

Seguin Independent School District
Vogel Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 30, 2018

Mission Statement

Empower all learners to new discoveries by creating an innovative, engaging, and safe learning environment.

Vision

Inspiring life-long learners

Value Statement

We believe Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vogel Elementary Demographics
Seguin ISD

Ethnic Distribution

African American	20	4.7%
Hispanic	271	63.8%
White	127	29.9%
American Indian	2	0.5%
Asian	1	0.2%
Pacific Islander	0	0.0%
Two or More Races	4	0.9%

Economically Disadvantaged	300	70.6%
Non-Educationally Disadvantaged	125	29.4%
English Language Learners (ELL)	82	19.3%
Students w/Disciplinary Placements	0	0.0%
At-Risk	226	53.2%

Students w/Disabilities	29
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Students by Grade

Kindergarten	65	15.3%
Grade 1	64	15.1%
Grade 2	75	17.6%
Grade 3	72	16.9%
Grade 4	69	16.2%
Grade 5	80	18.8%

Mobility

Total Mobile Students	73	17.1%
African American	2	0.5%
Hispanic	45	10.5%
White	25	5.9%
American Indian	1	0.2%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	0	0.0%

Class Size Information

Kindergarten	14.6
Grade 1	16.3
Grade 2	18.4
Grade 3	18.3
Grade 4	17.8
Grade 5	21.9

Student Enrollment by Program

Bilingual/ESL	81	19.1%
Career & Tech	0	0.0%
Gifted & Talented	21	4.9%
Special Education	29	6.8%

Demographics Strengths

The campus is diverse and represents many subpopulations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: over 50 percent of the campus is identified at-risk **Root Cause:** tier 1 instruction is not meeting the needs of all students

Student Academic Achievement

Student Academic Achievement Strengths

Students monitor their own academic progress on TTM, Istations, AR, and on formal assessments.

Teachers use data squares to monitor student progress on CBA and benchmarks, checkpoints

Teachers use data to form GR and GM intervention groups

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: students not meeting met standard on staar **Root Cause:** intervention needs to be targeted to each students

School Processes & Programs

School Processes & Programs Summary

Vogel has a low percentage of teacher turn over. This year we did have three staff meembers go to new campuses for pormitions. The techers hired all have experience teching, except for one teacher who is brand new this year.

Staff Information

Professional Staff	33.0	88.1%
Teachers	28.0	74.8%
Professional Support	3.0	8.0%
Campus Administration	2.0	5.3%
Educational Aides	4.4	11.9%

Teachers by Ethnicity and Sex

African American	0.0	0.0%
Hispanic	11.0	39.3%
White	17.0	60.7%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%
Males	0.0	0.0%
Females	28.0	100.0%

Teachers by Highest Degree Held

No Degree	0.0	0.0%
Bachelor's	25.0	89.3%

Master's	3.0	10.7%
Doctorate	0.0	0.0%

Teachers by Years Experience

Beginning Teachers	3.0	10.7%
1 – 5 Years Experience	9.0	32.1%
6 – 10 Years Experience	3.0	10.7%
11 – 20 Years Experience	7.0	25.0%
Over 20 Years Experience	6.0	21.4%

Experience of Campus Leadership

Average Years Experience of Principals	11.0
Average Years Experience of Principals with District	9.0
Average Years Experience of Assistant Principals	0.0
Average Years Experience of Assistant Principals with District	0.0

