root Cause:</b> Communication from campus is not clearly defined on the agenda for each grade level.

**Goal 5:** Vogel will maintain staff, parent and community satisfaction determined by data collected.








**Performance Objective 3:** By Spring of 2023, teacher turnover will decrease by 10%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create an on-boarding system of support for new teachers with 0-2 years experience. <b>Strategy's Expected Result/Impact:</b> No transfer request	Formative			Summative
	Nov	Jan	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 5:** Vogel will maintain staff, parent and community satisfaction determined by data collected.











**Performance Objective 4:** By Spring of 2024, each campus's Academic Emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will believe the mission and vision of Vogel drives our work. <b>Strategy's Expected Result/Impact:</b> Belief in students	Formative			Summative
	Nov	Jan	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 6:** Vogel students will be enrolled in a safe, engaging, efficient learning environment.

**Performance Objective 1:** Create engaging learning spaces that ensure safety and security in an innovative environment that support teaching and learning,










**Evaluation Data Sources:** Door check spreadsheet, Raptor badges on all , and student choice in stations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel Administrators/Teachers will do daily door checks, checks for badges on all visitors and report suspicious vehicles.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe school</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel teachers will create learning environments through a blended redesign process that allow student voice and choice.</p> <p><b>Strategy's Expected Result/Impact:</b> Students speak to goals and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Teacher</p>	Formative			Summative
	Nov	Jan	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 7:** Vogel students will be enrolled in a campus that is rated A or B by August 2025.

**Performance Objective 1:** By August 2024, Vogel will be a B rated school.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By August 2024, Vogel will score a C or better in Domain 2 (School Progress Domain).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal AD Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ongoing PD and support for admin, teachers, paras, and parents. Modeling the strategies that teachers and paras will use in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance by improving and enriching instructional practices of teachers. Teachers will use the clear touch to model innovative lessons to support learning at all levels. As teachers meet during PLC A clear touch screen allows teachers to interact directly with digital content, such as educational apps, presentations, and websites. This can make lessons more engaging and help students better understand the material.</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Launch Blended Learning and Blended Learning Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal AD Blended Learning Specialist Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure all students have access to up-to-date and relevant instructional materials. <b>Strategy's Expected Result/Impact:</b> Improved STAAR scores and Istation scores. <b>Staff Responsible for Monitoring:</b> Principal Associate Principal AD  <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Instructional supplies - 211 Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Sped students with supplemental instruction/support and timely interventions. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance.  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Fifty percent of K-2 students are not approaching grade level on Istation. <b>Root Cause:</b> Cycles and interventions are not discussed at data meetings and then implemented to fidelity.
<b>Problem Statement 2:</b> Based on STAAR preliminary data it is estimated 40-50% of students are at risk of not passing STAAR at the meets level. <b>Root Cause:</b> Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks and guided reading/math blocks.
<b>Problem Statement 3:</b> Vogel sped students are under performing on state assessments. <b>Root Cause:</b> Limited grade level PLC discussions with sped teachers, staff development, and differentiation in the classroom.

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rhonda Jubela	Principal
Administrator	Emilie Rohde	Associate Principal
Counselor	Jeannie Rodriguez	Counselor
Classroom Teacher	Shyann Atchley	Kindergarten Lead Teacher
Classroom Teacher	Sarah Kent	1st Grade Lead Teacher
Classroom Teacher	Christie Hurt	2nd Grade Lead Teacher
Classroom Teacher	Cynthia Bentley	3rd Grade Lead Teacher
Classroom Teacher	Samantha Hamilton	4th Grade Lead Teacher
Classroom Teacher	Brianna Green	5th Grade Lead Teacher
Non-classroom Professional	Heidi Ulrich	Sped
Non-classroom Professional	Lisa Griffin	PE teacher
Non-classroom Professional	Sarah Noethen	Librarian
Business Representative	Sherie Jenke	Business Representative
Parent	Ashley Hartwick-Smith	Parent
Community Representative	Debbie Clark	Community
Community Representative	Claire Bright	Community
Parent	Erin Trickett Tracey	Parent
Business Representative	Sandy Clinton	Business Representative

# Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Books		\$4,000.00
7	1	4	Instructional supplies		\$5,000.00
<b>Sub-Total</b>					\$9,000.00
<b>Budgeted Fund Source Amount</b>					\$78,754.00
<b>+/- Difference</b>					\$69,754.00
<b>Grand Total Budgeted</b>					\$78,754.00
<b>Grand Total Spent</b>					\$9,000.00
<b>+/- Difference</b>					\$69,754.00

# Addendums



## VOGEL ELEMENTARY

# State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus  
Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students



## STATE COMPENSATORY EDUCATION PROGRAM OF VOGEL ELEMENTARY

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Vogel Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

### Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Vogel Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

### State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Vogel Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Vogel Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

## Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Vogel Elementary has a total student population of 374 students. Of the total population of students, ethnic distributions are as follows: 2.7% African American, 48.7% Hispanic, 46.5% White, 0.0% American Indian, 0.0% Asian, 0.0% Pacific Islander and 2.1% Two or More Races. Additional identifiers of the total population include: 63.4% Economically Disadvantaged, 36.6% Non-Educationally Disadvantages, 2.1% Emergent Bilingual and English Learners, and 0.3% with discipline placements. Specific to the intent and purpose of SCE program support, 43.9% of students are considered at risk.

### Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen “at-risk” categories. Depending on the indicator, students can be counted in more than one category.

Vogel Elementary			Readiness Test		Not Advanced		Failed STAAR		AEP		LEP		DPRS		Homeless	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%
K	74	18%	37	50%	0	0%			0	0%	0	0%	0	0%	1	1%
1	62	15%	39	63%	1	2%			0	0%	1	2%	0	0%	0	0%
2	67	16%	26	39%	0	0%			0	0%	3	4%	0	0%	1	1%
3	69	17%	40	58%	2	3%	1	1%	0	0%	0	0%	1	1%	1	1%
4	79	19%			6	8%	28	35%	0	0%	2	3%	0	0%	2	3%
5	65	16%			4	6%	42	65%	1	2%	5	8%	0	0%	3	5%
Totals	416	100%	142	34%	13	3%	71	17%	1	0%	11	3%	1	0%	8	2%

