

Seguin Independent School District
Vogel Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

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

Revised/Approved: August 23, 2024

Demographics

Demographics Summary

During the 2023-2024 school year Vogel Elementary served 430 students currently we are at 478. We continue to grow with new developments all around the school . Vogel has a full time principal, assistant principal, counselor, instructional coach, librarian, intervention aide, 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 has one teacher and an aide.

Vogel supports Character Strong and SEL.

MTSS is conducted every nine weeks 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, RTI, PBIS, Cheer, Student Council, Parenting partners, Yearbook and TCC/DEIC.

Vogel is a Blended learning campus working alongside Ed Elements. We focus on Reflection and Goal setting so that students have voice and choice in their station choices.

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

The community around Vogel is growing. Across the street from Vogel on FM725 is a subdivision called Arroyo Ranch consisting of 1,200 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, Niagara and Texas Lutheran University.

Vogel is 67 % Economically disadvantaged.

Ethnic Distribution 23-24 of students

African American	13	3.12%
Hispanic	229	54.92%
White	165	39.57%
Native American	0	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	10	2.14%

Teachers by Ethnicity and Sex

African American	0.0	0.0%
Hispanic	4	15%
White	23	85%
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	0.04%
Females	26	96%

Students by Grade 23-24 428 total

Kindergarten	78	18%
Grade 1	61	14%
Grade 2	66	15%

Kindergarten	78	18%
Grade 3	74	17%
Grade 4	84	20%
Grade 5	65	15%

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 is on campus from 10:30-6:30. 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 85% white and 15% Hispanic whereas student ethnicity breakdown is 55% Hispanic, 40% White 3% 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.

Istation at Meets grade level 23-24

	BOYA	EOYA
Kinder	41%	52%
First	40%	41%
Second	55%	59%
Third	53%	55%
Fourth	49%	55%
Fifth	37%	42%

STAAR DATA			

Third Grade	21-22	22-23	23-24
Reading	56/39/25	64/42/13	72/42/16
Math	70/35/20	69/39/12	69/36/11

Fourth Grade	21-22	22-23	23-24
Reading	68/49/26	63/27/11	73/38/13
Math	71/45/18	56/34/18	60/37/8

Fifth grade	21-22	22-23	23-24
Reading	72/48/25	69/46/22	66/39/16
Math	69/44/13	73/48/15	72/35/15

Fifth Grade	21-22	22-23	23-24
Science	67/28/11	81/54/28	63/20/14

Student Learning Strengths

Students monitor their own academic progress in Istation using their data binder. Teachers use data binders/mastery trackers to monitor student progress on Istation, Module Assessments, and Benchmarks. 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.

All grade levels grew in Istation from BOYA to MOYA.

Fifth grade students showed growth in Math STAAR from fourth grade. 56/34/18 to 73/37/17

Fifth grade student showed growth in Reading STAAR from fourth grade. 63/27/11 to 63/38/15

Fourth grade students showed growth in Reading STAAR from third grade 64/42/13 to 72/38/14

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fifty percent of K-2 students are not approaching grade level on Istation. **Root Cause:** Cycles and interventions are not 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:** Tier 1 instruction is not at the rigor of grade level TEKS and data mastery trackers are not intentional.

Problem Statement 3 (Prioritized): Based on STAAR Preliminary data 35 % of students scored a zero on the extended constructed response. **Root Cause:** Lack of writing focus until STAAR 2.0

Problem Statement 4: 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 their area of strength. For the 2024-2025 school year Vogel will pair a veteran teacher that is new to Vogel with a mentor.

Teachers participate in weekly data meetings with Admin during PLC to discuss progress of students and interventions. Every classroom teacher has a 45 minute daily block of time for intervention.

Vogel teachers meet twice a week for 100 minutes where grade level teams meet to discuss the four PLC questions. 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-2 will focus on SGRI provided by the elementary specialist targeting foundational skills.

We have a PBIS/SEL committee that meets once a month as a team to review discipline data and campus wide expectations. PBIS will move towards a classroom reward/token system instead of a schoolwide day for spending. 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 instructional coach. 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 an intervention aide 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 on Facebook.

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 minutes a week set aside for our four PLC questions. Teachers will participate in vertical PLC to collaborate about Blended Learning with the grade above or below them as needed. A 45 minute intervention block is included in the master schedule.

Vogel has active committees with monthly meeting to focus on MTSS, PBIS/SEL, parenting partners, Student Council, and teacher communication. In addition, Vogel has an after school ACE program providing tutoring, clubs, homework support.

Roles and Responsibilities for the admin team that will be clearly defined. Vogel partners with Ed Elements to support Blended Learning. Our IC will coach a volunteer teacher through Sibme.