Vogel Elementary is a dual language campus within Seguin ISD. We we serve over 80 English Language learners on the campus. We have over 415 students that are in grades Kinder to 5th Grade. Per district organization, we have 10 self-contained teachers in Kinder, 1st and 2nd Grade. We are primarily departmentalized in 3rd, 4th and 5th grade with 11 teachers. We have a full time principal, assistant principal, counselor, instructional coach, LSSP, librarian, reading interventionist, and GT teacher. We have six bilingual certified teachers and two bilingual aides. We have a technologist, music teacher, PE teacher and PE aide. Our office staff includes our secretary, attendance clerk and nurse. We have three custodians and four cafeteria workers. RTI is

conducted monthly and teachers analyze data in weekly PLC on campus. Faculty meetings are every other week. Master schedule is based upon campus needs to support student success. Teachers all serve on one of three committees on the campus: Guiding Coalition, Avid site-team, or planning committee. Students also use IStation daily and are aware of their performance. Data is analyzed and turned in weekly. Teachers all participate in a weekly PLC. Vogel Elementary utilizes technology within instruction on a daily basis. Along with the technology rotation during grade-level Specials, students and staff frequently utilize technology such as student stations, iPads, a sign-up computer lab, laptop carts, iPad carts, SMART boards, ELMO projectors and other instructional tools. Each classroom has a technology cart that contains iPads and laptop computers. The cafeteria is equipped with a drop down screen for access to viewing presentations, slide shows and other technology related items. Both the campus technologist and librarian provide current and relevant technology supports, tips and exposure to additional access or use for both students and staff. We are equipped as a WiFi campus and are therefore able to utilize mobile devices within the building as well.

School Processes & Programs Strengths

Retain teachers on the campus.

monthly IStation checks

Instructional Coach

RTI

master schedule

informal running records

All students attend technology

Each class has a mini mobile lab

Use technology to support TEKS

ON-SITE technology assistant to provide support as needed

system in place for work orders

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: to many students identified in RTI **Root Cause:** TIER 1 AND 2 INSTRUCTION

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. The campus host numerous activities throughout the year for families to attend. The campus has a SPVO and it is active. Not a lot of parents participate in parental involvement events. The campus hosts a carnival, math/reading nights, and hosts monthly chat with the principal. All parent notices and communication are sent out in English and Spanish. The campus uses remind 101, facebook, twitter, and the campus webpage to communicate to parents.

Perceptions Strengths

Campus communication systems- remind 101, campus website, newsletters, parental brochures

recognition of student achievement

activities outside the school day- family reading night, family movie night, science night, book fairs, after school clubs, school dance

Campus Monthly Newsletter

Remind 101

TLY volunteers

America Reads volunteers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: bullying incidents are high **Root Cause:** Consistent implementation of discipline procedures

Problem Statement 2: lack of parental involvement **Root Cause:** opportunities are lacking

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Other additional data

Goals

Revised/Approved: October 30, 2018

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, Seguin ISD will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 71%/39%/19% to 83%/53%/25% in 2019.





Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Improve students success in Reading by implementing/utilizing the District Literacy plan. All teachers will use the Fountas and Pinnell Literacy practices, Guided Reading, Comprehension Tool kit, and Foundations (K-2).</p>	2.4, 2.5, 2.6	Administration, Instructional Coach	Increase in ISTATION results, increase STAAR results November: Istation data should be 5% higher than it was on the BOYA				
Problem Statements: School Context and Organization 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Improve student success by implementing/utilizing the following: vocabulary enrichment initiative where teachers provide opportunities for students to utilize academic vocabulary daily, explicitly teach academic vocabulary, incorporate science and social studies texts in instruction.</p>	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers	Impact literacy overall on the campus. November: word walls should be displayed and used with students during lessons				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide tutoring support related to STAAR reading and math performance for targeted students in Grades 3 - 5</p>	2.4, 2.6	Administration, Instructional Coach	<p>Increase percent score for STAAR reading and Math in grades 3, 4, and 5</p> <p>November: Increase in checkpoint scores with targeted students getting tutoring support.</p>				
Funding Sources: 211 Title I A - 15000.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Improve student success in Reading to ensure all students go to a daily intervention/enrichment time that focuses on reading stations to differentiate instruction and review concepts. Teachers will use Istation and Leveled Learners Intervention (LLI) daily with all Tier 2 and Tier 3 students.</p>	2.4, 2.5, 2.6	Administration, IC	<p>Increase Istation and Reading Levels across the grade levels.</p> <p>November: Istation monthly data up 5% from BOYA.</p>				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>5) Provide Reading and Dyslexia support for students in K-5 provided by the campus reading interventionist/dyslexia teacher.</p>	2.4, 2.5, 2.6	Dyslexia teacher, Administration	<p>Increase reading performance.</p> <p>November: All students identified and receiving instruction daily by dyslexia teacher.</p>				
Problem Statements: Demographics 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Improve student success in math by utilizing/implementing the following: collaboratively plan instruction based on math Texas Essential Knowledge and Skills (TEKS) using Think Through Math, Guided Math, and best practices/strategies for engagement.</p>	2.4, 2.5, 2.6	Administration, IC	<p>Increase math performance on STAAR and EOY</p> <p>November: all classrooms implementing guided math</p>				
Problem Statements: Student Academic Achievement 1							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Improve all student success in science by utilizing/implementing the following: all K-5 teachers will plan using the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) format, implement science notebooks and hands-on labs, explicitly teach academic vocabulary and teach the scientific method and science lab safety procedures.</p>	2.4, 2.5	Administration, IC	<p>Increased Science in 5th grade.</p> <p>November: All grades incorporating hands on labs</p>				
Problem Statements: Student Academic Achievement 1							
<p align="center">Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) Improve all student success in writing by utilizing/implementing the following: implement Empowering Writers in grades 3-5, writers workshop model by Lucy Caulkins in grades K-2, use student writing journals and/or portfolios, explicitly teach academic vocabulary, and participate in professional development.</p>	2.4, 2.5, 2.6	Administration, IC	<p>Increased writing across the grade levels and content areas.</p> <p>Novemeber: Students will be able to begin to understand the writing process.</p>				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
<p align="center">Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Increase student achievement for ELL students by ensuring that all bilingual teachers will:</p> <ul style="list-style-type: none"> - adhere to the Seguin ISD framework using the Dual Language Model -utilize research-based strategies and best practices in instruction -integrate the ELPS throughout all content areas implement Sheltered instruction strategies 	2.4, 2.5	Administration, IC	<p>Students show growth on TELPAS</p> <p>November: Students show growth on school checkpoint</p>				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
<p align="center">Critical Success Factors CSF 1</p> <p>10) Monitor all Migrant students on campus and provide intervention as needed to ensure academic success.</p>	2.4, 2.5	Administration	<p>Migrant students will be supported in all academic areas.</p> <p>November: Migrant students will be identified and begin to analyze data for additional support.</p>				
Problem Statements: School Processes & Programs 1							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Utilize Instructional Coach to provide instructional support and job-embedded professional development to teachers and support for student groups.</p>	2.5	Administration	<p>Targeted growth of teachers on campus in regards to Tier 1 instruction.</p> <p>November: Coach will be working with targeted grade levels who need additional support.</p>						
Problem Statements: School Processes & Programs 1									
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>12) All teachers and support staff on campus will participate in a book study Innovator's Mindset, by George Couros.</p>	2.5, 2.6	Administration	<p>Complete book study to better serve all students on campus.</p> <p>November: Complete 3 chapters in the book as a faculty</p>						
Problem Statements: School Processes & Programs 1									
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>13) Develop essential practices for professional learning communities (PLCs), focusing on purposeful planning, instructional practices, and data analysis.</p>	2.4, 2.5, 2.6	Administration, IC, Team Leads	<p>Increased introductions across the board.</p> <p>November: All grade levels analyzing data and making changes to meet the needs of students.</p>						
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1									
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>14) Attend La Cosecha Dual Language Conference in Santa Fe, New Mexico November 14-17, 2018. Principal, Assistant Principal, Kinder, and 1st grade Dual Language Teacher will attend the conference. Conference- 595 each person Flights- 600 per person Hotel- 119 per night two rooms Per Diem- 15 dollars for dinner x 4</p>	2.4, 2.6	Administration	<p>Increase knowledge in the Dual Language program which will impact the campus overall.</p>						
Funding Sources: 211 Title I A - 17883.65									
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>15) Implement AVID campus wide focusing on Growth Mindset and COSTA'S Level of questioning.</p>	2.4, 2.5, 2.6	Administration, IC, Avid Site Team	<p>Increase academics and culture campus wide.</p> <p>November: Complete one growth mindset activity per month.</p>						
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 2									
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>									

