# Seguin Independent School District

# Vogel Elementary School

## 2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
January 05, 2026 at 09:14 AM

# Mission Statement

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

# Vision

Inspiring life-long learners

# Value Statement

**Priorities**

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

# Table of Contents


**Comprehensive Needs Assessment** 4

Demographics 5

Student Learning 9

School Processes & Programs 13

Perceptions 16

**Priority Problem Statements** 19

**Data Documentation for CNA** 21

Improvement Planning Data 22

Accountability Data 22

Student Data: Assessments 22

Student Data: Student Groups 23

Student Data: Behavior and Other Indicators 23

Employee Data 23

Parent/Community Data 23

Support Systems and Other Data 24

**Goals** 25

Goal 1 : Increase the percentage of third-grade students who score meets grade level o... 26

Goal 2 : Increase the percentage of third-grade students who score meets grade level o... 30

Goal 3 : Vogel ES will support awareness of the College, Career, and Military Readiness ... 34

Goal 4 : Vogel will improve student, parent, community, and staff satisfaction determine... 35

Goal 5 : Based on the school performance framework (QSA) campus tiering, Vogel will b... 36

**Committees** 38

2024-2025 CPOC 39

Members 39

**Addendums** 40

# Comprehensive Needs Assessment

# Demographics

## Summary

During the 2024-2025 school year, Vogel Elementary has experienced significant growth, increasing from 484 students. This growth is largely attributed to the new developments surrounding the school, which have brought in more families and students to our community. As we continue to expand, we remain committed to maintaining a supportive and enriching environment for all our students.

Our school is staffed with a dedicated team of professionals, including a full-time principal, assistant principal, counselor, instructional coach, librarian, intervention aide, and a gifted and talented (GT) teacher, whom we share with another campus. Additionally, we have a technologist, music teacher, PE teacher, and PE aide. This diverse team ensures that we can offer a comprehensive educational experience that caters to the varied needs of our students.

Vogel Elementary also serves as a specialized location for students requiring extra behavior support. This program is staffed by one teacher and an aide, who work closely with these students to provide the necessary guidance and interventions to help them succeed in their educational journey.

We are proud to support Character Strong and Social Emotional Learning (SEL) initiatives, which are integral to fostering a positive school culture and developing well-rounded students. These programs help our students build essential life skills, such as empathy, resilience, and effective communication.

Our Multi-Tiered System of Supports (MTSS) is conducted every nine weeks, allowing us to systematically review and address the academic and behavioral needs of our students. Teachers engage in weekly Professional Learning Communities (PLCs) on campus to analyze data and collaborate on strategies to enhance student learning. Faculty meetings are held once a month or as needed to ensure that our staff remains informed and aligned with our school's goals.

The master schedule at Vogel Elementary has been thoughtfully designed to maximize instructional time across all grade levels. It includes built-in intervention periods to address and support the academic needs of our students, ensuring that each child receives the attention and resources necessary to thrive academically.

The community surrounding Vogel is experiencing significant growth, with the development of new residential areas such as Arroyo Ranch, which is situated across the street on FM725 and has the potential to accommodate 1,200 homes. Additionally, there is another housing development rapidly progressing behind Vogel on Highway 46, with home prices starting in the 190s. This expansion indicates a flourishing population that will likely impact our school community, bringing in new families and students.

Seguin hosts several major employers, including Caterpillar, CMC Steel, Tyson Foods, Guadalupe Regional Medical Center, Niagara, and Texas Lutheran University. These organizations play a crucial role in the local economy and provide employment opportunities for many residents. As a school, we recognize the importance of these employers in shaping the economic landscape of our community and the potential for partnerships that can benefit our students and their families.

Currently, 64% of our student population at Vogel is identified as economically disadvantaged. This statistic underscores the need for targeted support and resources to ensure that all students have equitable access to educational opportunities. We are committed to addressing the challenges faced by economically disadvantaged students and are dedicated to fostering an inclusive environment that supports their academic and personal growth.

### Ethnic Distribution 24-25 of students

| | | |
|---|---|---|
| African American | 8 | 1.65% |
| Hispanic | 262 | 54.13% |
| White | 98 | 2.25% |
| Native American | 0 | 0.0% |
| Asian | 0 | 0.0% |

| | | |
|---|---|---|
| Pacific Islander | 0 | 0.0% |
| Two or More Races | 2 | 0.41% |

### 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 24-25 484 total

| | | |
|---|---|---|
| Kindergarten | 73 | 15.08% |
| Grade 1 | 87 | 17.98% |
| Grade 2 | 66 | 13.64% |
| Grade 3 | 75 | 15.50% |
| Grade 4 | 91 | 18.80% |
| Grade 5 | 92 | 19.01% |

## Strengths

Our school is fortunate to have a diverse group of teachers from middle school, Pre-K, and various other educational backgrounds. This diversity in teaching staff brings a wealth of content knowledge to our campus, which is instrumental in building capacity among our educators. By sharing their expertise and insights, these teachers enhance the learning experience for their students and contribute significantly to their teams. Their involvement in vertical planning across different grade levels ensures that each grade benefits from a comprehensive and cohesive educational approach.

We are proud to offer a Gifted and Talented (GT) program led by an experienced teacher for students who have been identified as needing advanced academic challenges. This program is designed to cater to the unique needs of gifted students, providing them with opportunities to explore their interests and develop their talents in a supportive and stimulating environment. The expertise of our GT teacher ensures that these students receive the guidance and resources necessary to excel.

The anticipated increase in student population from the Arroyo Ranch and Guadalupe Heights subdivisions presents an exciting opportunity for our campus. The rezoning and influx of students from these diverse backgrounds will enrich our school community, bringing new perspectives and experiences that will enhance the educational environment. This growth will allow us to foster a more inclusive and dynamic learning atmosphere, where students can learn from one another and develop a deeper understanding of different cultures and viewpoints.

Our campus is also supported by the presence of an ACE site coordinator, who is available from 10:30 AM to 6:30 PM. The ACE program offers a variety of after-school opportunities for students, including clubs, enrichment activities, tutorials, and social-emotional learning sessions. These programs are designed to support the holistic development of our students, providing them with avenues to explore their interests, improve their academic skills, and develop important social and emotional competencies. The

extended hours of the ACE program ensure that students have access to these valuable resources beyond the regular school day.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Attendance on average for the state is 95%. Vogel ended the year at 94%. | Knowledge of compensatory attendance law. |

★ = Priority

# Student Learning

## Summary

At our school, we place a strong emphasis on the regular evaluation of data to inform and enhance our instructional practices. This ongoing analysis allows us to tailor our teaching strategies to better meet the needs of our students. Our teachers collaborate closely with the Administrative team and the instructional coach during Professional Learning Communities (PLCs) to break down both personal and grade-level data. This collaborative effort ensures that we have a comprehensive understanding of our students' progress and areas that require additional focus.

