

Seguin Independent School District
Vogel Elementary School
2022-2023 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2021-2022 school year Vogel served 384 students. We will continue to grow with all the new developments around the school . Vogel has a full time principal, assistant principal, counselor, academic dean, librarian, reading/math interventionist, two reading/math intervention aides and a GT teacher that we share with another campus. Vogel also has a technologist, a music teacher, PE teacher and PE aide. We recently became the campus that served as the location for students need extra behavior support. This position will have two teachers and 3 aides supporting students.

Vogel is a LIINK campus that supports Positive Action and SEL. Our school uses AVID as a college readiness system designed to increase the number of students that enroll in four-year colleges and universities.

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, AVID site-team, SBDM, PBIS/SEL,Cheer, Student Council, Parenting partners ,Crisis Response or Restorative Practices.

Students use ISTATION daily and are aware of their performance. Growth mindset is a campus focus. Data is analyzed and and discussed in weekly PLC time. All teachers have been to the PLC Institute and are able to engage in a true PLC. Our goal for this year is for teacher leads to run the PLC meetings and for the Principal, AP and AD to be there for support and guidance only.

The community around Vogel is growing. Across the street from Vogel on FM725 is a new 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 64% Economically disadvantaged.

Ethnic Distribution 21-22 of students

African American	5	1.37%
Hispanic	177	48.36%
White	177	48.36%
American Indian	0	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	7	1.91%

Males - 51%
Female - 49%

Teachers by Ethnicity and Sex

African American	0.0	0.0%
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 21-22

Kindergarten	54	12.4%
Grade 1	57	15.5%
Grade 2	60	16.3%
Grade 3	57	15.5%
Grade 4	70	19%
Grade 5	68	18.5%

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. All of our teachers are highly qualified. Thirteen percent of our teachers are sped certified, 67% of our teachers are ESL certified and 34% percent of our teachers are working on their masters or currently have their masters degree.

The campus offers GT from an experienced teacher for students who are identified. 67% percent of our teachers are GT certified.

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 through out the day and after school. ACE will offer after school opportunities for students to participate in clubs, enrichment, tutorials and social emotional learning.

We will have a male fifth grade teacher and music teacher on campus during 2022-2023 school year.

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 93%.

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.

Third grade - STAAR - 2021-2022	Approaches	Meets	Masters
Reading	57%	38%	23%
Math	70%	34%	20%

Sped - Approaches/Meets/Masters

Reading (7 students) - 29/14/14

Math 7 students) - 29/14/0

Fourth grade - STAAR - 2021-2022	Approaches	Meets	Masters
Reading	68%	51%	28%
Math	69%	42%	18%

Sped - Approaches/Meets/Masters

Reading (12 students) - 33/8/8

Math (12 students) - 58/17/8

Istation Data EOY 21-22	Does not meet	Approaches	Meets	Masters
k - 57	%	52%	34%	18 %
1st - 57	%	58%	46%	12 %
2nd - 60	%	57%	41%	16%
3rd - 58	%	53%	38%	15%
4th - 71	%	54%	41%	13%

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.

Fifth grade students showed growth in all content areas of STAAR from 2019-2021.

Reading: Approaches- 2021 67% to 2022 66%

Meets: 2021 38% to 2022 46%

Masters- 2021 18% to 2022 25%

SPED: Approaches 2021 27% to 2022 32%

Meets: 2021 9% to 2022 7%

Masters:2021 0% to 2022 7%

Math: Approaches- 2021 68% to 2022 70%

Meets: 2021 30% to 2022 41%

Masters: 2021 14% to 2022 17%

SPED: 2021 27% to 2022 43%

Meets: 2021 9% to 2022 18%

Masters: 2021 0% to 2022 4%

Science: Approaches - 2021 52% to 2022 67%

Meets: 2021 24% to 2022 28%

Masters: 2021 14% to 2022 11%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Forty - five percent of K-3 students are not meeting approaches or meets grade level expectations according to Istation. **Root Cause:** Lack of foundational skills acquired during Tier 1 instruction.

Problem Statement 2 (Prioritized): STAAR Reading Scores for the 2022-2023 Fourth grade students were 57/38/23 **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 3 (Prioritized): STAAR Math Scores for the 2022-2023 Fourth grade students were 70/34/20. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 4 (Prioritized): STAAR Math Scores for the 2022-2023 Fifth grade students were 69/42/18. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction. Opportunities to show thinking on paper.