Performance Objective 1 Problem Statements:

School Context and Organization

Problem Statement 1: To many students identified in the RTI process **Root Cause 1:** tier 1 instruction

Demographics

Problem Statement 1: over 50 percent of the campus is identified at-risk **Root Cause 1:** tier 1 instruction is not meeting the needs of all students

Student Academic Achievement

Problem Statement 1: students not meeting met standard on staar **Root Cause 1:** intervention needs to be targeted to each students

School Processes & Programs

Problem Statement 1: to many students identified in RTI **Root Cause 1:** TIER 1 AND 2 INSTRUCTION

Perceptions

Problem Statement 2: lack of parental involvment **Root Cause 2:** oportunites are lacking

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

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 22% to 33% in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 18% to 32% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) All students identified as Gifted and Talented will be serviced by a GT certified teacher daily in class.	2.5	GT Teacher, Administration	Service all GT students on the campus. November: All identified students will be in a GT certified teachers classroom.				
Problem Statements: School Processes & Programs 1							
Critical Success Factors CSF 1 2) Increase academic achievement for GT students by having the GT teacher monitor the progress of GT students on all district benchmark tests and state assessments and provide feedback to teachers on how they can best meet the needs of GT students.	2.5	GT teacher, administration	Students will perform at high levels on all state and district assessments. November: Check on data to add interventions for any GT students that is not performing at the highest level.				
Problem Statements: School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 2 3) Students in grades 1-5 identified as Tier 1 will attend enrichment. During enrichment students will complete "Genius Hour" or novel studies.	2.5	Administration	Increased levels at the mastery level on state assessments. November: All students identified at Tier 1 will be provided enrichment.				
Problem Statements: School Processes & Programs 1							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: to many students identified in RTI Root Cause 1: TIER 1 AND 2 INSTRUCTION

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

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Vogel Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD will increase attendance from 94.91% to 96.91%, and decrease out of school suspensions by 5%.

Evaluation Data Source(s) 3: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 6</p> <p>1) Students will be rewarded for following the Vogel PBIS expectations and exemplifying leadership by being nominated as the Matador of the Month for the classroom.</p>		Administration, Teachers	Decreased Office referrals and time spent out of class				
Problem Statements: School Culture and Climate 1							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Improve student behavior and prevent bullying incidents by teaching students No Place for Hate and incorporate the Matador Challenge. Daily announcements being made using Project Wisdom.</p>	2.6	Counselor, Administration	Decrease bully incidents on campus				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Create a safe and drug-free school environment by ensuring that the counselor implement programs to educate students on the health risks of Drug and Alcohol abuse, such as Red Ribbon Week.</p>		Counselor, Administrators, Teachers	Educate students on the risks of drug and alcohol abuse.				
<p>4) Improve school attendance rate by giving out grade level and school wide incentives quarterly and for the entire school year.</p>							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) All 5th grade students on campus will participate in the DARE program.</p>		Counselor, Administrators, Teachers	Teach students decision making for safe and health living.				
6) Students will be rewarded for following the Vogel PBIS expectations and exemplifying leadership by being nominated as the Matador of the Month for the classroom.							
7) School will promote attendance by sending parents/guardians notices from the attendance office when a student accrues 5 or more absences.							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) Increase student appreciation of music and opportunities for performance by having the students in grades k-5 perform in a program with their grade level or through involvement in the music club, Orffantastics.</p>		Teachers, Counselor, Administrators	Increase student appreciation of music by offering opportunities for performance.				
9) Build self- esteem and encourage a positive, safe and supportive environment by having the counselor provide classroom guidance lessons in addition to meeting with students individually and small groups.							
10) Improve student behavior and prevent bullying incidents by teaching students No Place for Hate and incorporate the Matador Challenge. Daily announcements being made using Project Wisdom.							
11) The campus will have a Matador Challenge club that will meet after school once a month.							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>12) The campus will have a Matador Challenge club that will meet after school once a month.</p>		Counselor, Administrators	Students will participate in various community service projects throughout the school year.				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Need to increase participation of parents Root Cause 1: lack of involvement