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

Vogel conducts 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: A large portion of discipline referrals come from the playground. **Root Cause:** Lack of monitoring from all areas of playground.

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: Need more time to vertically align. **Root Cause:** Scheduling because lack of coverage .

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 Fall carnival, math/reading nights, Choir concerts, Book fair, Chili Cook off and a Bike Rodeo. All parent notices and communication are sent out in English and Spanish. The campus uses call outs on school messenger, SeeSaw, Smore, remind 101, Facebook, 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 is sent out once a week.

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: Parents are not as active in Academic nights as they are in Non Academic nights. **Root Cause:** Academic nights are not as engaging for families because of the content provided.

Priority Problem Statements

Problem Statement 1: 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 1: Tier 1 instruction is not at the rigor of grade level TEKS and data mastery trackers are not intentional.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on STAAR Preliminary data 35 % of students scored a zero on the extended constructed response.

Root Cause 2: Lack of writing focus until STAAR 2.0

Problem Statement 2 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 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 third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 41% to 55% by August 2027.

Performance Objective 1: Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Reading by 6 percentage points from 40% to 46% by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Spring STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will employ a Title 1 teacher to support student growth.</p> <p>Strategy's Expected Result/Impact: Percentage of students scoring meets or above will increase 6 percentage point.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel teachers will unpack TEKS, internalize lessons, create higher order questions, and use data to adjust instructional strategies.</p> <p>Strategy's Expected Result/Impact: Percentage of students scoring meets or above will increase 6 percentage point.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teacher</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Ensure all students and teachers have access to research based instructional resources. Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR. Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will have time during conference and on data days to disaggregate data. Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR Staff Responsible for Monitoring: Principal A. Principal Academic Dean Teachers	Formative			Summative
	Oct	Jan	Mar	May
				
<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 1 Problem Statements:

Student Learning
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: Tier 1 instruction is not at the rigor of grade level TEKS and data mastery trackers are not intentional.

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 41% to 55% by August 2027.

Performance Objective 2: Increase the percentage of students achieving Level 3 or higher in grades K - 2 on the ISIP Reading Assessment from 29% to 40% by August 2025.

High Priority

Evaluation Data Sources: End of Year ISIP

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will employ a Title 1 teacher to increase foundational literacy skills in K-2.</p> <p>Strategy's Expected Result/Impact: Percentage of students showing growth from EOYA to BOYA will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel will target foundational skills during SGRI lessons.</p> <p>Strategy's Expected Result/Impact: Percentage of students scoring level 4 or 5 will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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 third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 41% to 55% by August 2027.

Performance Objective 3: Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Reading by 8 percentage points from 8% to 16% by August 2025.

High Priority

Evaluation Data Sources: Spring STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide individualized instruction and regular progress monitoring based on student need.</p> <p>Strategy's Expected Result/Impact: Growth on STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Sped teacher teacher</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 36% to 52% by August 2027.

Performance Objective 1: Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Math by 12 percentage points from 37% to 49% by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Spring STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel Elementary will employ a Title 1 teacher to support growth for students.</p> <p>Strategy's Expected Result/Impact: Student growth.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Vogel teachers will unpack TEKS, internalize lessons, create higher order questions, and use data to adjust instructional strategies.</p> <p>Strategy's Expected Result/Impact: Maximized instructional time followed by growth</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all students and teachers have access to research based instructional resources.</p> <p>Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR.</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will have time during conference and on data days to disaggregate data. Strategy's Expected Result/Impact: Students scoring meets or higher on STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers	Formative			Summative
	Oct	Jan	Mar	May
				
<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 1 Problem Statements:

Student Learning
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: Tier 1 instruction is not at the rigor of grade level TEKS and data mastery trackers are not intentional.

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 36% to 52% by August 2027.

Performance Objective 2: By the end of the 2025 school year, the percentage of students who perform on grade level in Istation Math K-2 and second-grade Module test will be 50% or more.

High Priority

Evaluation Data Sources: End of year Imagine Math scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel teachers will target specific TEKS during small group instruction based on student need.</p> <p>Strategy's Expected Result/Impact: Student growth on ISIP Math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 36% to 52% by August 2027.

Performance Objective 3: Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Math by 8 percentage points from 8% to 16% by August 2025.

High Priority

Evaluation Data Sources: Spring STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide individualized instruction and regular progress monitoring based on student need.</p> <p>Strategy's Expected Result/Impact: Sped growth on STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Sped Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
	 45%	 45%		
<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 by increasing the percentage of students who achieve meets grade level or above in all subjects from 36% to 48% by 2027.

Performance Objective 1: Vogel will increase the percentage of students who score meets grade level or above on the Science STAAR from 20% to 30%.