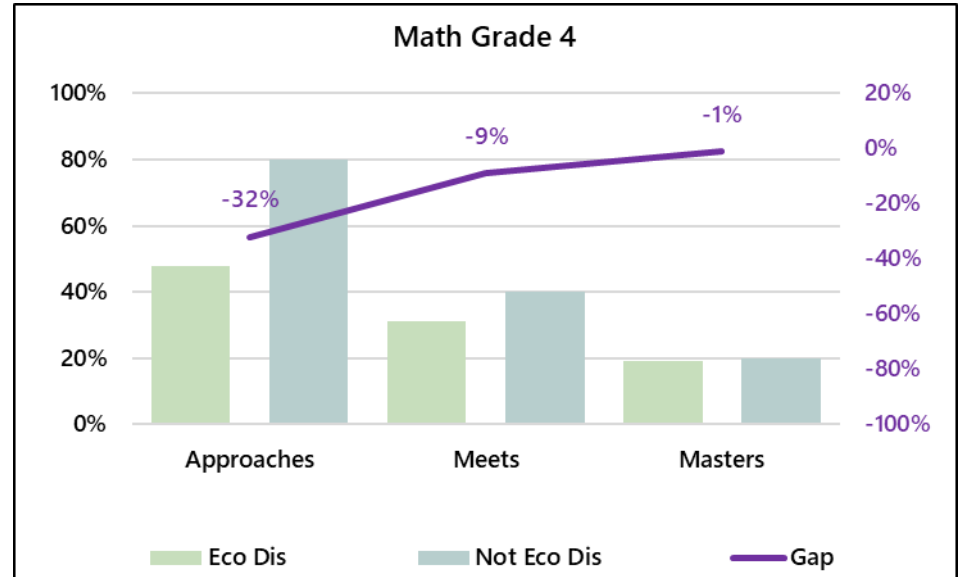
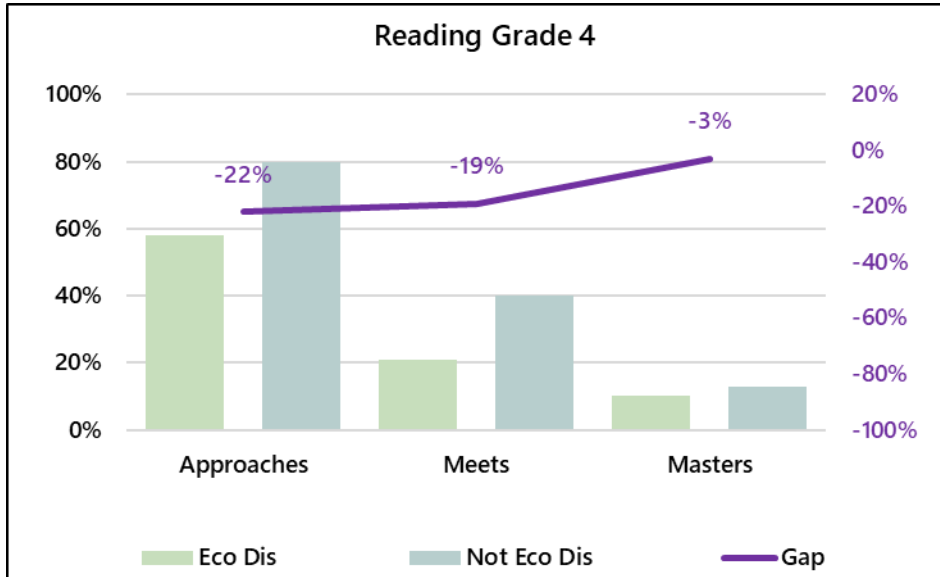
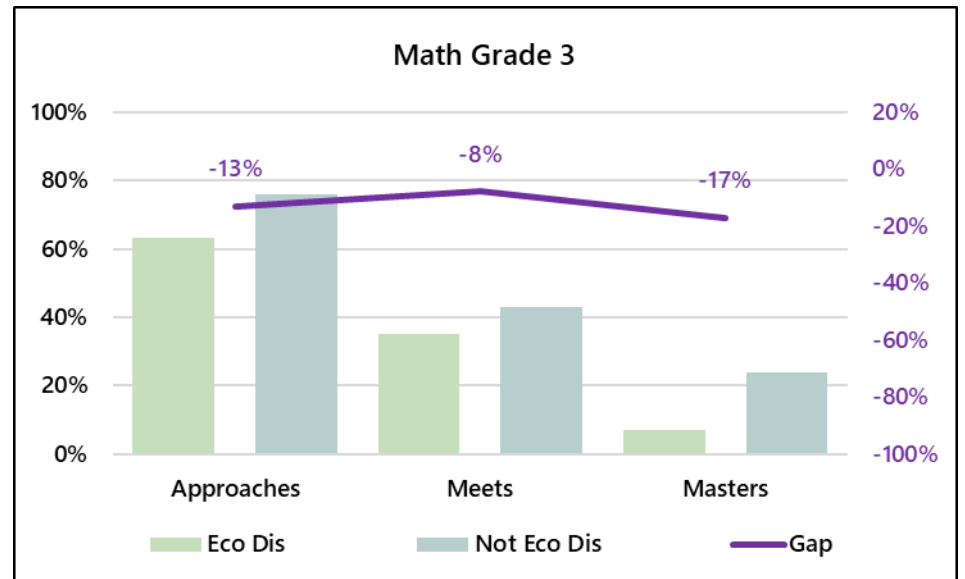