Perceptions

Problem Statement 1: bullying incidents are high Root Cause 1: Consistent implementation of discipline procedures

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

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

Evaluation Data Source(s) 4: Istation, TEMI for K-2 students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 1) Have campus RTI meetings monthly to include a tiered system of interventions for academic and behavior systems, universal screening, progress monitoring, and data-based decision making.	2.4, 2.5, 2.6	Administration	Students identified as needing additional support will be monitored and additional support will be given to grow academically. November: All students in need of support will be identified in the RTI process.				
Problem Statements: School Processes & Programs 1							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: to many students identified in RTI Root Cause 1: TIER 1 AND 2 INSTRUCTION





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: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide parents a monthly opportunity to meet with the Administration and the counselor. Monthly "Chat with the Principals" will be held to encourage an open dialogue between parents and the school.</p>	3.2	Administration	<p>Increase parental involvement</p> <p>November: Host two chat with the principals</p>				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Host two academic nights during the school year to reinforce activities that can be done at home as a family.</p>	2.5, 3.2	Administration	<p>Increased parent understanding in how to support their child with math and reading.</p> <p>November: Begin to plan Reading night tied to AVID</p>				
Problem Statements: School Processes & Programs 1 - Perceptions 2							
<p>Critical Success Factors CSF 5</p> <p>3) Hold a Bilingual Parent Night for the Bilingual families on campus.</p>	3.2	Administration	<p>Partner with bilingual families to offer support and resources as needed.</p> <p>November: Plan the bilingual parent night</p>				
Problem Statements: School Processes & Programs 1 - Perceptions 2							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>4) One Book- One School Family Engagement Project</p> <p>Purchase a book for every student on campus to read at home with their parent.</p> <p>Book will be in English and in Spanish.</p>	2.5, 3.1	Administration	<p>Increase Literacy Awareness and get parents involved in reading.</p>				
Funding Sources: 211 Title I - Parental Involvement - 2006.00							

Critical Success Factors CSF 5 5) Host an AVID parent Night to introduce parents to AVID.	3.2	Administration	Increase overall understanding of AVID. November: Host parent information night for AVID.				
Problem Statements: School Processes & Programs 1 - Perceptions 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: to many students identified in RTI Root Cause 1: TIER 1 AND 2 INSTRUCTION
Perceptions
Problem Statement 2: lack of parental involvment Root Cause 2: oportunites are lacking

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 Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Send out multiple modes of communication to parents in multiple languages.	3.2	Administration	Increased communication with all stake holders November; update website, send out reminds as needed				
Problem Statements: Perceptions 2							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: lack of parental involvment Root Cause 2: oportunites are lacking

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 by 15%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Partner with GVEC to educate students on safety with electricity in grades K-5.	2.5	Administration	Learning connections made with real-world. November: Schedule the event with GVEC.				
Problem Statements: School Processes & Programs 1							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: to many students identified in RTI Root Cause 1: TIER 1 AND 2 INSTRUCTION