Evaluation Data Sources: STAAR Science data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will design and implement engaging tier 1 lessons and labs that are aligned to grade level science standards.</p> <p>Strategy's Expected Result/Impact: Increase in student scores.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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 improve student, parent, community, and staff satisfaction determined by The Gallup Poll.

Performance Objective 1: By May 2025, Vogel will offer a minimum of five non-academic community engagement opportunities and three academic opportunities for all stakeholders.

Evaluation Data Sources: Sign in sheets, Gallup Poll

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will plan opportunities at different times of the day and promote them on multiple platforms.</p> <p>Strategy's Expected Result/Impact: Well rounded engagement opportunities for parents and students to engage and to connect as a community.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselor</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Based on the school performance framework (QSA) campus tiering, Vogel will be a Tier 1 campus by August 2027.

Performance Objective 1: By Spring of 2025, Vogel will maintain or improve teacher turnover by 85%.

Strategy 1 Details	Reviews			
Strategy 1: Provide team culture building activities throughout the year. Strategy's Expected Result/Impact: Keep positivity at the forefront	Formative			Summative
	Oct	Jan	Mar	May
				
<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: Based on the school performance framework (QSA) campus tiering, Vogel will be a Tier 1 campus by August 2027.

Performance Objective 2: By the end of the 2024-2025 school year, Vogel will increase attendance from 94% to 95%.

Evaluation Data Sources: End of year ADA report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Vogel will celebrate and encourage attendance through various incentives. Strategy's Expected Result/Impact: Students excited and rewarded about being at school everyday. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Target students from the prior year using the excessive absence report and educate parents on the importance of being at school.</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

2024-2025 CPOC

Committee Role	Name	Position
Community Member	Rafael Santiago	Community Member
Parent	Michelle Finch	Parent
Parent	Amanda Brock	Parent
Parent	Caitlin Bishop	Parent
Teacher	Jessica Brown	Agrole'
Teacher	Sarah Perry	Fifth
Teacher	Kaylyn Hernandez	Fourth
Teacher	Elizabeth Anderson	Third
Teacher	Monica Avalos	Second
Teacher	Laura Finch	First
Teacher	Claudia Perez	Kindergarten
Business Representative	Chris Ulrich	Business Representative
Community Member	Debbie Clark	Community Member
Business Representative	Sherie Jenke	Business Representative
Non-classroom Professional	Sarah Noethen	Librarian
Non-classroom Professional	Heidi Ulrich	Sped
Non - classroom Professional	Brianna Green	Instructional Coach
Counselor	Jeannie Rodriguez	Counselor
Administrator	Emilie Rohde	Assistant Principal
Administrator	Rhonda Trainer	Principal