To address the diverse learning needs of our students, we have strategically incorporated a 45-minute intervention period into our master schedule. This dedicated time is specifically designed to focus on reteaching essential standards, providing students with the opportunity to reinforce their understanding and mastery of key concepts. By embedding this intervention period into the school day, we are committed to supporting all students in achieving academic success.

Furthermore, our teachers are committed to delivering effective Tier 1 instruction, which serves as the foundation of our educational approach. This instruction is closely monitored by myself, the assistant principal, and the instructional coach to ensure that it meets our high standards of quality and effectiveness. Through this collaborative and data-driven approach, we strive to create an environment where every student can thrive academically.

Istation at Meets grade level 24-25

| | BOYA | EOYA |
|---|---|---|
| Kinder | 44% | 69% |
| First | 48%. | 52% |
| Second | 41% | 41% |

| STAAR DATA | | | | |
|---|---|---|---|---|
| Third Grade | 21-22 | 22-23 | 23-24 | 24-25 |
| 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 | 24-25 |
| 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 | 24-25 |
| 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 | 24-25 |
| Science | 67/28/11 | 81/54/28 | 63/20/14 | |

## Strengths

At our school, we empower students to take charge of their learning journey by allowing them to monitor their own academic progress through Istation using their data binders. This practice not only fosters a sense of responsibility and self-awareness among students but also encourages them to set personal academic goals and track their achievements. Teachers complement this by utilizing data binders and mastery trackers to keep a close eye on student progress across Istation, module assessments, and benchmarks. This systematic approach enables educators to tailor their instruction to meet the diverse needs of their students effectively. By analyzing this data, teachers are able to form guided reading and guided math groups, as well as intervention groups, ensuring that each student receives the targeted support they need to succeed.

Our commitment to professional collaboration is evident in our weekly Professional Learning Communities (PLCs), where teachers come together to discuss and address the various learning needs of all students through the four PLC questions. This collaborative environment allows educators to focus on the essential Texas Essential Knowledge and Skills (TEKS) while planning daily intervention lessons. By working interdependently, teachers support one another and model high-quality instructional methods, fostering a culture of continuous improvement and shared expertise. Additionally, grade levels meet one day per week outside of their PLC day to plan as a team, ensuring that our instructional strategies are cohesive and aligned across the board. This dedicated time for collaboration and planning is crucial in maintaining a high standard of education and meeting the unique needs of every student.

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 | Root Cause |
|---|---|---|
| 1 | Fifty nine percent of 2nd grade students are not reading on grade level according to Istation. | Enhance our instructional approaches during targeted instruction . |
| 2 ★ | Based on STAAR preliminary data it is estimated % of students are at risk of not passing STAAR at the meets level. | |
| 3 ★ | Based on STAAR Preliminary data % of students scored a zero on the extended constructed response and % on the short constructed. | PD with clear writing expectations from K-5 |
| 4 | Vogel sped students are under performing on state assessments. | Limited grade level PLC discussions with sped teachers, staff development, and differentiation in the classroom. |

★ = Priority

# School Processes & Programs

## Summary

At Vogel, our staff is a diverse group of educators with experience ranging from one to thirty years. This range of experience is leveraged through our mentoring program, which pairs new teachers with seasoned veterans, fostering a collaborative environment where knowledge and skills are shared. In an effort to maximize the strengths of our educators, we strategically assign teachers to areas where they can excel. For the upcoming 2025-2026 school year ensuring they receive the support needed to integrate smoothly into our school community.

Our commitment to student success is evident in our structured approach to data-driven instruction. Teachers engage in weekly data meetings with the administration during Professional Learning Communities (PLC) sessions to analyze student progress and discuss necessary interventions. Each classroom teacher is allocated a 45-minute daily block dedicated to intervention, allowing for targeted support to address individual student needs.

Collaboration is a cornerstone of our educational approach, with Vogel teachers meeting twice a week for 90 minutes to engage in grade-level team discussions centered around the four essential PLC questions. This collaborative effort underscores our strong sense of urgency and commitment to enhancing the academic achievement of all students. We are dedicated to ensuring that every student has access to high levels of learning, with a particular focus on providing the necessary support to advance their reading skills. In the early grades, K-2 teachers will concentrate on Small Group Reading Instruction (SGRI) as guided by our elementary specialist, emphasizing the development of foundational skills critical for future academic success.

At our school, we have established a PBIS/SEL committee that convenes monthly to meticulously review discipline data and evaluate campus-wide expectations. This committee is instrumental in ensuring that our Positive Behavioral Interventions and Supports (PBIS) framework is effectively implemented. We are transitioning from a schoolwide reward system to a classroom-based reward/ token system, which will allow for more immediate and personalized reinforcement of positive behaviors, thereby fostering a more engaging and supportive classroom environment.

Our campus is fortunate to host the Vogel after-school ACE program, which plays a crucial role in supporting our at-risk students. This program offers a comprehensive range of services, including tutoring, clubs, homework support, and enrichment activities. By providing these resources, we aim to enhance the academic and social development of our students, ensuring they have the necessary support to succeed both in and out of the classroom.

To maintain high standards of teaching and learning, our teachers will be observed through regular walkthroughs conducted by the principal, assistant principal, and instructional coach. This process is designed to identify areas where teachers may need additional support, particularly in instruction and classroom management. For those identified, we will develop tailored support plans to address their specific needs. Additionally, all teachers will participate in guided reading training or refresher courses to enhance their instructional strategies. Our intervention aide will also work with groups during intervention periods to provide targeted support. Teachers requiring further assistance will be closely monitored through a structured walkthrough and feedback cycle, which will help us determine the most appropriate areas for their professional development.

At Vogel, we recognize the critical role that parental involvement plays in the success of our students. Our active Parent-Teacher Committee (PTC) is a testament to this commitment, fostering a strong community connection through its presence on social media platforms like Facebook. This digital engagement allows us to keep parents informed and involved in school activities, events, and initiatives, ensuring that they are active participants in their children's educational journey.

In terms of classroom management and discipline, Vogel has adopted a comprehensive approach through the implementation of a leveled matrix of behavioral interventions. This structured system allows us to address and manage student behavior effectively within the classroom setting. Additionally, we provide confidential counseling forms upon request, ensuring that students have access to the support they need. Our Positive Behavioral Interventions and Supports (PBIS) and CHAMPS expectations are consistently reviewed and applied across all classrooms and common areas, promoting a positive and conducive learning environment for all students.