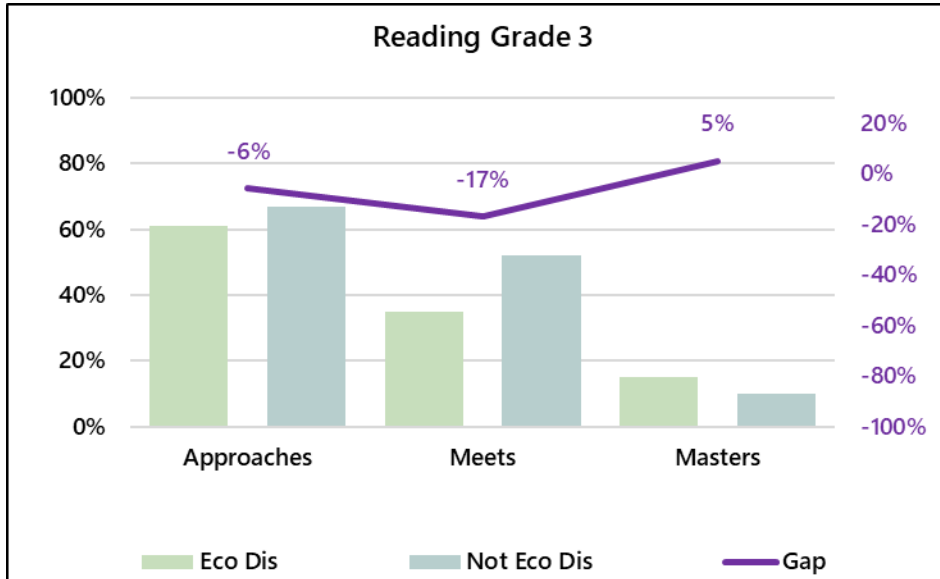
## State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

