

**Seguin Independent School District**  
**Vogel Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

Inspiring life-long learners

## Value Statement

### Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

During the 2020-2021 school year Vogel served 275 student. With rezoning we now have 366 students for the 2021-2022 school year. Vogel has a full time principal, assistant principal, counselor, academic dean, librarian, reading/math interventionist, two reading/math interveticion aides and GT teacher that we share with another campus. Vogel has one new classroom teacher this year and 5 new to Vogel teachers because of growth and rezoning. We have a technologist, a music teacher, PE teacher and PE aide. At Vogel 34% of our staff is working towards or holding a master's degree, 67% GT certified, 67% ESL and 13% Sped certified.

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

RTI is conducted monthly and teachers analyze data in weekly PLC's on campus. Faculty meetings are every other week 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 teachers serves on at least one committee: Guiding Coalition/SBDM, Avid site-team, SBDM, PBIS/SEL,Cheer, Student Council, Crisis Response or Restorative Practices.

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

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

### Ethnic Distribution 21-22 of students

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

Males - 51%  
Female - 49%

### Teachers by Ethnicity and Sex

<b>African American</b>	<b>0.0</b>	<b>0.0%</b>
Hispanic	5	18%
White	22	81%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	1	.03%
Males	0	0.0%
Females	28	100%

### Students by Grade 21-22

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

### Student Groups

<b>Eco Dis</b>	<b>161</b>	<b>53.5%</b>
At Risk		
Sped	26	10%
GT	24	7%
Homeless	2	.005%

## Demographics Strengths

We have teachers that are from middle school, Prek and various backgrounds bringing content knowledge to our campus. This allows us to build capacity in others as they share their knowledge and expertise with their students and teams. They will add value to each grade level as we vertically plan across the campus. All of our teachers are highly qualified. Thirteen percent of our teachers are sped certified, 67% of our teachers are ESL certified and 34% percent of our teachers are working on their masters or currently have their masters degree.

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

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

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Staff ethnicity is not reflective of the school student ethnicity breakdown. Teacher ethnicity breakdown is 81% white and 18% Hispanic and 4.1% two or more races whereas student ethnicity breakdown is 48% Hispanic and 48% White and 2.4% Two or More Races. **Root Cause:** Increase in underrepresented student population.

# 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.

<b>Third grade - STAAR - 2020-2021</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	69%	29%	16%
Math	67%	16%	8%

Sped - Approaches/Meets/Masters

Reading - 40/0/0

Math - 20/0/0

<b>Fourth grade - STAAR - 2020-2021</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	60%	38%	10%
Math	63%	27%	13%
Writing	38%	14%	4%

Sped - Approaches/Meets/Masters

Reading - 33/33/0

Math - 33/33/0

Writing - 33/0/0

<b>Fifth grade - STAAR - 2020-2021</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	67%	41%	22%
Math	74%	50%	24%
Science	54%	24%	13%

Sped - Approaches/Meets/Masters

Reading - 33/0/0

Math - 33/17/17

Science - 40/0/0

Third grade STAAR data for 2018-2019 school year - Current 2020-2021 Fifth graders

Reading: Approaches- 2018 63% to 2021 67%

Meets: 2018 25% to 2021 41%

Masters- 2018 17% to 2021 22%

SPED: 2018 20% to 2021 33%

Math: Approaches- 2018 59% to 2021 74%

Meets: 2018 30% to 2021 50%

Masters: 2018 11% to 2021 24%

SPED: 2018 20% to 2021 33%

**Istation Data BOY 21-22 Does not meet Approaches Meets Masters**

k - 57	58%	23%	12%	7%
1st - 57	53%	21%	16%	11%
2nd - 60	52%	22%	15%	12%
3rd - 58	54%	14%	21%	11%
4th - 71	48%	26%	10%	13%
5th - 68	41%	25%	26%	7%