Problem Statement 5 (Prioritized): STAAR Reading Scores for the 2022-2023 Fifth grade students were 68/51/28. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 6 (Prioritized): Vogel sped students are under performing on state assessments at less than 50% at meets grade level. **Root Cause:** Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.

Problem Statement 7 (Prioritized): Only 29% of fifth grade students are meeting grade level expectations on Science STAAR. **Root Cause:** Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades k-5.

School Processes & Programs

School Processes & Programs Summary

The Vogel staff consists of highly qualified individuals that range from 1-30 years of experience. Our teachers participate in a mentoring program that pairs new teachers with veteran teachers. Teachers in fourth and fifth grade are placed in their subject area of greatest strengths.

Teachers participate in monthly RTI meetings with Admin and grade level teams to discuss progress of students and interventions. Every classroom teacher has a 45 minute daily block of time for intervention.

Vogel is an AVID campus that provides organization for students as well as professional development for teachers on instructional strategies in the classroom. AVID leads meet once a month to discuss progress. New AVID strategies are modeled at all staff meetings throughout the year.

Vogel has a built in PLC block of time that alternates each week from 50 minutes to 110 minutes, where grade level teams meet to discuss the four PLC questions. Teacher teams will meet once a month vertically 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 LiNK 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, 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 and two aides 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 begin Parenting partners in the 2022-2023 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.

School Processes & Programs Strengths

One hundred ten minutes a week set aside for our four PLC questions. Once a month teachers participate in vertical PLC to collaborate with the grade above or below them. Vogel's special area teachers support the PLC block from 7:45-8:45 three days a week.

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 RTI, Avid, 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. As an Avid campus we have weekly college days, display pennants and use binder to keep students organized.

Vogel Admin team will be involved in a deep dive training through Relay to support teachers.

Vogel uses panorama with fidelity to plan and implement student interventions and track progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parent participation is increasing but not at the level we desire. **Root Cause:** Developing a normal environment after the pandemic.

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.

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.

Vogel Elementary is an AVID campus. It is implemented by all grades K-5. Organization is taught to all students and is streamlined across the campus. Growth mindset is a focus and students are taught how to have a growth mindset.

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, SeeSaw, remind 101, Facebook, twitter, and the campus web page to communicate to parents. In the past, parent involvement has not been high, but we have had a very successful Food Truck night. Our goal is to focus on increasing parent engagement.

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.

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.

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

AVID supports academic responsibility and organization campus wide.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community partnerships are limited. **Root Cause:** Connections within the community were not researched because of other campus needs.

Priority Problem Statements

Problem Statement 1: Community partnerships are limited.

Root Cause 1: Connections within the community were not researched because of other campus needs.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Forty - five percent of K-3 students are not meeting approaches or meets grade level expectations according to Istation.

Root Cause 2: Lack of foundational skills acquired during Tier 1 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR Reading Scores for the 2022-2023 Fourth grade students were 57/38/23

Root Cause 3: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR Math Scores for the 2022-2023 Fourth grade students were 70/34/20.

Root Cause 4: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR Math Scores for the 2022-2023 Fifth grade students were 69/42/18.

Root Cause 5: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction. Opportunities to show thinking on paper.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: STAAR Reading Scores for the 2022-2023 Fifth grade students were 68/51/28.

Root Cause 6: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Vogel sped students are under performing on state assessments at less than 50% at meets grade level.

Root Cause 7: Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Only 29% of fifth grade students are meeting grade level expectations on Science STAAR.

Root Cause 8: Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades k-5.

Problem Statement 8 Areas: Student Learning

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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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




Revised/Approved: October 25, 2022

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 34% to 52% by August 2023.

Performance Objective 1: By 2023, Reading performance on STAAR meets in grades 3-5 will improve from 46% to 55%.