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%

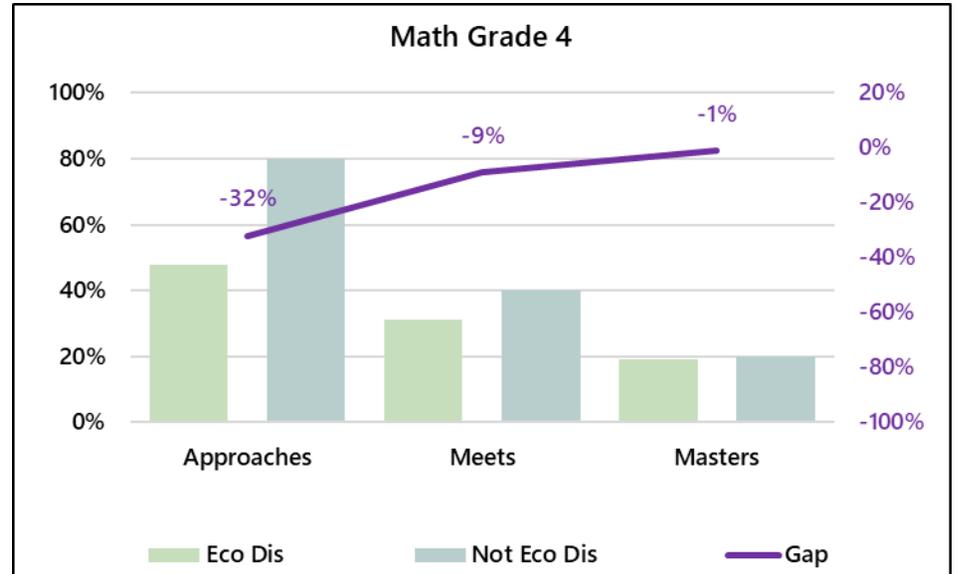
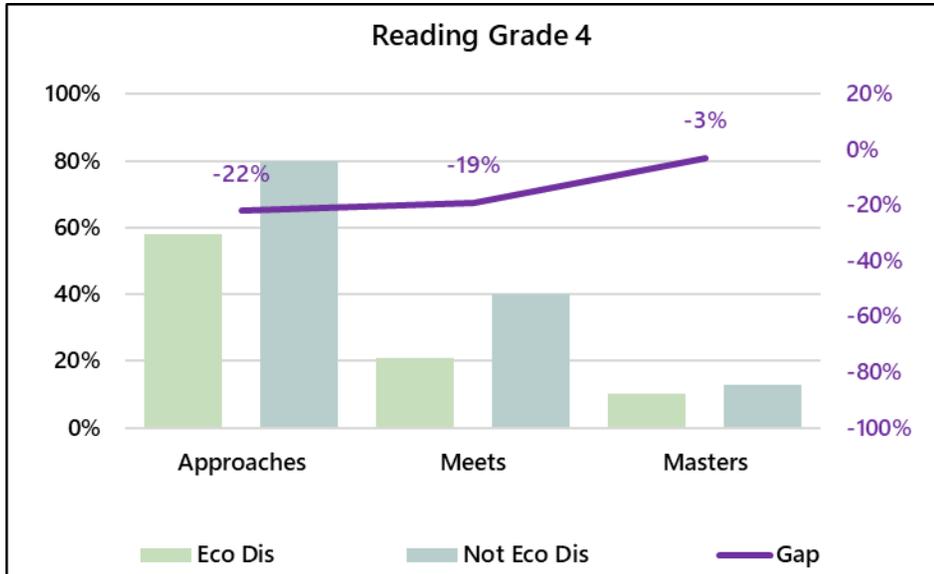
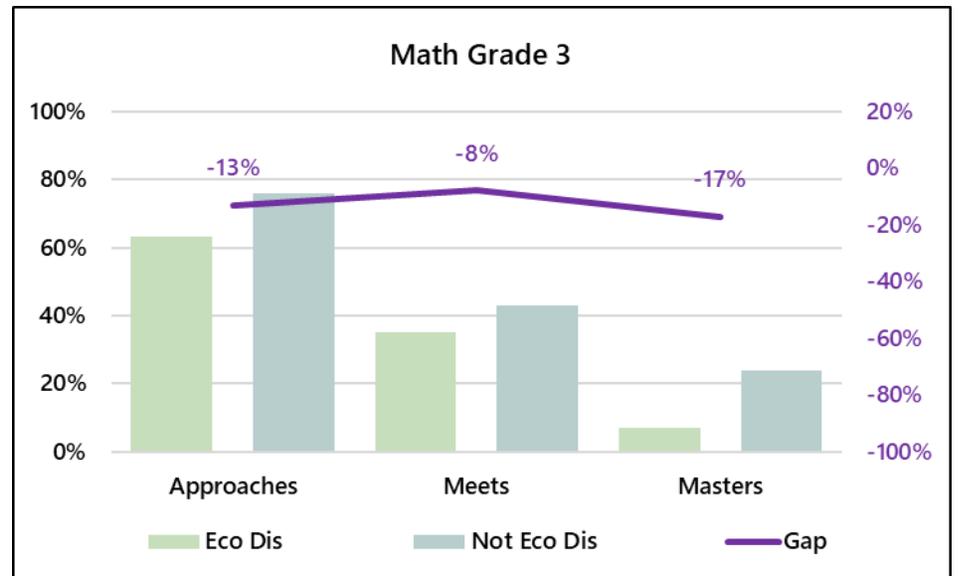