**Student Learning Strengths**

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



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

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

Reading: Approaches- 2018 63% to 2021 67%

Meets: 2018 25% to 2021 41%

Masters- 2018 17% to 2021 22%

SPED: 2018 20% to 2021 33%

Math: Approaches- 2018 59% to 2021 74%

Meets: 2018 30% to 2021 50%

Masters: 2018 11% to 2021 24%

SPED: 2018 20% to 2021 33%

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

**Problem Statement 1 (Prioritized):** Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation First grade at 53%, Second grade at 52% and Third grade at 59% at the does not meet levels. **Root Cause:** Instruction for Second graders missed at the foundational level because of missed educational experiences.

**Problem Statement 2 (Prioritized):** STAAR Reading Scores for our current Fourth grade Vogel Elementary students are 60/38/10 and Math scores are 63/27/13. **Root Cause:** Tier 1 instruction, lack of engagement from virtual students, enrichment, attendance and gaps in foundational skills.

**Problem Statement 3 (Prioritized):** STAAR Reading scores for our current fifth grade students are 67/41/22 and Math scores are 74/50/24. **Root Cause:** Lack of engagement from virtual students, attendance, enrichment and gaps in foundational skills.

**Problem Statement 4 (Prioritized):** Vogel sped students are under performing on state assessments at less than 50% at meets grade level. **Root Cause:** Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.

**Problem Statement 5 (Prioritized):** Campus attendance decreased from 94.68 to 94.28% before the interruption of Covid but still below district goal of 95%.. **Root Cause:** Attendance suffered because of virtual learning and covid interruption.

# School Processes & Programs

## School Processes & Programs Summary

The Vogel staff consists of highly qualified individuals that range from 1-25 years of experience. Our teachers participate in a mentoring program that pairs new teachers with veteran teachers. Teachers in fourth and fifth grade are placed in their subject area of greatest strengths. Teachers in k-3 build on each other strengths during PLC.

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

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

Vogel has a built in PLC block of time for a total of 110 minutes, once a week, where grade level teams meet to discuss the four PLC questions. Teacher teams will meet once a month vertically with the grade level below them to align instructional strategies across the campus. There is a strong sense of urgency and commitment to improve the academic achievement of all students. All students will have access to high levels of learning. We will focus on providing the support students need to make progress in reading. Teachers in k-3 will focus on SGRI provided by the elementary specialist targeting foundational skills .

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

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

*Parental Involvement - Vogel has an active PTC with social media presence of Facebook.*

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

## School Processes & Programs Strengths

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

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

Vogel has active committees with monthly meeting to focus on RTI, Avid, PBIS/SEL, Restorative practices, Student Council, and Teacher communication. In addition, Vogel has an afterschool ACE program providing tutoring, clubs, homework support and enrichment for at risk students. As an Avid campus we have weekly college days, display pennants and use binder to keep students organized.

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

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

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

**Problem Statement 1:** Lack of male role models on campus. **Root Cause:** Males applying for elementary school positions are underrepresented.

**Problem Statement 2:** Parent participation was low during 2020-2021. Virtual activities were offered but under attended. **Root Cause:** Parents not allowed on campus due to Covid.

# Perceptions

## Perceptions Summary

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

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

The campus has a PTC and it is active. The campus hosts a carnival, math/reading nights, game night, and a food truck night. All parent notices and communication are sent out in English and Spanish. The campus uses call outs on school messenger, SeeSaw, remind 101, Facebook, twitter, and the campus web page to communicate to parents. In the past parent involvement has not been high but we have had a very successful Food Truck night. Our goal is to focus on increasing parent engagement.

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

Vogel will establish itself as an inclusive school reaching and teaching all students at high levels while meeting their Social Emotional needs. We will value all stakeholders and create opportunities to communicate effectively with everyone.

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

Needs:

Seek community participation through mentoring programs and Career days.

## 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.

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

AVID supports academic responsibility and organization campus wide.