Our partnership with Ed Elements is a strategic initiative to enhance our educational offerings through Blended Learning. This collaboration allows us to integrate technology and personalized learning strategies into our curriculum, providing a more engaging and effective educational experience for our students. Throughout the school year, we participate in several walkthroughs, which serve as opportunities to assess and refine our implementation of Blended Learning, ensuring that we are meeting the diverse needs

of our student body.

# Strengths

At Vogel, we have dedicated one hundred minutes each week to focus on our four Professional Learning Community (PLC) questions. This time is invaluable as it allows our teachers to engage in meaningful discussions and collaborative planning. By participating in vertical PLCs, teachers have the opportunity to collaborate with colleagues from the grade above or below them, enhancing our approach to Blended Learning. This collaboration ensures a seamless transition for students as they progress through grades. Additionally, our master schedule includes a 45-minute intervention block, providing targeted support to meet the diverse needs of our students.

Our school is proud to have active committees that meet monthly to address various aspects of our educational environment. These committees focus on Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports/Social Emotional Learning (PBIS/SEL), parenting partners, Student Council, and teacher communication. Each committee plays a crucial role in fostering a supportive and inclusive school culture. Furthermore, our after-school ACE program offers tutoring, clubs, and homework support, enriching our students' learning experiences beyond the regular school hours.

The roles and responsibilities of our administrative team are clearly defined, ensuring effective leadership and management within our school. We have partnered with Ed Elements to enhance our Blended Learning initiatives, providing our teachers with the resources and support they need to succeed. Our Instructional Coach (IC) is actively involved in coaching a volunteer teacher through the Sibme platform, promoting professional growth and development.

At Vogel, we utilize Embrace with fidelity to plan and implement student interventions, as well as to track progress in both academics and social-emotional learning (SEL). This comprehensive approach allows us to tailor our interventions to meet the individual needs of our students, ensuring their success and well-being.

Safety is a top priority at Vogel, and we are committed to maintaining a secure environment for our students and staff. We conduct daily door checks, with data meticulously recorded on a district spreadsheet to ensure accountability. Additionally, we conduct monthly safety drills, including evacuation, shelter in place, and A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) drills, to prepare our school community for any potential emergencies.

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | MTSS does not meet enough to respond to student needs. | Progress monitoring data meetings need to happen more frequently. |
| 2 | Students need a PBIS system to be implemented during assemblies and lunch periods. | Teacher PBIS systems are hard to carry over into common areas. |

★ = Priority

# Perceptions

## Summary

At Vogel Elementary, we have embraced the Positive Behavioral Interventions and Supports (PBIS) and CHAMPS initiatives as part of our comprehensive campus plan. This approach ensures that all staff members are thoroughly trained and utilize a common language, which fosters a consistent and supportive environment for all students. To reinforce these expectations, we provide daily reminders during morning announcements and throughout the day, utilizing various media to ensure that students are continually aware of the school's expectations.

Our campus is fortunate to have an active Parent-Teacher Committee (PTC) that plays a vital role in fostering community engagement. We host a variety of events throughout the year, including a Fall carnival, math and reading nights, choir concerts, a book fair, a chili cook-off, career day, and a bike rodeo. These events not only enrich our students' educational experience but also strengthen the bond between the school and the community. To ensure effective communication with all parents, we send out notices in both English and Spanish. Additionally, we utilize multiple platforms such as school messenger call outs, SeeSaw, S'more, Remind 101, Facebook, and our campus web page to keep parents informed and engaged with school activities and updates.

At Vogel, we are committed to ensuring that our Mission and Vision are at the forefront of everything we do. To achieve this, we will make sure that all stakeholders are consistently reminded of these guiding principles. This will be accomplished by prominently displaying the Mission and Vision in email signatures, newsletters, and throughout the school premises. Additionally, they will be verbalized each morning during our announcements, reinforcing their importance in our daily activities and decision-making processes.

Our school is dedicated to establishing itself as an inclusive environment where every student is reached and taught at high levels, while also addressing their social and emotional needs. We place great value on all stakeholders and are committed to creating effective communication channels for everyone involved. Recent surveys conducted among students and teachers indicate that the majority feel safe and valued within our school community. Furthermore, teacher surveys reveal a strong sense of respect and belonging, which is fostered by the administration's supportive approach.

To maintain a secure environment, Vogel conducts daily door checks along with monthly fire drills and ALICE drills. These exercises are essential in ensuring that our school is prepared for any situation, thereby creating a safe and responsive atmosphere for both students and staff. Through these regular drills, we aim to instill confidence and readiness in our community, prioritizing the safety and well-being of everyone on campus.

## Strengths

The routine door checks and safety drills conducted on our campus are a cornerstone of our commitment to ensuring the safety and preparedness of both students and staff. By having these drills planned out for the entire year, we instill a sense of security and readiness in our school community. Additionally, the inclusion of daily door checks further reinforces our dedication to maintaining a safe and secure learning environment.

We believe that providing diverse opportunities for student engagement is essential in fostering a well-rounded and content student body. Activities such as career days, field day, dress-up days, carnivals, and academic nights are integral to our school culture. These events not only enhance the educational experience but also promote social interaction, creativity, and a sense of belonging among students.

Our commitment to effective communication is exemplified by our weekly campus newsletters. These newsletters serve as a vital link between the school and our families, ensuring that everyone is informed about upcoming events, important announcements, and the achievements of our students and staff. This regular communication helps to build a strong and connected school community.

The student experience this year is enriched by incorporating voice and choice through blended learning, allowing students to take an active role in their education. Additionally, the inclusion of an outdoor learning experience during a specials rotation provides students with a unique opportunity to engage with the natural environment, fostering a deeper connection to their learning and promoting a holistic educational experience.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Parents are not as active in Academic nights as they are in Non Academic nights. | Academic nights are not as engaging for families because of the content provided. |
| 2 | Only 97 parents took the Gallup survey for Vogel. | Parent don't feel like it relevant information they are asking and they could not comment. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Based on STAAR preliminary data it is estimated % of students are at risk of not passing STAAR at the meets level. | |
| 2 ★ | Based on STAAR Preliminary data % of students scored a zero on the extended constructed response and % on the short constructed. | PD with clear writing expectations from K-5 |
| 3 ★ | Parents are not as active in Academic nights as they are in Non Academic nights. | Academic nights are not as engaging for families because of the content provided. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

## Employee Data

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

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

# 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

☑ **High Priority** ☑ **HB3 Goal**

Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Reading by 4 percentage points from 46% to 50% by August 2026.

**Evaluation Data Source:** Spring STAAR scores

### Strategy 1

Vogel will employee a Title 1 teacher to support student growth in smaller ratios.

**Strategy's Expected Result/Impact:** Personalized support, allowing for tailored instruction that meets specific learning needs in smaller classes.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Teacher

#### Formative Reviews

| | October | January | March | May |
|---|---|---|---|---|
| Moderate Progress | | | | |

### Strategy 2

Vogel teachers will unpack TEKS, internalize lessons, review foundational skills, model and create higher order questions.