HB3 Goal

Evaluation Data Sources: STAAR Reading data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Academic Dean will support teachers in the overall achievement of students at Vogel Elementary.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 2, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>85%</p>	 <p>100%</p>	 <p>100%</p>	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Leadership team will utilize strategies from Leverage Leadership, Teach like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.</p> <p>Strategy's Expected Result/Impact: CLT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and RELAY coaching. CLT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.</p> <p>Strategy's Expected Result/Impact: Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessments will reflect growth for all students.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 6</p> <p>Funding Sources: Instructional Material - 211 Title I - 211.11.00.110.3.24.000.6399 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will design and implement effective, engaging and rigorous lessons that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 5, 6</p> <p>Funding Sources: Subs K-2 Fall and Spring - 211 Title I - 211.11.00.110.3.24.000.6112 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Vogel Elementary teachers and Administration will attend professional development as needed to support and grow our team.</p> <p>Strategy's Expected Result/Impact: Identify PD that has been requested to support student growth.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 5, 6</p> <p>Funding Sources: Subs - 211 Title I - 211.11.00.110.3.24.000.6112 - \$1,000, Registration Fees - 211 Title I - 211.13.00.110.3.24.000.6299 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The Reading interventionist will support academic achievement and growth for students at Vogel Elementary.</p> <p>Strategy's Expected Result/Impact: The Reading Interventionist will create systems for monitoring student achievement with iStation data, Running Records, TPRI, TX-KEA, and Unit Assessment data. Intervention groups will provide foundational skills to increase student growth.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will have time during PLC to focus on data-driven instruction. The Campus Leadership Team along with the teachers will engage in TEKS talk, and data power meetings to ensure student mastery of all essential standards.</p> <p>Strategy's Expected Result/Impact: Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Vogel will employ a Title 1 teacher to support students. Support will focus on increasing Reading in 3rd - 5th grade.</p> <p>Strategy's Expected Result/Impact: Student growth in 4th and 5th grade as seen in Accountability ratings.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5</p> <p>Funding Sources: Title 1 Tutor pay - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Forty - five percent of K-3 students are not meeting approaches or meets grade level expectations according to Istation. Root Cause: Lack of foundational skills acquired during Tier 1 instruction.</p>
<p>Problem Statement 2: STAAR Reading Scores for the 2022-2023 Fourth grade students were 57/38/23 Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>
<p>Problem Statement 5: STAAR Reading Scores for the 2022-2023 Fifth grade students were 68/51/28. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>
<p>Problem Statement 6: Vogel sped students are under performing on state assessments at less than 50% at meets grade level. Root Cause: Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.</p>





Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 34% to 52% by August 2023.

Performance Objective 2: By 2023, the percentage of students who perform on grade level on the ISIP Reading K-3 will improve from 42% to 60%.

HB3 Goal

Evaluation Data Sources: ISIP data for K-3

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will employ a Title 1 teacher to support students. Support will focus on increase foundational literacy skills in K-2.</p> <p>Strategy's Expected Result/Impact: Students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title 1 Tutor - 211 Title I - 211.11.00.110.3.24.000.6118 - \$13,200</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Forty - five percent of K-3 students are not meeting approaches or meets grade level expectations according to Istation. Root Cause: Lack of foundational skills acquired during Tier 1 instruction.</p>


Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 38% to 54% by August 2023.



Performance Objective 1: By 2023, Math performance on STAAR meets in grades 3-5 will improve from 41% to 50%.







HB3 Goal

Evaluation Data Sources: STAAR Math data

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel Elementary will employ a Math interventionist to support academic achievement and growth for students at Vogel Elementary.</p> <p>Strategy's Expected Result/Impact: The Math Interventionist will create systems for monitoring student achievement Imagine Math, and Unit Assessment data. Intervention groups will provide foundational skills to increase student growth.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel Elementary will hire a Title 1 tutor to support Math during intervention blocks. Support will focus on increasing the overall Math of students in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement and student growth. Improve foundational skills.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Title 1 Math tutor pay - 211 Title I - 211.11.00.110.3.24.000.6118 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will design and implement effective lessons that are aligned to grade level standards. Lead teachers from each grade will be provided District Eureka pull out days to internalize and pace out lessons that meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Internalization of lesson plans.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The Academic Dean will support teachers in the overall achievement of students at Vogel Elementary.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus Leadership team will utilize strategies from Leverage Leadership, Teach like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.</p> <p>Strategy's Expected Result/Impact: CLT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and RELAY coaching. CLT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.</p> <p>Strategy's Expected Result/Impact: Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessments will reflect growth for all students.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will design and implement effective, engaging and rigorous lessons that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Vogel Elementary teachers and Administration will attend professional development as needed to support and grow our team.</p> <p>Strategy's Expected Result/Impact: Use the walkthrough cycle to identify teachers in need of specific PD or PD that has been requested.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4, 6</p> <p>Funding Sources: Subs - 211 Title I - 211.11.00.110.3.24.000.6112 - \$1,000, Registration Fees - 211 Title I - 211.13.00.110.3.24.000.6299 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%			
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will have time during PLC to focus on data-driven instruction. The Campus Leadership Team along with the teachers will engage in TEKS talk, and data power meetings to ensure student mastery of all essential standards.</p> <p>Strategy's Expected Result/Impact: Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 60%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: STAAR Math Scores for the 2022-2023 Fourth grade students were 70/34/20. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>
<p>Problem Statement 4: STAAR Math Scores for the 2022-2023 Fifth grade students were 69/42/18. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction. Opportunities to show thinking on paper.</p>