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

Teachers, the Academic Dean and the librarian are all provided tech support to meet the needs of all virtual learners and parents.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Family face to face Involvement is low. **Root Cause:** Vogel is a closed campus due to covid.

# Priority Problem Statements

**Problem Statement 2:** Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation First grade at 53%, Second grade at 52% and Third grade at 59% at the does not meet levels.

**Root Cause 2:** Instruction for Second graders missed at the foundational level because of missed educational experiences.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 6:** Family face to face Involvement is low.

**Root Cause 6:** Vogel is a closed campus due to covid.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 1:** STAAR Reading Scores for our current Fourth grade Vogel Elementary students are 60/38/10 and Math scores are 63/27/13.

**Root Cause 1:** Tier 1 instruction, lack of engagement from virtual students, enrichment, attendance and gaps in foundational skills.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** STAAR Reading scores for our current fifth grade students are 67/41/22 and Math scores are 74/50/24.

**Root Cause 3:** Lack of engagement from virtual students, attendance, enrichment and gaps in foundational skills.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Vogel sped students are under performing on state assessments at less than 50% at meets grade level.

**Root Cause 4:** Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Campus attendance decreased from 94.68 to 94.28% before the interruption of Covid but still below district goal of 95%..

**Root Cause 5:** Attendance suffered because of virtual learning and covid interruption.

**Problem Statement 5 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

## 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
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- 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

### **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
- TTESS 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:** Improve student learning through improved instructional practice (Strategic Priority 1).



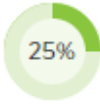

**Performance Objective 1:** TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Vogel Elementary will receive a B - rated campus.







**Targeted or ESF High Priority**

**Evaluation Data Sources:** TEA STAAR Performance Tables

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel Elementary will employ an Academic Dean to support teachers in the overall achievement of students at Vogel Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> The AD will create systems for supporting teachers through PLC, modeling and coteaching. The AD will provide walkthroughs and feedback to support growth in teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus Leadership team will utilize strategies from Leverage Leadership, Teach like a Champion, and RELAY to effectively support teaching practices and the implementation of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> CLT will identify specific teachers in need of coaching using the strategies in Leverage Leadership, Five Instructional Habits and Fundamental Five. CLT will participate in weekly coaching sessions with identified teachers to support high leverage needs. Teachers will feel supported and student learning will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide teachers the appropriate instructional materials to support student need and classroom instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade levels will identify materials needed and will utilize them in the classrooms to support growth and high levels of learning. Assessments will reflect growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principal Campus Instructional Specialist</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Education Galaxy 500.00, Starfall 270.00, A-Z 124.00, Consumables - 211 Title I - 211.11.00.110.2.24.000.6399 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will provide after school tutoring for students in K-5 with identified foundational skills improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on identified skills on unit assessments, Istation, TPRI and Tx-Kea.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean Interventionist Classroom teachers</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Teacher Pay: \$25 per hour for extended day - 211.11.00.110.1.24.000.6118</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will design and implement effective, engaging and rigorous lessons that are aligned to grade level standards. Teachers will be provided extra planning time to enhance lessons that meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will be enhanced to include engagement and rigor. Classroom rigor and engagement will be shown through an increase in data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Substitute Teachers - 211 Title I - 211. 11.00.110.2.24.000.6112 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Vogel Elementary will hire a Title 1 tutor to support Math during intervention blocks. Support will focus on increasing the overall Math of students in grades 3-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic achievement and student growth. Improve foundational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Title 1 Math Tutor 3-5 - 211 Title I - 211.11.00.110.2.24.000.6118 - \$12,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Vogel Elementary teachers and Administration will attend professional development as needed to support and grow our team.</p> <p><b>Strategy's Expected Result/Impact:</b> Use the walkthrough cycle to identify teachers in need of specific PD or PD that has been requested.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Registration fees - 211 Title I - 211.13.00.110.2.24.000.6299 - \$2,000, Subs for PD - 211 Title I - 211.11.00.110.2.24.000.6112 - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Vogel Elementary will employ Reading/Math interventionist to support academic achievement and growth for students at Vogel Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> The Reading Interventionist will create systems for monitoring student achievement with iStation data, Running Records, TPRI, Imagine Math, TX-KEA, and Unit Assessment data. Intervention groups will provide foundational skills to increase student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Interventionist</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Vogel Elementary will hire a Title 1 tutor to support literacy during intervention blocks. Support will focus on increasing the overall reading scores of grades 1st - 3rd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase foundational and grade level skills in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Title 1 Literacy tutor - 211 Title I - 211.11.00.110.2.24.000.6118 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Teachers will have time during PLC to focus on data-driven instruction. The Campus Leadership Team along with the teachers will engage in TEKS talk, and data power meetings to ensure student mastery of all essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective intervention groups and increase in student scores. Teachers will adjust weekly lesson plans based on student data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				