**Strategy's Expected Result/Impact:** Informed and responsive teaching environment, ultimately enhancing student learning and achievement.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Teacher

### Formative Reviews

Moderate Progress

October | January | March | May

## Strategy 3

Teachers will have time during conference and on data days to disaggregate data.

**Strategy's Expected Result/Impact:** The development of targeted interventions and supports to help students succeed

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Moderate Progress

October | January | March | May

## Performance Objective 2 ☑ High Priority

Increase the Percentage of K-2 students meeting grade-level benchmarks in RENSTAR Reading from 38% to 55%

**Evaluation Data Source:** End of Year Renstar.

## Strategy 1

Vogel will employ a Title 1 teacher to increase foundational literacy skills in K-2.

**Strategy's Expected Result/Impact:** Percentage of students showing growth from EOYA to BOYA will increase.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Teacher

### Formative Reviews

Moderate Progress

October | January | March | May

### Strategy 2

Vogel will target foundational skills during SGRI lessons.

**Strategy's Expected Result/Impact:** Percentage of students scoring level 4 or 5 will increase.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Teacher

#### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 3 ☑ High Priority

Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Reading by 5 percentage points from 15% to 20% by August 2026.

**Evaluation Data Source:** Spring STAAR Scores

### Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

**Strategy's Expected Result/Impact:** Growth on STAAR

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Sped teacher
teacher

#### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 4

Increase the percentage of HB1416 students achieving meets grade level or above on STAAR Reading from 8% to 16% by August 2026.

**Evaluation Data Source:** Spring STAAR Data

## Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

**Strategy's Expected Result/Impact:** Growth on STAAR

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Teacher

### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 5

Increase the percentage of EB students achieving meets grade level or above on STAAR Reading by 7 percentage points from 43% to 50% by August 2026.

**Evaluation Data Source:** Spring STAAR Scores

## Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

**Strategy's Expected Result/Impact:** Growth on STAAR

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Sped teacher
Teacher

### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

# Goal 2

Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 43% to 50% by August 2027.

## Performance Objective 1

☑ High Priority ☑ HB3 Goal

Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Math by 7 percentage points from 43% to 50% by August 2026.

**Evaluation Data Source:** Spring STAAR scores

### Strategy 1

Vogel Elementary will employ a Title 1 teacher to support growth for students.

**Strategy's Expected Result/Impact:** Personalized support, allowing for tailored instruction that meets specific learning needs in smaller classes.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

#### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

### Strategy 2

Vogel teachers will unpack TEKS, internalize lessons, Increase accuracy of foundational skills, create higher order questions, and use data to adjust instructional strategies.

**Strategy's Expected Result/Impact:** Informed and responsive teaching environment, ultimately enhancing student learning and achievement.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

#### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

## Strategy 3

Ensure all students and teachers have access to research based instructional resources.

**Strategy's Expected Result/Impact:** Significant gains in student achievement, when coupled with teacher-specific, ongoing professional development.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Moderate Progress

| October | January | March | May |
|---|---|---|---|

## Strategy 4

Teachers will have time during conference and on data days to disaggregate data.

**Strategy's Expected Result/Impact:** The development of targeted interventions and supports to help students succeed

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach
Teachers

### Formative Reviews

Some Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 2 ☑ High Priority

Increase the percentage of students achieving Meets or higher in grades K - 2 on Renstar from 37% to 55%.

**Evaluation Data Source:** End of year RENSTAR scores

## Strategy 1

Vogel teachers will target specific TEKS during small group instruction based on student need.

**Strategy's Expected Result/Impact:** Student growth on Renstar Math.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Some Progress

October | January | March | May

## Performance Objective 3 ☑ High Priority

Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Math by 8 percentage points from 24% to 32% by August 2026.

**Evaluation Data Source:** STAAR scores

### Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

**Strategy's Expected Result/Impact:** Inclusive learning environment where all students can thrive and meet essential educational standards.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Some Progress

October | January | March | May

## Performance Objective 4

Increase the percentage of HB1416 students achieving meets grade level or above on STAAR Math from 3% to 11% by August 2026.

**Evaluation Data Source:** Spring STAAR scores

### Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

**Strategy's Expected Result/Impact:** Growth on STAAR

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Some Progress

October | January | March | May

## Performance Objective 5

Increase the percentage of EB students achieving meets grade level or above on STAAR Math by 7 percentage points from 43% to 50% by August 2026.

**Evaluation Data Source:** Spring STAAR Scores

### Strategy 1

Teachers will provide individualized instruction and regular progress monitoring based on student need.

**Strategy's Expected Result/Impact:** Growth on STAAR

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Some Progress

October | January | March | May

# 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 24% to 30% by August 2026.

**Evaluation Data Source:** STAAR Science data

### Strategy 1

Teachers will design and implement engaging tier 1 lessons and labs that are aligned to grade level science standards.

**Strategy's Expected Result/Impact:** Increase in student scores.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

| October | January | March | May |
|---|---|---|---|
| Some Progress | | | |

# Goal 4 Vogel will improve student, parent, community, and staff satisfaction determined by The District Survey.

## Performance Objective 1

By May 2026, Vogel will offer a minimum of five non-academic community engagement opportunities and three academic opportunities for all stakeholders.

**Evaluation Data Source:** Sign in sheets, Survey results

### Strategy 1

Vogel will plan opportunities at different times of the day and promote them on multiple platforms.

**Strategy's Expected Result/Impact:** Well rounded engagement opportunities for parents and students to engage and to connect as a community.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Instructional Coach

### Formative Reviews

Some Progress

| October | January | March | May |
|---|---|---|---|

### 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 at school and home. Students will participate in activities to build a love of literacy.

**Strategy's Expected Result/Impact:** School family connection

**Staff Responsible for Monitoring:** Librarian
Teachers
Principal
A. Principal

### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

# 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 2026, Vogel will maintain or improve teacher turnover by 3% from 81.5 to 85%.

**Evaluation Data Source:** Staff surveys, transfer and resignation.

### Strategy 1

Provide team culture building activities throughout the year.

**Strategy's Expected Result/Impact:** Keep positivity at the forefront

**Staff Responsible for Monitoring:** Principal
Assistant Principal

### Formative Reviews

| | October | January | March | May |
|---|---|---|---|---|
| Some Progress | | | | |

## Performance Objective 2

By the end of the 2025-2026 school year, Vogel will increase attendance from 94% to 95%.

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

### Strategy 1

Vogel will celebrate and encourage attendance through various incentives.

**Strategy's Expected Result/Impact:** Improve learning outcomes and stronger school-home partnerships.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Attendance Clerk

### Formative Reviews

Some Progress

| October | January | March | May |
|---|---|---|---|

## Strategy 2

Target students from the prior year using the excessive absence report and educate parents on the importance of being at school.