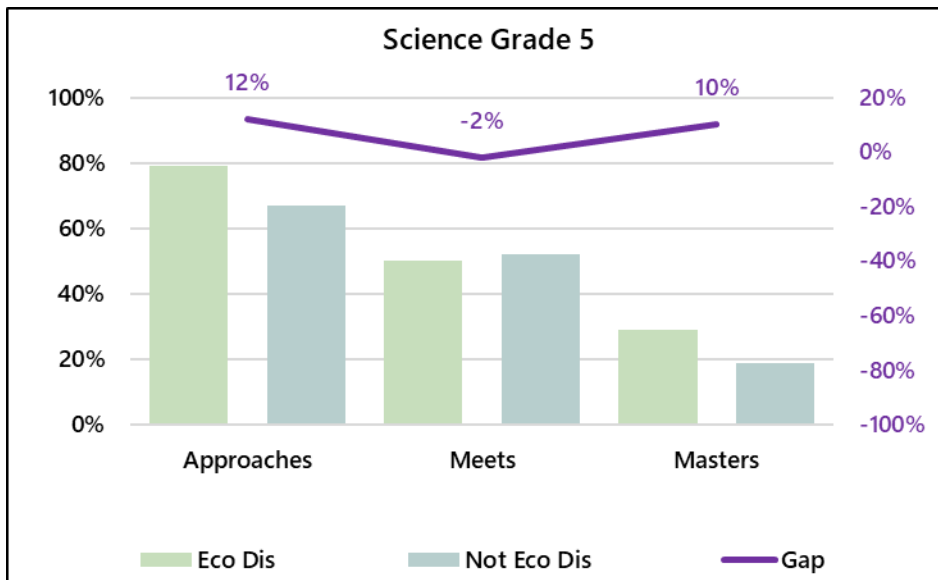
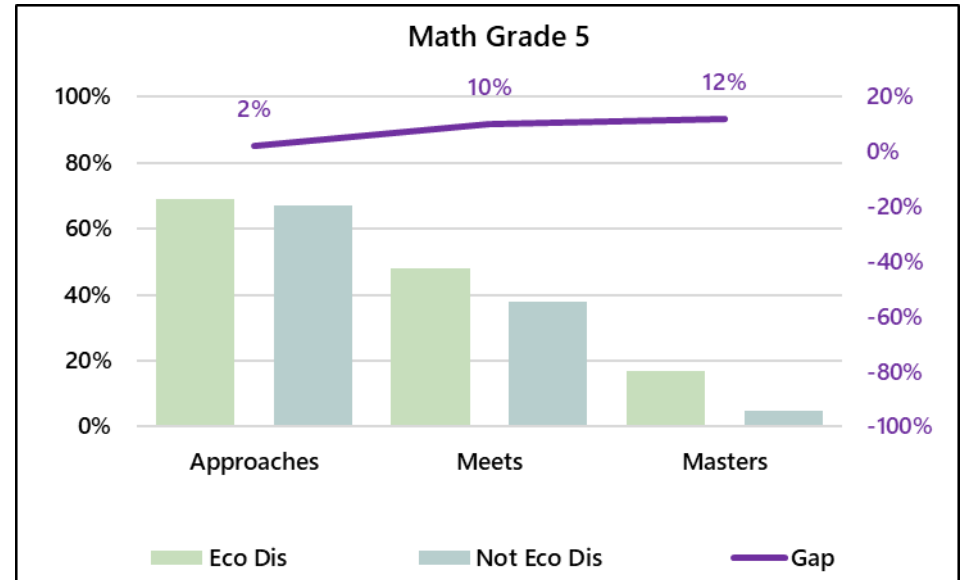
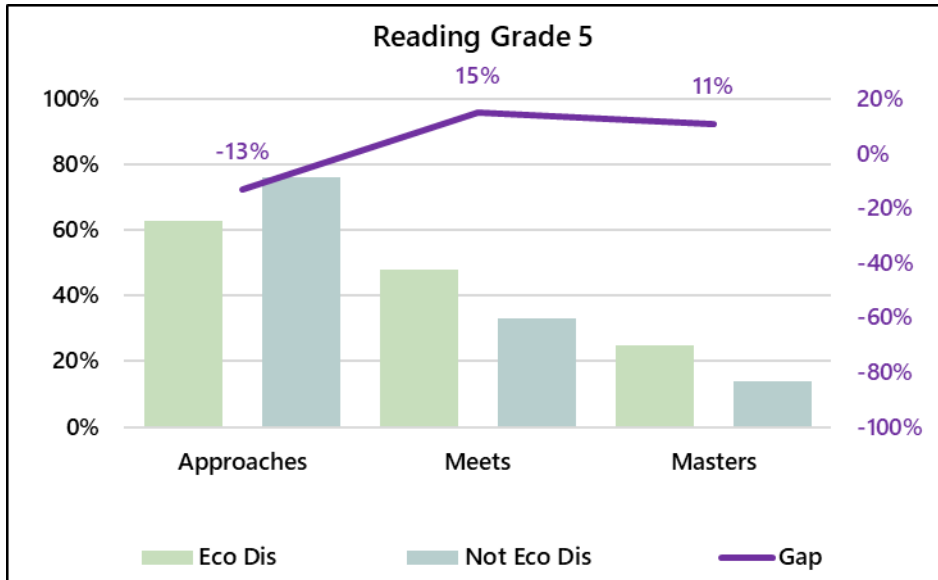
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Vogel Elementary’s accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
  - Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
  - Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
  - Are taught by a person with training in the applicable instructional materials.
  - Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
  - Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