**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation First grade at 53%, Second grade at 52% and Third grade at 59% at the does not meet levels. <b>Root Cause:</b> Instruction for Second graders missed at the foundational level because of missed educational experiences.</p>
<p><b>Problem Statement 2:</b> STAAR Reading Scores for our current Fourth grade Vogel Elementary students are 60/38/10 and Math scores are 63/27/13. <b>Root Cause:</b> Tier 1 instruction, lack of engagement from virtual students, enrichment, attendance and gaps in foundational skills.</p>
<p><b>Problem Statement 3:</b> STAAR Reading scores for our current fifth grade students are 67/41/22 and Math scores are 74/50/24. <b>Root Cause:</b> Lack of engagement from virtual students, attendance, enrichment and gaps in foundational skills.</p>
<p><b>Problem Statement 4:</b> Vogel sped students are under performing on state assessments at less than 50% at meets grade level. <b>Root Cause:</b> Limited grade level PLC discussions with sped teachers, staff development, gaps in foundational skills and differentiation in the classroom.</p>

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 2:** POST-SECONDARY READINESS: Vogel will increase the targets met from 8% to 25% in the Academic Achievement component of the Closing the Gap domain.





**Evaluation Data Sources:** STAAR data









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel Elementary will utilize a PLC model to identify and address individual student needs, as well as review data and make adjustment to identified targeted populations of students that historically perform below average on state standardized tests or local assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Vogel will increase the targets met from 8% to 25% in the Academic Achievement component of the Closing the Gap domain.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel will support college readiness through AVID strategies - both academic and organizational. Additionally, students are encouraged to wear a college shirt one day a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to different colleges and careers throughout the year. Students will also learn organizational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean/AVID campus coordinator</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Vogel will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Vogel will reflect a 10% increase in score from the Panorama SEL BOY to EOY surveys.

**Evaluation Data Sources:** Panorama surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development in the implementation of PBIS and SEL for teachers regarding classroom management and students with difficult behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize instructional time because of the Increase in positive behavior interventions and developing the whole child through social emotional learning activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Restorative Practices Lead</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel Elementary will increase attendance from 94% (20-21) - 95% (21-22) by utilizing incentives, social media posts and campus posting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness in the importance of being at school and to celebrate students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vogel Elementary will provide LiiNK, created by TCU to all kinder, first, second and third grade students for the 21-22 school year. Students will participate in a social skills lesson created by Positive Action in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop the whole child socially, emotionally and increase learning through unstructured breaks. Increase student wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PE Coach</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Vogel students will be provided Intervention and enrichment during Intersession and ACE.</p> <p><b>Strategy's Expected Result/Impact:</b> Developing the whole child and to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Supplies for enrichment during Intersession and ACE - 211 Title I - 211.11.00.110.2.24.000.6399 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students in grades 1-3 are not meeting grade level expectations in reading. According to BOY Istation First grade at 53%, Second grade at 52% and Third grade at 59% at the does not meet levels. <b>Root Cause:</b> Instruction for Second graders missed at the foundational level because of missed educational experiences.</p>
<p><b>Problem Statement 2:</b> STAAR Reading Scores for our current Fourth grade Vogel Elementary students are 60/38/10 and Math scores are 63/27/13. <b>Root Cause:</b> Tier 1 instruction, lack of engagement from virtual students, enrichment, attendance and gaps in foundational skills.</p>
<p><b>Problem Statement 3:</b> STAAR Reading scores for our current fifth grade students are 67/41/22 and Math scores are 74/50/24. <b>Root Cause:</b> Lack of engagement from virtual students, attendance, enrichment and gaps in foundational skills.</p>
<p><b>Problem Statement 5:</b> Campus attendance decreased from 94.68 to 94.28% before the interruption of Covid but still below district goal of 95%.. <b>Root Cause:</b> Attendance suffered because of virtual learning and covid interruption.</p>