Student Learning

Problem Statement 6: Vogel sped students are under performing on state assessments at less than 50% at meets grade level. **Root Cause:** Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Mathematics from 38% to 54% by August 2023.

Performance Objective 2: By the end of the 2023 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase from 20%-50%.

Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel Elementary will hire a Title 1 tutor to support Math during intervention blocks. Support will focus on increasing the overall Math of students in grades K-2.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement and student growth. Improve foundational skills.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: STAAR Math Scores for the 2022-2023 Fourth grade students were 70/34/20. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>
<p>Problem Statement 4: STAAR Math Scores for the 2022-2023 Fifth grade students were 69/42/18. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction. Opportunities to show thinking on paper.</p>

Goal 3: Vogel will increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) using STAAR level percentages. Students will move from 68/41/20 to 80/50/30 by 2023 in the area of meets and masters.

Performance Objective 1: By August 2023, the percentage of fourth and fifth grade students will increase in the area of meets and masters.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will support readiness through AVID strategies - both organizational and academic. Strategy's Expected Result/Impact: Students will learn how to stay organized. Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel will increase the percentage of students who score meets grade level or above on Fifth STAAR Science from 29% to 45% by August 2023. Strategy's Expected Result/Impact: Vogel will provide access to learning Science Readiness standards in a small group setting. Students will reach meets level at 45% through small group instruction. Staff Responsible for Monitoring: Principal Associate Principal AD</p> <p>Problem Statements: Student Learning 7 Funding Sources: Resources - 211 Title I - 211.11.00.110.3.24.000.6399 - \$225</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 7: Only 29% of fifth grade students are meeting grade level expectations on Science STAAR. Root Cause: Essential TEKS not internalized or taught with fidelity during Tier 1 instruction in grades k-5.</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: By May 2023, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades 3-5 will improve to 85% at or above the national norm.

Evaluation Data Sources: TEA accountability ratings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will ensure students receive daily positive action lessons to teach grit, social skills and appropriate interactions with peers.</p> <p>Strategy's Expected Result/Impact: Positive student interactions and culture.</p> <p>Staff Responsible for Monitoring: Teacher Principal Associate Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel will incorporate four fifteen minute unstructured breaks in grades 3-4 and two recesses in 5th. These are built into the master schedule to ensure social interaction with other students.</p> <p>Strategy's Expected Result/Impact: Positive feelings towards peers and school.</p> <p>Staff Responsible for Monitoring: Teacher Principal Associate Principal</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 2023, SELweb overall assessment score in grades K-5 will improve from 80% to 85%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Emotion recognition, Social Perspective -Taking, Social Problem Solving, and Self-Control will be integrated through positive action and guidance lessons.</p> <p>Strategy's Expected Result/Impact: Awareness of others feelings, intentions, problems/solution strategies and self control during social interaction</p> <p>Staff Responsible for Monitoring: 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 2023, 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>Strategy 1: Vogel will increase opportunities for parent engagement activities such as grandparents day lunch, choir, Thanksgiving Day lunch, Veteran's Day, jingle bell run, kite night, bike rodeo, and fall carnival.</p> <p>Strategy's Expected Result/Impact: Well rounded engagement opportunities for parents and students.</p> <p>Staff Responsible for Monitoring: 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>Strategy 1: Provide professional development in the implementation of PBIS and SEL for teachers regarding classroom management and students with difficult behaviors.</p> <p>Strategy's Expected Result/Impact: Maximize instructional time because of the Increase in positive behavior interventions and developing the whole child through social emotional learning activities.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselor Restorative Practices Lead</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel Elementary will provide LiiNK, created by TCU to all kinder, first, second, third, and fourth grade students for the 22-23 school year. Students will participate in a social skills lesson created by Positive Action in grades K-5.</p> <p>Strategy's Expected Result/Impact: Develop the whole child socially, emotionally and increase learning through unstructured breaks. Increase student wellness.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal PE Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Vogel students will be provided Intervention and enrichment during Intersession and ACE.</p> <p>Strategy's Expected Result/Impact: Developing the whole child and to increase student learning.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal ACE Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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 5: By the end on the 2022-2023 school year, Vogel will increase attendance from 93% to 95%.