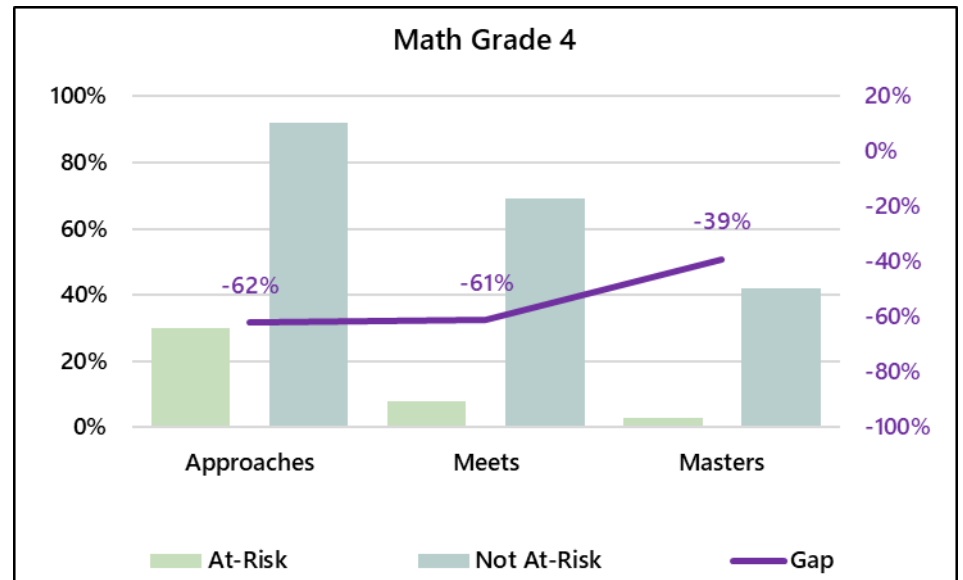
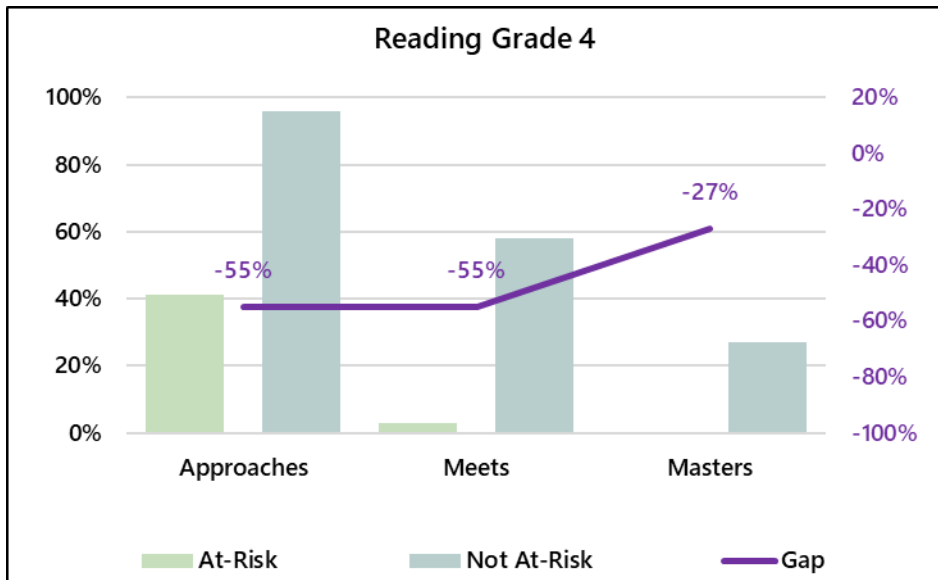
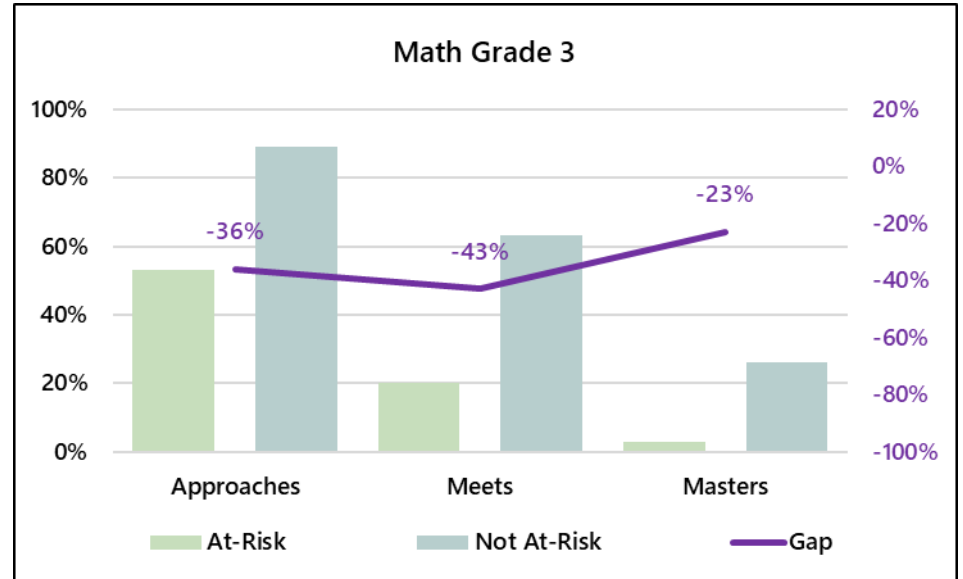