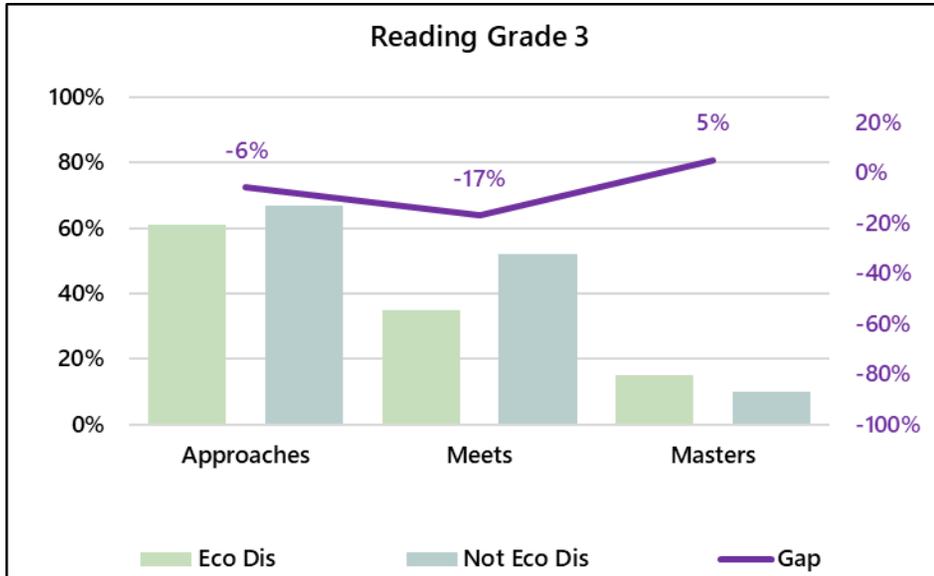
State Assessment Data – STAAR and STAAR EOC, 2022-2023

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](#).