**Strategy's Expected Result/Impact:** Increase attendance

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Attendance Clerk

### Formative Reviews

Accomplished

| October | January | March | May |
|---|---|---|---|

# Committees

# Committees

## 2024-2025 CPOC

## Members

| First Name | Last Name | Position | Committee Role |
|---|---|---|---|
| Rafael | Santiago | Community Member | Community Member |
| Michelle | Finch | Parent | Parent |
| Amanda | Brock | Parent | Parent |
| Caitlin | Bishop | Parent | Parent |
| 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 | Teacher |
| Chris | Ulrich | Business Representative | Business Representative |
| Debbie | Clark | Community Member | Community Member |
| Sherie | Jenke | Business Representative | Business Representative |
| Sarah | Noethen | Librarian | Non-classroom Professional |
| Heidi | Ulrich | Sped | Non-classroom Professional |
| Brianna | Green | Instructional Coach | Non - classroom Professional |
| Jeannie | Rodriguez | Counselor | Counselor |
| Emilie | Rohde | Assistant Principal | Administrator |
| Rhonda | Trainer | Principal | Administrator |

# 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% |

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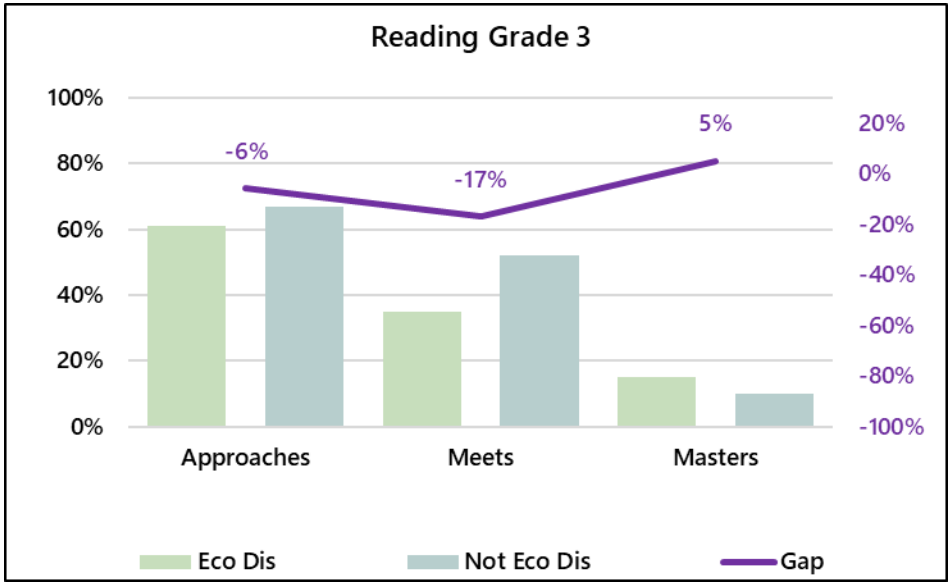
## State Assessment Data – STAAR and STAAR EOC, 2022-2023

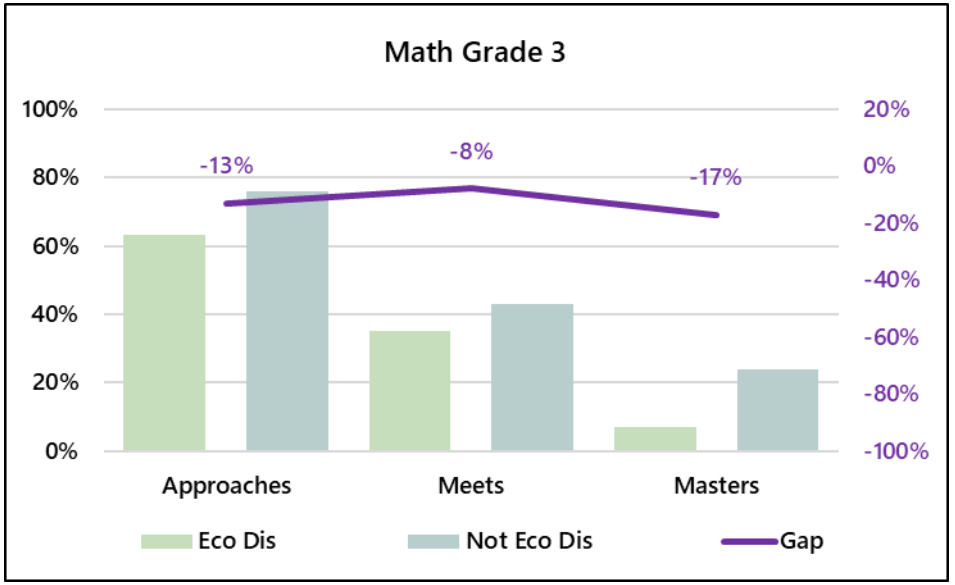
On August 16, 2023, the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, 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.

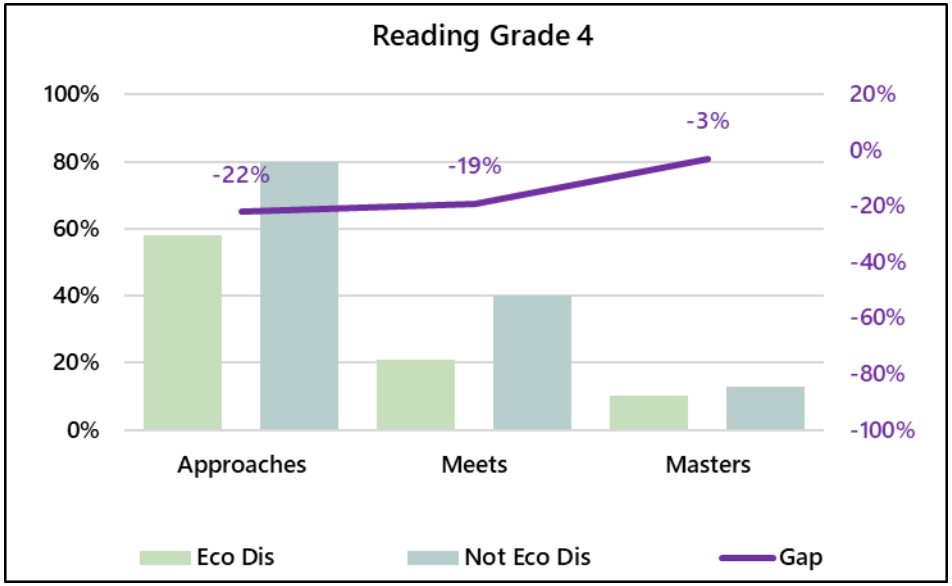
The Texas Education Code, Section 28.0211, requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Vogel Elementary's accelerated instruction courses provided with SCE funds:

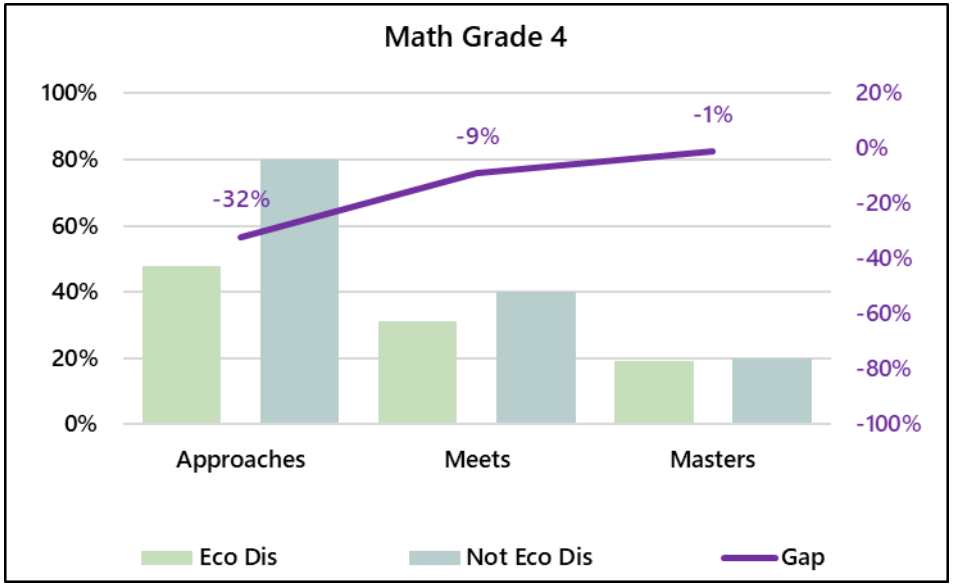
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
  OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to 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

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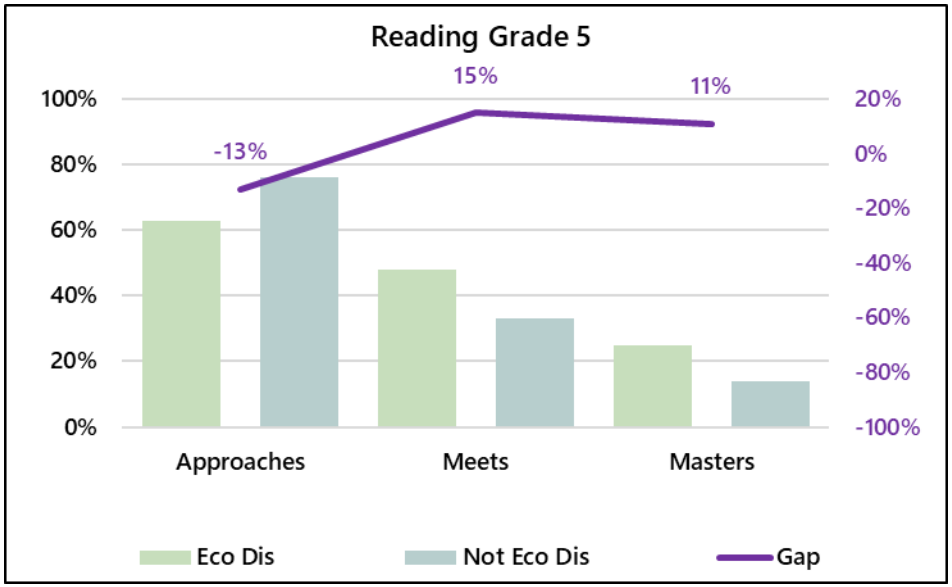
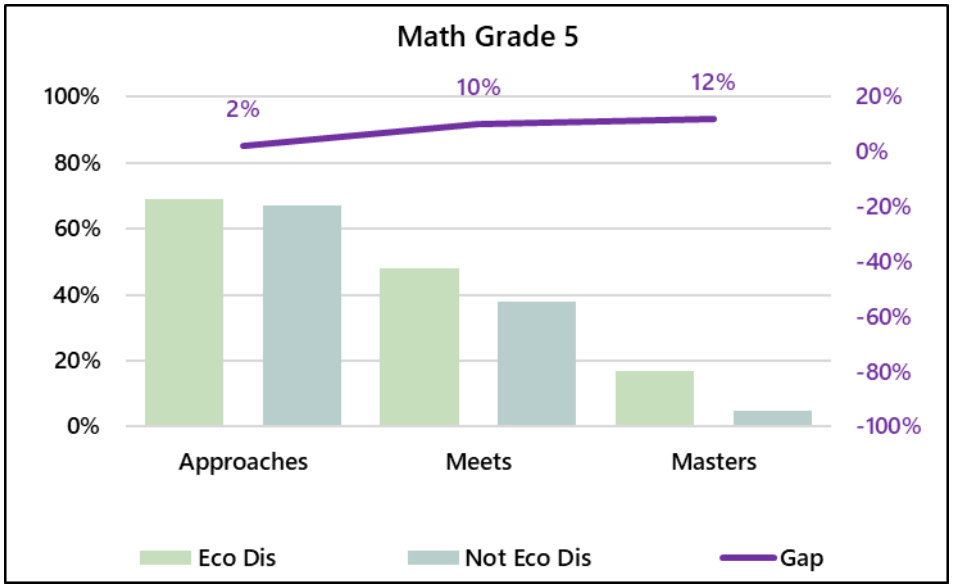
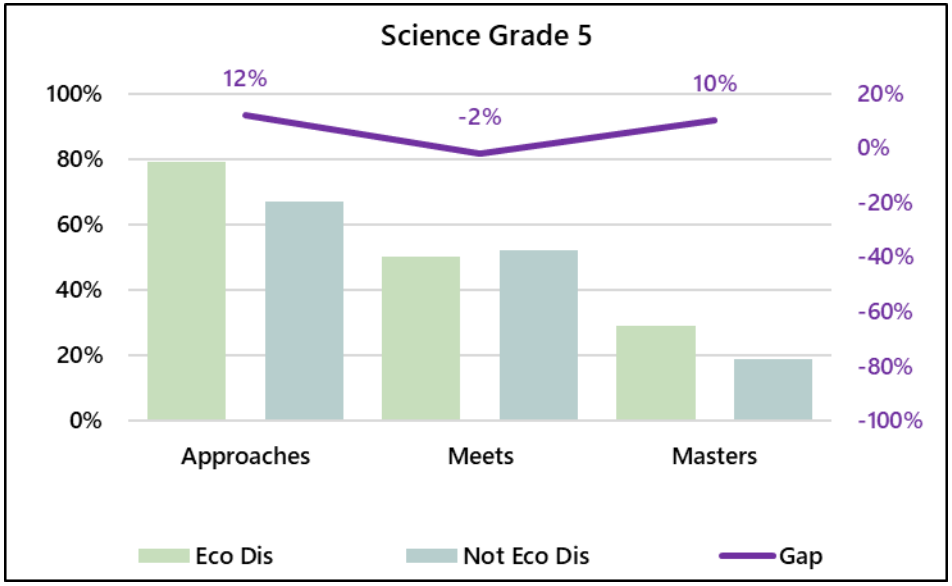
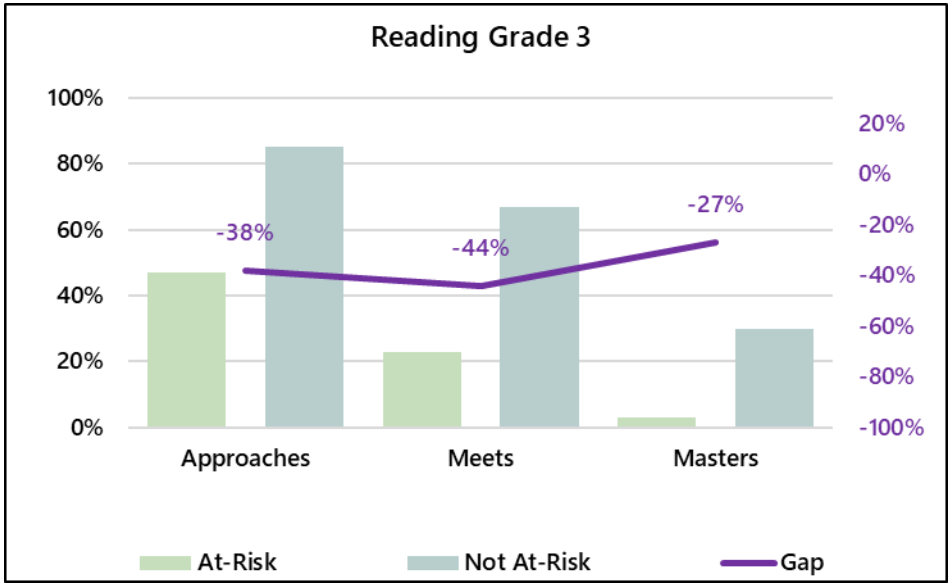
## Economically disadvantaged compared to not economically disadvantaged (continued)