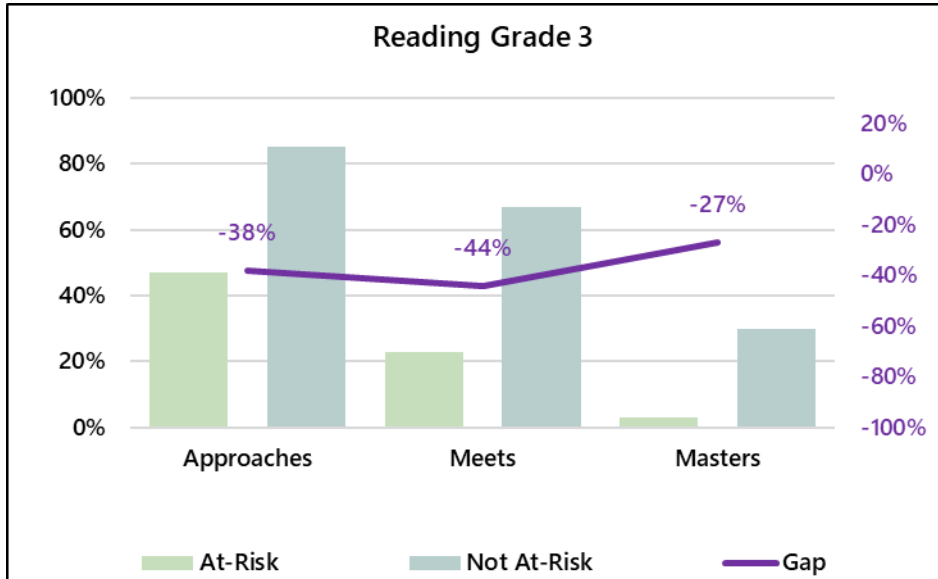
## Economically disadvantaged compared to not economically disadvantaged