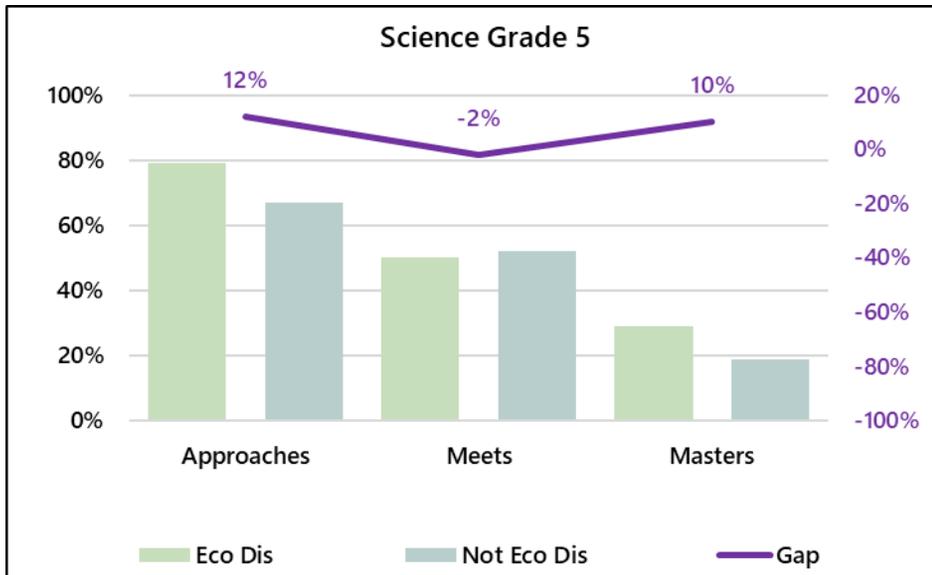
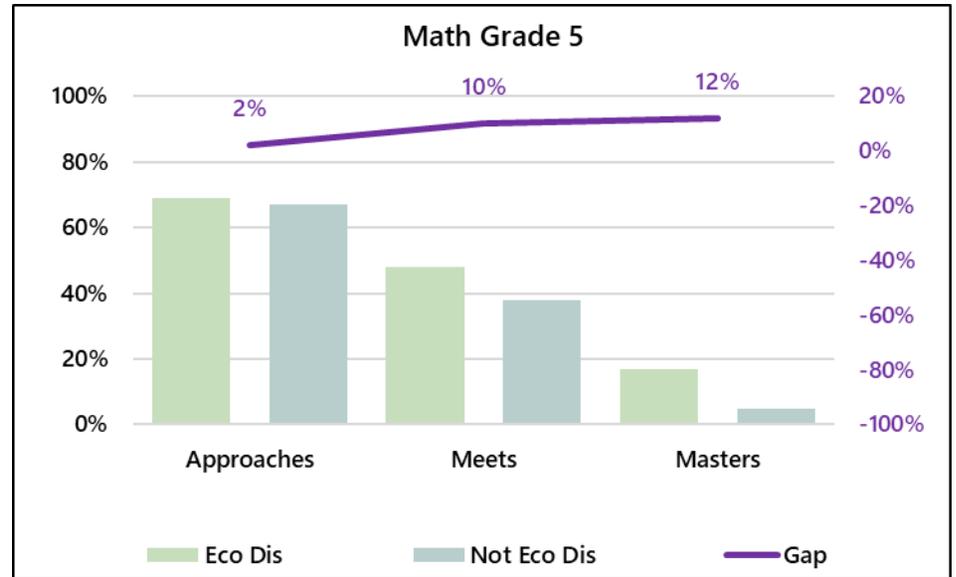
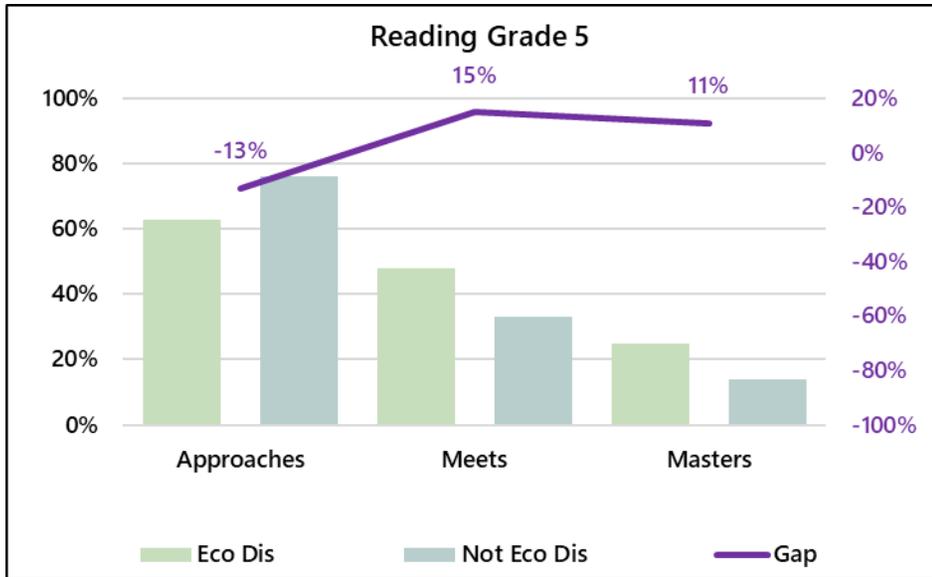
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Vogel Elementary’s accelerated instruction courses provided with SCE funds:

- 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.

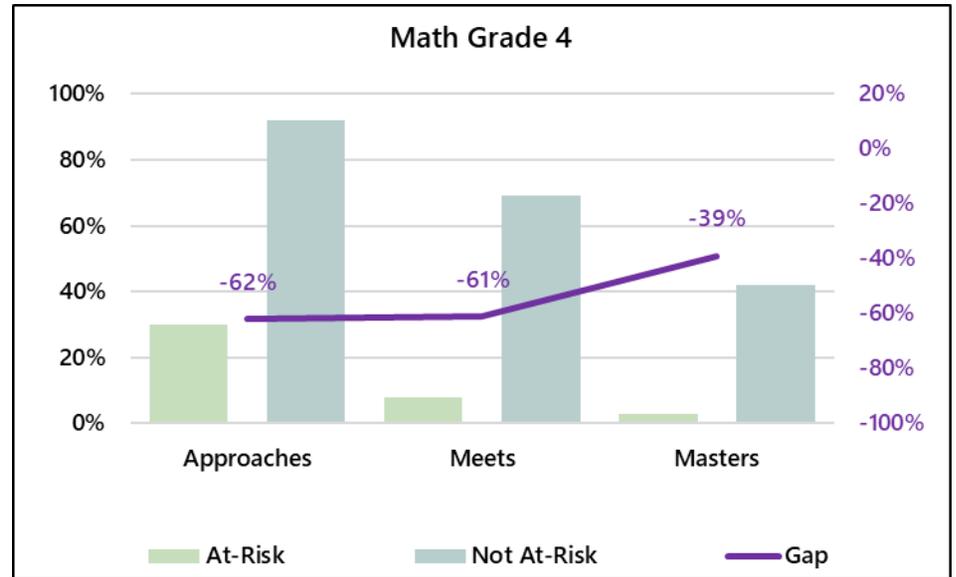
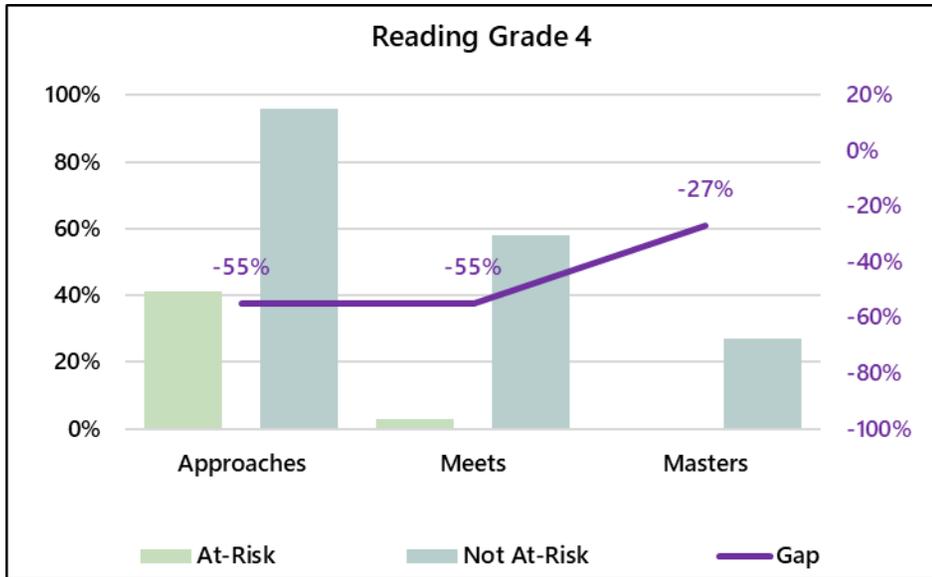
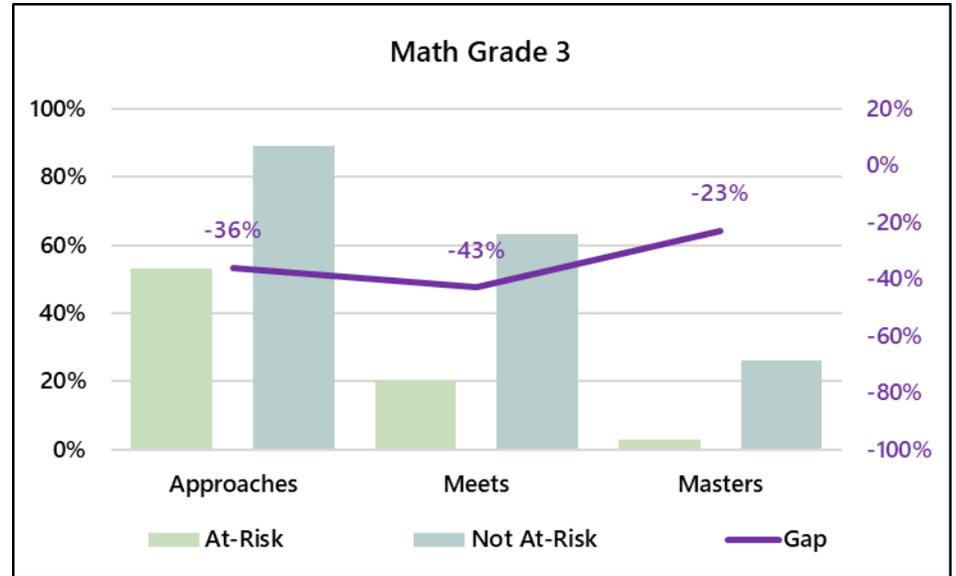
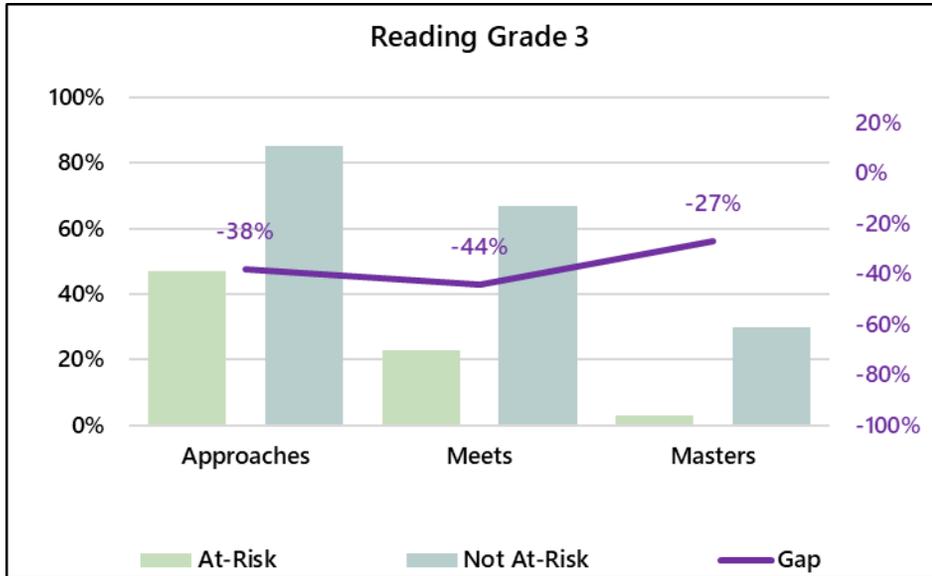
Economically disadvantaged compared to not economically disadvantaged