**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT:** Vogel Elementary will increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families.

**Evaluation Data Sources:** Attendance either in person or virtually.









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel Elementary will create an engaging experience for families to participate in their students' education through Social media, Seesaw, virtual academic night and game nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Involve families in the school community and cultivate a strong partnership.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies needed for teachers to run learning activities for Math/Literacy night and Bring your parent to PE day - 211 Title I Parental Involvement - 211.61.00.110.2.24.000.6399 - \$350, Light refreshments - 211 Title I Parental Involvement - 211.61.00.110.2.24.000.6499 - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel Elementary will promote literacy through the "One Book, One Grade Level" program. Students in grades 3-5 will be provided with various books to be read F2F/Virtually during the school day and at home with families. Students in grade K-2 will be read to at school and virtually. Students will participate in activities to support their comprehension and build a love of literacy through collaboration and conversations at school and with their family.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a culture of literacy and engage parents.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Librarian Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Purchase of Books - 211 Title I Parental Involvement - 211.61.00.110.2.24.000.6299 - \$601</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vogel Elementary will translate essential documents including but not limited to, the Campus Improvement Plan, notes home regarding school events, and parent-teacher communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information in parents native language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean Technologist</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build capacity in the area of parental involvement by attending the statewide parent involvement conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement.</p> <p><b>Funding Sources:</b> Registration Fee - 211 Title I Parental Involvement - 211.61.00.110.2.24.000.6299 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS:** Vogel will promote student and staff achievements and programs through the use of social media and SeeSaw. We will increase users on Facebook from 470 to 580 and the number of Twitter followers from 262 to 330.






**Evaluation Data Sources:** Facebook and Twitter users on our page.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will consistently use SeeSaw and Facebook as our main platform to communicate with parents and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement and communication on all Platforms including Facebook and twitter.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean Counselor Librarian Technologist Teachers</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vogel will send a monthly newsletter to all families with tips, calendar events and all other campus communications through School Messenger, Seesaw, Twitter, and Facebook.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Technologist</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 3: PARTNERSHIPS:** Vogel Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events.



**Evaluation Data Sources:** Number of community members that agree to career day.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel will seek out businesses to partner with through career days and designated campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness in careers available after high school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean Counselor</p> <p><b>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

**Performance Objective 1:** RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Vogel Elementary will achieve a teacher turnover rate of less than 15%.

**Evaluation Data Sources:** End of year transfer and resignation request.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vogel Elementary Administration staff will create a positive working environment by recognizing team of the month and staff of the month to celebrate their hard work and accomplishments. These will be posted on social media as well in the school hallways.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a positive culture and climate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide grade level professional learning &amp; collaboration opportunities during PLC and after school for new and returning teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher collaboration time for planning and to increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vogel principal, assistant principal and academic dean will take part in the Relay Deep Dive training to coach adults and build capacity within teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong well supported teachers that maximize instructional time while engaging in best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

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