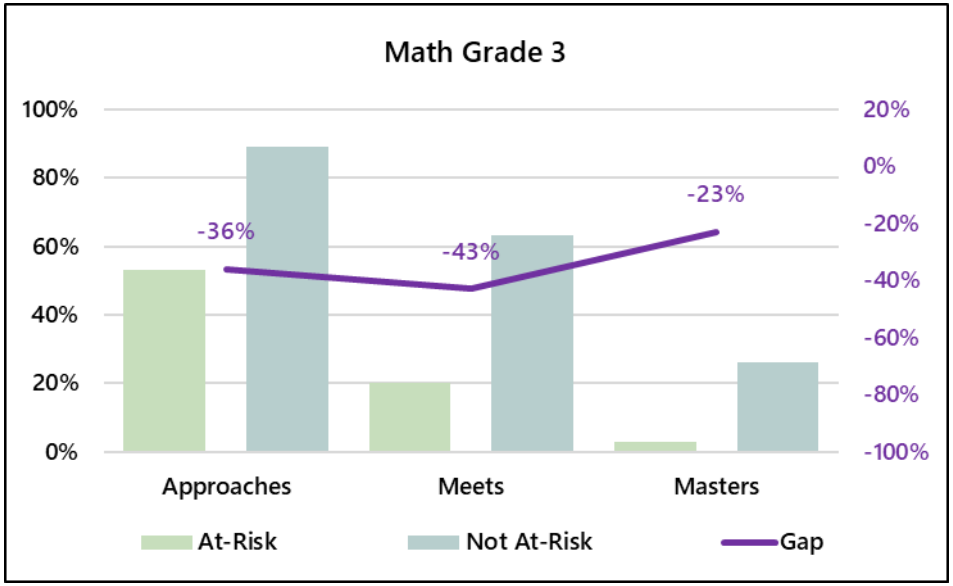


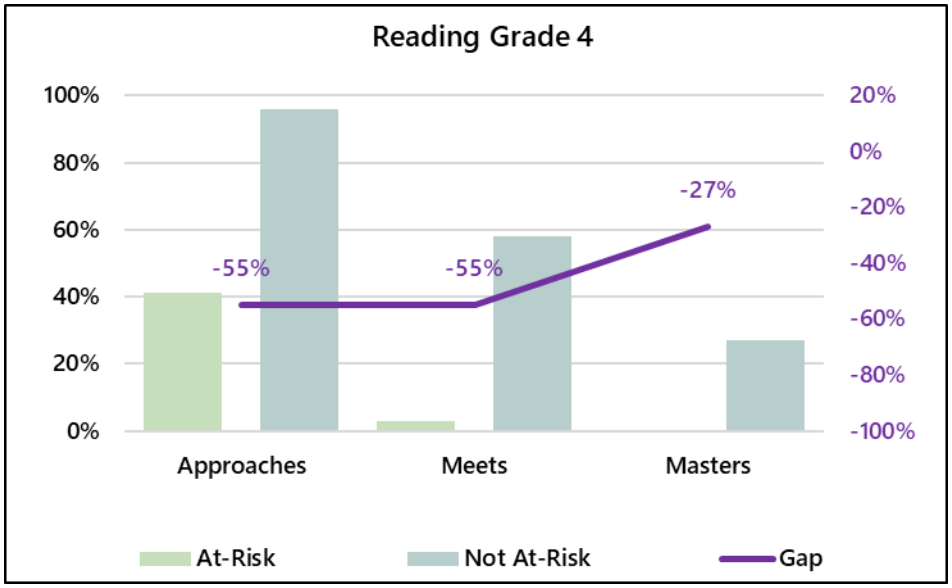



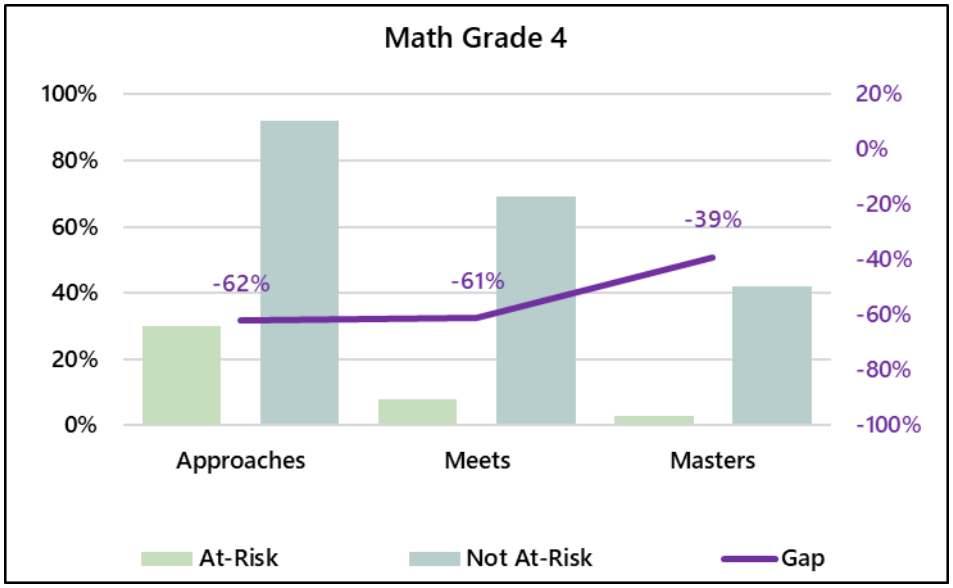



## At risk compared to not at risk

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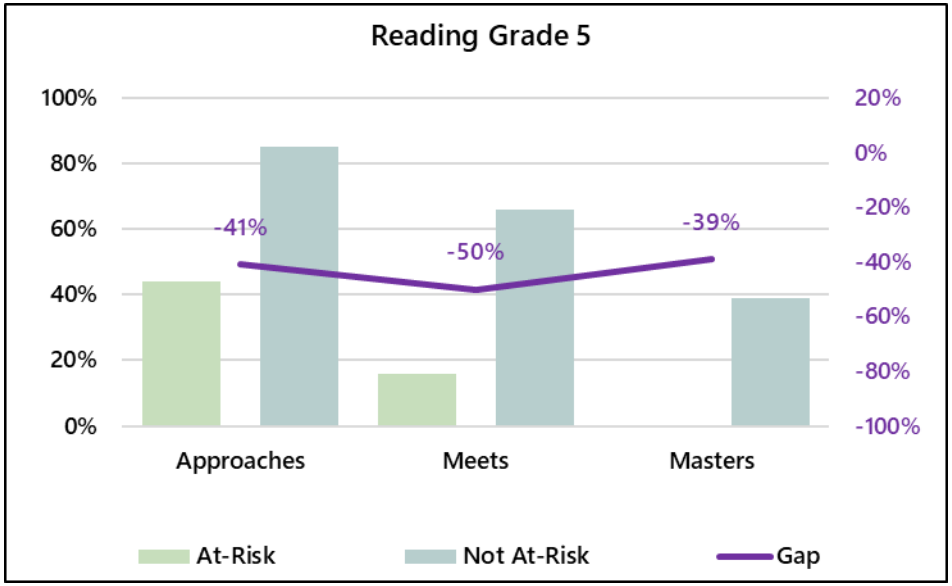