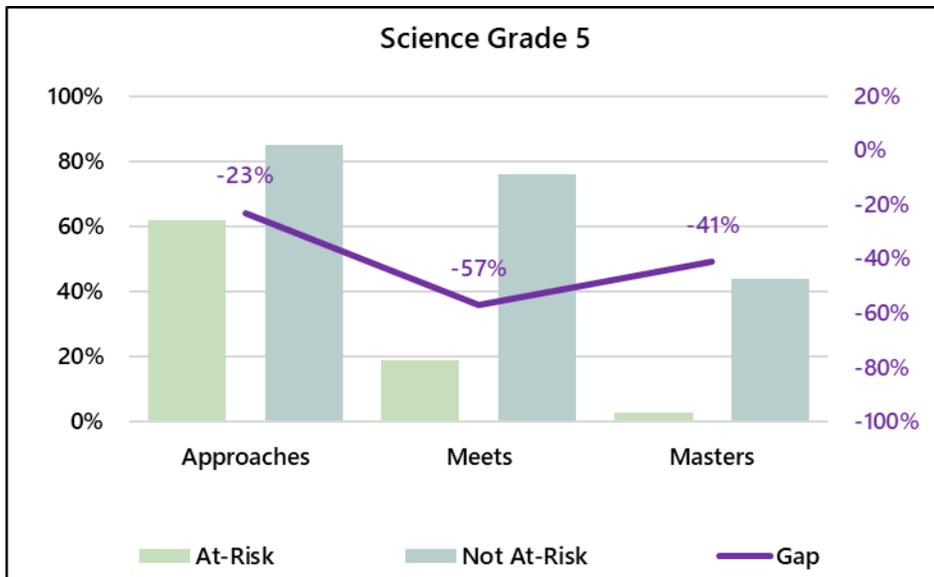
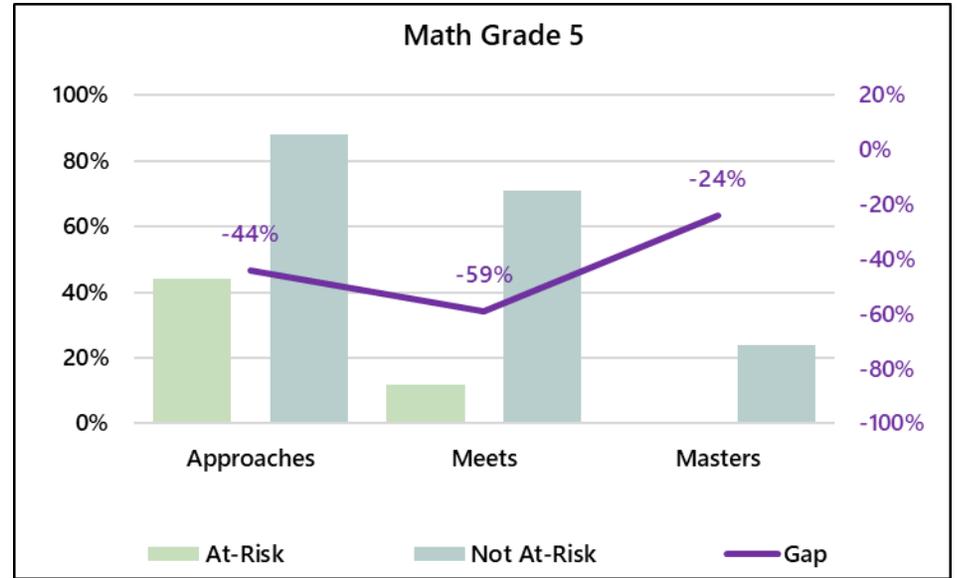
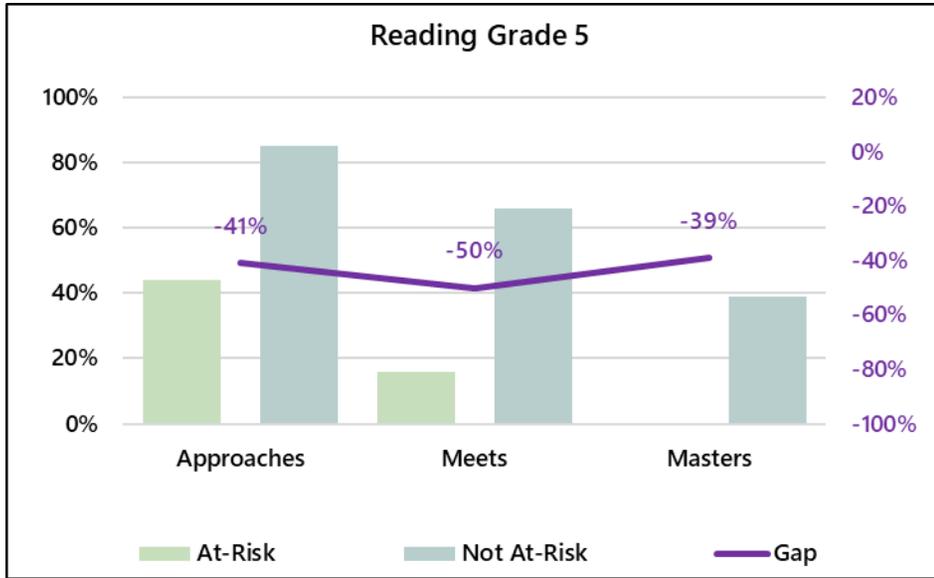
Economically disadvantaged compared to not economically disadvantaged (continued)



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:

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

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
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.