Evaluation Data Sources: End of year ADA report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel attendance clerk, admin and teachers will communicate with families about the importance of attending each and every day. Missing Matadors Matter.</p> <p>Strategy's Expected Result/Impact: Increased instructional time for absent students.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Attendance Clerk Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel will celebrate and encourage attendance through various incentives.</p> <p>Strategy's Expected Result/Impact: Students excited and rewarded about being at school everyday.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Attendance Clerk Teachers</p> <p>Funding Sources: Incentives - 199-General Fund - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 6: Create engaging learning spaces that ensure safety and security in an innovative environment that support teaching and learning,

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel Administration will do daily door checks on all outside doors. Strategy's Expected Result/Impact: Safe and secure school Staff Responsible for Monitoring: Associate Principal Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All Vogel staff members will be aware of all persons on campus that are not wearing the appropriate badge and direct them to the office or call admin. Strategy's Expected Result/Impact: Safe and secure school Staff Responsible for Monitoring: Vogel Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Vogel teachers will create safe, engaging and efficient learning environments through a blended redesign process. Strategy's Expected Result/Impact: Maximized instructional time and student growth through personalized learning experiences Staff Responsible for Monitoring: Principal Associate Principal Academic Dean Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Vogel will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2023, teacher turnover will decrease by 10%.






Evaluation Data Sources: Transfer request or resignations.

Strategy 1 Details	Reviews			
Strategy 1: Create a culture of inclusion for all teachers. Strategy's Expected Result/Impact: No transfer request Staff Responsible for Monitoring: Principal Associate Principal Academic Dean	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Vogel will improve student, staff, parent and community satisfaction determined by data collected on surveys.

Performance Objective 1: By the Fall 2023, 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			
Strategy 1: Ensure Vogel promotes a welcoming environment to internal and external customers. Strategy's Expected Result/Impact: A positive culture for all stakeholders. Staff Responsible for Monitoring: Secretary Principal Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Vogel will improve student, staff, parent and community satisfaction determined by data collected on surveys.

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>Strategy 1: Vogel will create experiences for families to participate in their students' education through Newsletters, Seesaw, Facebook, Twitter, School Messenger and Academic nights.</p> <p>Strategy's Expected Result/Impact: Cultivate strong partnerships with parents and showcase student, staff and campus achievements.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 during the school day and at home with families. Students will participate in activities to support their comprehension and build a love of literacy through collaboration and conversations at school and with their family.</p> <p>Strategy's Expected Result/Impact: Create a culture of literacy and parent engagement. School and family connection</p> <p>Staff Responsible for Monitoring: Librarian Principal Associate Principal Academic Dean</p> <p>Funding Sources: Books - 211 Title I Parental Involvement - 211.61.00.110.3.24.000.6399 - \$1,273</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Provide information in parents native language.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Vogel will develop a parenting partner team to provided professional learning and activities for parents.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and perceptions. Parents teaching parents.</p> <p>Staff Responsible for Monitoring: Counselor Principal Associate Principal</p> <p>Funding Sources: Light snacks - 211 Title I Parental Involvement - 211.61.00.110.3.24.000.6499 - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Academic nights will provide parents with opportunities to engage in High Quality Instructional Materials.</p> <p>Strategy's Expected Result/Impact: Increase parent ability to support students at home.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal AD</p> <p>Problem Statements: Student Learning 2, 3, 4, 5</p> <p>Funding Sources: Light Snacks - 211 Title I Parental Involvement - 211.61.00.110.3.24.000.6499 - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: STAAR Reading Scores for the 2022-2023 Fourth grade students were 57/38/23 Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>
<p>Problem Statement 3: STAAR Math Scores for the 2022-2023 Fourth grade students were 70/34/20. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>
<p>Problem Statement 4: STAAR Math Scores for the 2022-2023 Fifth grade students were 69/42/18. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction. Opportunities to show thinking on paper.</p>
<p>Problem Statement 5: STAAR Reading Scores for the 2022-2023 Fifth grade students were 68/51/28. Root Cause: Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.</p>

Goal 6: Vogel will improve student, staff, parent and community satisfaction determined by data collected on surveys.