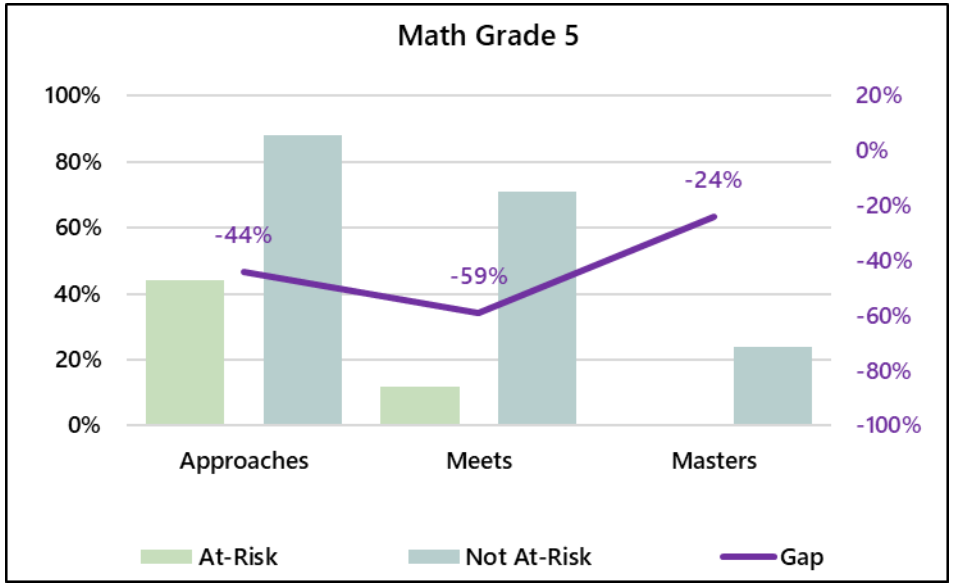
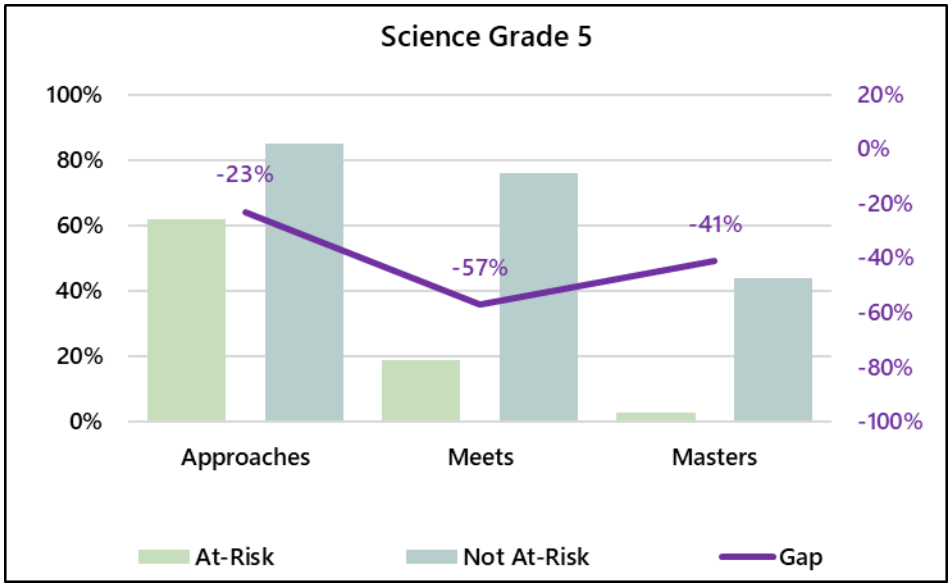
## At risk compared to not at risk (continued)

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## 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.