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% and an administrator turnover rate of less than 10%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Hire highly qualified teachers for any open vacancies for the 2018-2019 school year.	2.5	Administration	Hire qualified teachers to meet the needs of all students on campus. November: All teachers hired in the summer were highly qualified.				
Critical Success Factors CSF 7 2) Recruit and retain highly qualified teachers by providing support through grade level teams, mentor teachers, instructional coaching, vertical teams, curriculum committees, and administration support.	2.5	Administration, IC	Retain all teachers which will result in increased academic results for students. November: Meet with each teacher to put in place a support plan.				
Problem Statements: School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Develop and provide teacher feedback on student performance, instruction methods and learning environment.	2.4, 2.5	Administration	Increased student performance. November: Give quality feedback in a walk through to each teacher.				
Problem Statements: School Processes & Programs 1							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: to many students identified in RTI Root Cause 1: TIER 1 AND 2 INSTRUCTION

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Improve students success in Reading by implementing/utilizing the District Literacy plan. All teachers will use the Fountas and Pinnell Literacy practices, Guided Reading, Comprehension Tool kit, and Foundations (K-2).
1	1	2	Improve student success by implementing/utilizing the following: vocabulary enrichment initiative where teachers provide opportunities for students to utilize academic vocabulary daily, explicitly teach academic vocabulary, incorporate science and social studies texts in instruction.
1	1	3	Provide tutoring support related to STAAR reading and math performance for targeted students in Grades 3 - 5
1	1	4	Improve student success in Reading to ensure all students go to a daily intervention/enrichment time that focuses on reading stations to differentiate instruction and review concepts. Teachers will use Istation and Leveled Learners Intervention (LLI) daily with all Tier 2 and Tier 3 students.
1	1	5	Provide Reading and Dyslexia support for students in K-5 provided by the campus reading interventionist/dyslexia teacher.
1	1	6	Improve student success in math by utilizing/implementing the following: collaboratively plan instruction based on math Texas Essential Knowledge and Skills (TEKS) using Think Through Math, Guided Math, and best practices/strategies for engagement.
1	1	8	Improve all student success in writing by utilizing/implementing the following: implement Empowering Writers in grades 3-5, writers workshop model by Lucy Caulkins in grades K-2, use student writing journals and/or portfolios, explicitly teach academic vocabulary, and participate in professional development.
1	1	9	Increase student achievement for ELL students by ensuring that all bilingual teachers will: - adhere to the Seguin ISD framework using the Dual Language Model -utilize research-based strategies and best practices in instruction -integrate the ELPS throughout all content areas implement Sheltered instruction strategies
1	1	14	Attend La Cosecha Dual Language Conference in Santa Fe, New Mexico November 14-17, 2018. Principal, Assistant Principal, Kinder, and 1st grade Dual Language Teacher will attend the conference. Conference- 595 each person Flights- 600 per person Hotel- 119 per night two rooms Per Diem- 15 dollars for dinner x 4
1	3	2	Improve student behavior and prevent bullying incidents by teaching students No Place for Hate and incorporate the Matador Challenge. Daily announcements being made using Project Wisdom.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.3: Available to parents and community in an understandable format and language

All information is sent to parents in both English and Spanish.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our school annually invites parents to participate in review and revision meetings to exam and discuss our campus improvement plan and parental involvement policy. An organized parent teacher organization has been established in our school to create a forum for parental input and involvement. Our parent teacher organization connects our school to parental involvement resources at the state and national level.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in September. Parents are invited to attend parent teacher conferences to become better informed about grade level expectation and their student's academic progress.

2018-2019 CPOC

Committee Role	Name	Position
Administrator	Chanda Bloch	Principal
Administrator	Jeannie Rodriguez	Counselor
Administrator	Tiffany Wehe	Assistant Principal
Instructional Coach	Emilie Rohde	Instructional Coach
Classroom Teacher	Meredith Hernandez	kinder
Classroom Teacher	Veronica Silva	first
Classroom Teacher	Heidi Ulrich	1st
Classroom Teacher	Anna Hernandez	2nd
Classroom Teacher	Katherine Schievelbein	3rd
Classroom Teacher	Haley Halvas	4th
Classroom Teacher	Emily Prochnow	5th
Non-classroom Professional	Janet Wolber	librarian
Parent	Katie Edwards	parent
District-level Professional	Halcey Dean	Special Ed. Director