Performance Objective 3: Vogel Elementary will increase the number of business and community partnerships that participate in campus based events.








Evaluation Data Sources: Businesses that agree to come to Vogel for Career days and campus events.

Strategy 1 Details	Reviews			
Strategy 1: Vogel will seek out businesses to partner with us for various career days. Strategy's Expected Result/Impact: Increase student awareness in careers available after high school. Staff Responsible for Monitoring: Principal Associate Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: By August 2023, Vogel will increase the overall accountability rating from 74 to 84.

Performance Objective 1: By August 2023, Vogel will score a B or better in Domain 2 (School Progress).

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Administrative team will take part in the Relay Deep Dive training to coach adults and build capacity in teachers.</p> <p>Strategy's Expected Result/Impact: Growth in Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel teachers will maximize Tier 1 instruction and pull guided groups that are purposeful and targeted.</p> <p>Strategy's Expected Result/Impact: Student achievement and growth will increase as shown through STAAR data.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide after school tutoring through ACE for students in need.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR and Istation scores.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p> <p>Funding Sources: Tutors - 211 Title I - 211.11.00.110.3.24.000.6118 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Forty - five percent of K-3 students are not meeting approaches or meets grade level expectations according to Istation. **Root Cause:** Lack of foundational skills acquired during Tier 1 instruction.

Problem Statement 2: STAAR Reading Scores for the 2022-2023 Fourth grade students were 57/38/23 **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 3: STAAR Math Scores for the 2022-2023 Fourth grade students were 70/34/20. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Problem Statement 4: STAAR Math Scores for the 2022-2023 Fifth grade students were 69/42/18. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction. Opportunities to show thinking on paper.

Problem Statement 5: STAAR Reading Scores for the 2022-2023 Fifth grade students were 68/51/28. **Root Cause:** Essential TEKS not internalized during Tier 1 instruction. Maximizing intervention blocks so the most experienced teacher was providing the instruction.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emilie Rohde	Campus Instructional Specialist	Title 1	.7

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Rhonda Jubela	Principal
Administrator	Emilie Rohde	Assistant Principal
Counselor	Jeannie Rodriguez	Counselor
Instructional Coach	Sara Elley	Academic Dean
Classroom Teacher	Heather Nance	Kindergarten Lead Teacher
Classroom Teacher	Shyann Atchley	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
Non-Classroom Professional	Elizabeth Anderson	Interventionist
Business Representative	Bily Guelich	Business
Community Representative	Brittany Pape	Community
Parent	Ashley Hartwick-Smith	Parent
Parent	Sherie Jenke	Parent
Business Representative	Edward Ochoa	Business
Business Representative	Robert Klotz	Business
Community Representative	Christina Klotz	Community Representative

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Material	211.11.00.110.3.24.000.6399	\$5,000.00
1	1	4	Subs K-2 Fall and Spring	211.11.00.110.3.24.000.6112	\$1,000.00
1	1	5	Registration Fees	211.13.00.110.3.24.000.6299	\$2,000.00
1	1	5	Subs	211.11.00.110.3.24.000.6112	\$1,000.00
1	1	8	Title 1 Tutor pay		\$0.00
1	2	1	Title 1 Tutor	211.11.00.110.3.24.000.6118	\$13,200.00
2	1	2	Title 1 Math tutor pay	211.11.00.110.3.24.000.6118	\$15,000.00
2	1	8	Subs	211.11.00.110.3.24.000.6112	\$1,000.00
2	1	8	Registration Fees	211.13.00.110.3.24.000.6299	\$2,000.00
3	1	2	Resources	211.11.00.110.3.24.000.6399	\$225.00
7	1	3	Tutors	211.11.00.110.3.24.000.6118	\$20,000.00
Sub-Total					\$60,425.00
Budgeted Fund Source Amount					\$60,425.00
+/- Difference					\$0.00
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2	Books	211.61.00.110.3.24.000.6399	\$1,273.00
6	2	4	Light snacks	211.61.00.110.3.24.000.6499	\$150.00
6	2	5	Light Snacks	211.61.00.110.3.24.000.6499	\$150.00
Sub-Total					\$1,573.00
Budgeted Fund Source Amount					\$1,573.00
+/- Difference					\$0.00
199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	2	Incentives		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$63,998.00
				Grand Total Spent	\$63,998.00
				+/- Difference	\$0.00