## Economically disadvantaged compared to not economically disadvantaged (continued)

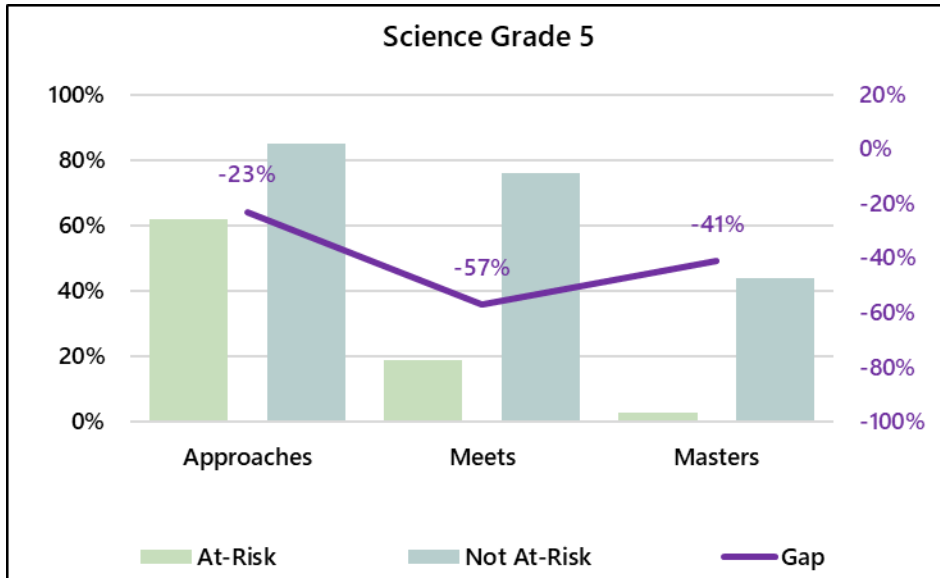
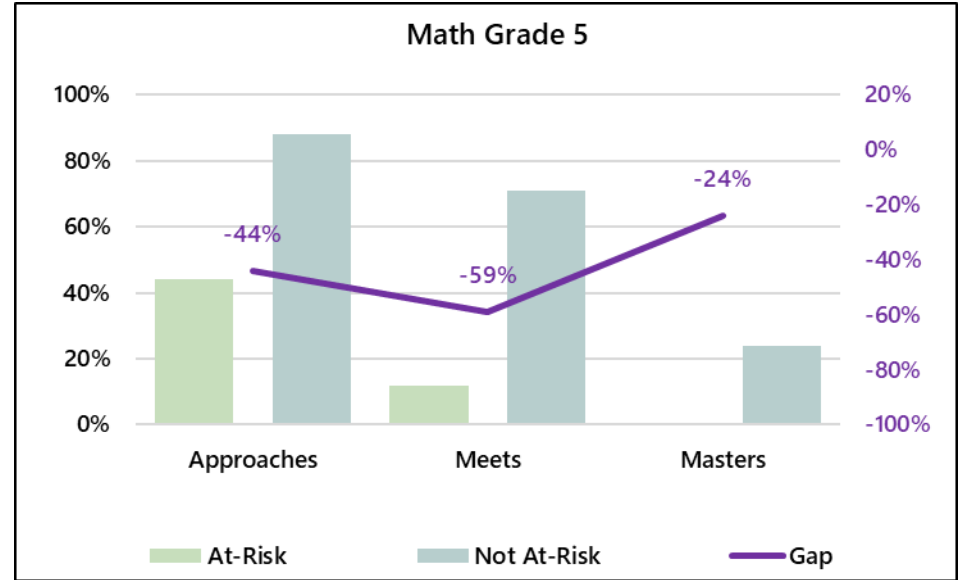
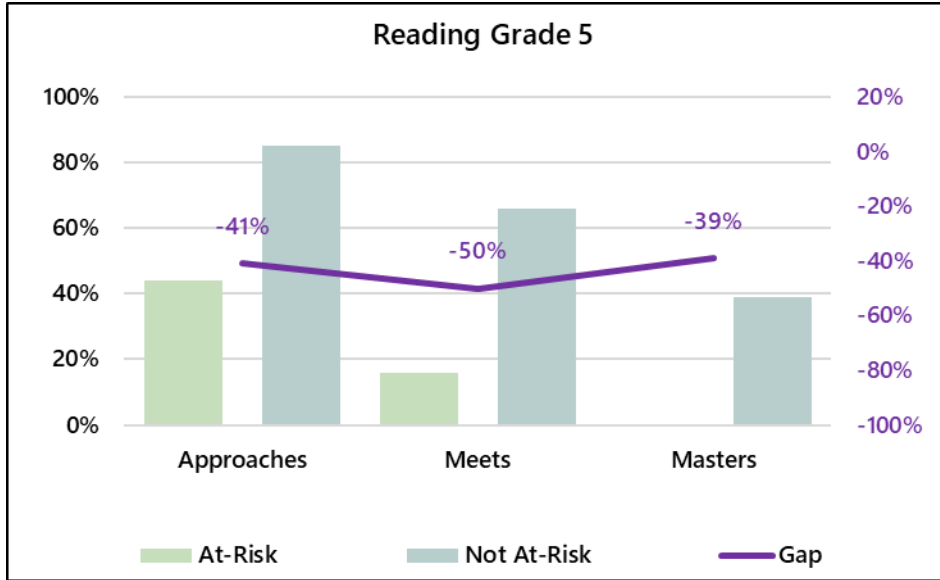


## At risk compared to not at risk





## At risk compared to not at risk (continued)



## Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Vogel Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

<b>Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) Economically Disadvantaged Compared to Not Economically Disadvantaged</b>			
Grade Level	Reading	Math	Science
Grade 3	-17%	-8%	
Grade 4	-19%	-9%	
Grade 5	15%	10%	-2%

<b>Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk</b>			
Grade Level	Reading	Math	Science
Grade 3	-44%	-43%	
Grade 4	-55%	-61%	
Grade 5	-50%	-59%	-57%

## SCE Programs and Services of VOGEL ELEMENTARY

Vogel Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Vogel Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

### State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Vogel Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Vogel Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

## Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Vogel Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Vogel Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Vogel Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Vogel Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

## Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

## Supplemental Federal Funds

**Title I, Part A (Fund 211)**—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

**Title I, Part D, Subpart 2 (Fund 211)** – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

**Title II, Part A (Fund 255)**— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

**Title III, Part A ELA (Fund 263)**— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

**Title III, Part A Immigrant (Fund 263)** - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

**Title IV, Part A (Student Support and Academic Enrichment (Fund 289)** – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

**ESSER III (Fund 282)**— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

## Supplemental State Funds

**Gifted & Talented (G/T) (PIC 21)** —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

**Bilingual (PIC 25)** —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

**Special Education (PIC 23)** —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.