Campus Improvement Plan
2023-2024

Ogden Elementary

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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD District and Campus Goals

SAISD 5 Year Board Goals
1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals
1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals
1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 **May 9, 2023**	During the meeting, the CAC team sectioned off into four different groups. Each group was assigned a set of strategies to review for the end of the school year. Each group used the data and information to determine if the strategy should be discontinued, roll over, met target discontinue, or met target build on next year. The evidence for each strategy was also discussed to support the decision that was made. The meeting also included discussion of the performance objectives and their rating for the entire school year. The groups shared the information with each other to ensure that all stakeholders could discuss the decisions made. Final decisions for each strategy and performance objective were recorded in the Plan4Learning document.
Meeting #2 **May 10, 2023**	During the meeting, the team was broken up into groups. Each group reviewed the data that was given to them for their respective section. The data was reviewed with the team to identify the trends. Each group identified strengths and weaknesses from that information. Based on the information, the groups worked on writing a problem statement and root cause. The groups presented the information to each other based on the key data indicators that were identified.

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The CIP summative evaluation from the previous year was reviewed to determine the strengths and areas of improvements based on evidence. The data

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Comprehensive Needs Assessment – Demographics

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Engagement	Attendance rates,	PS DE-1	The attendance in 2022-2023 has increased by 3% to reach to annual attendance rate of 90% for the school year, but not all grade levels were at a 90% rate.
		RC DE-1	The
Student engagement	TAPR .	PS DE-2	The percentage of students in the Special Education and Gift & Talented programs were below the State percentage by xx%.
		RC DE-2	Teachers do not have the skills to identify the students to be referred into programs based on the appropriate data.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	The data showed that the overall attendance did increase by 3% for the 2022-2023 school year. However, not all grade levels were above the 90% threshold for attendance. Data also shows that the percentage of student who have been identified in both Special Education and Gift & Talented are below the state average.		

Comprehensive Needs Assessment – Student Learning

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Engagement	MAP reports	PS SL-1	The end of the year MAP data reflected that 29% of the students were Tier 1 for Math and 23% of the students were Tier 1 for Reading.
		RC SL-1	Due to inconsistent learning over the past years, teachers had to address large instructional gaps without the instructional practices and delivery to be able to close the gaps while still teaching on grade level.
Student Engagement	STAAR results	PS SL-2	As a campus, students scored 33% approaches on STAAR Reading, 26% approaches on STAAR Math, 30% approaches on STAAR Science for the 2022-2023 school year.
		RC SL-2	Students did not receive enough practice to do the work independently to ensure mastery of the TEKS.
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC SL-4	
Data Determinations	The data showed that 29% of the students were Tier 1 in MAP for Math at the end of the school year. It also showed that there were a total of 23% students on Tier 1 for Reading. This data indicated a strong focus in needed on Tier 1 instruction to achieve the growth needed. STAAR results were also used to show that students scored approaches for Reading at 33%, Math at 26% and Science at 30%.		

Comprehensive Needs Assessment – Processes & Programs

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Processes and Programs (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Staff Engagement	Teacher Insight Survey, Observation Tracker	**PS PP-1**	67% of teachers scored the school positively on the Observation and Feedback which included sections such as discussing feedback, practicing their action steps, and being supported to implement change.
		RC PP-1	All the leaders on campus have not received the same Instructional Coaching training to support the teachers in growth throughout the school year which caused misalignment among leaders.
Staff Engagement	Teacher Insight Survey, Bellwether Data, Discipline reports	**PS PP-2**	48% of teachers scores the school positively on whether misbehaviors are addressed immediately in share spaces to provide a safe and supportive learning environment.
		RC PP-2	Teachers were hired at different times throughout the school year which cause misalignment in whole school routines, procedures and classroom management.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	Based on the data, 67% of teachers scored the school positively on the Observation and Feedback which included sections such as discussing feedback, practicing their action steps, and being supported to implement change. The data also showed that 48% of teacher believed that misbehaviors were addressed immediately in shared spaces to provide a safe and supportive learning environment.		

Comprehensive Needs Assessment – Perceptions

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Perceptions (Minimum 2 Areas)			
Area Examined	**Data Sources**		**Problem Statements and Root Causes**
Parental Engagement	Parent Survey, Events Calendar, Parent Attendance Rate	**PS PE-1**	During the 2022-2023 school year, family involvement decreased from 69% to 56% from the previous school year.
		RC PE-1	Due to the lack of consistent parent communication, the school has struggled with ensuring that families are aware of events and ways to become engaged in their student's learning.
Social Emotional Wellness	Student Survey, Rhithm Data	**PS PE-2**	38% of our students feel that people are disrespectful to others, experience difficulty in getting support from adults when bullied, and worry about violence in the school.
		RC PE-2	Students have not been given a consistent social emotional curriculum which will support their social emotional needs.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	Through the data that has been collected, the families have reported that there has been a decrease in their involvement in school activities from 69% to 56%. The lack of providing different communication platforms has contributed to parents not know when events are happening and their ability to be involved in the school. The data also revealed that 35% of our students feel that others are disrespectful, experience difficulty in getting support from adults when bullied, and worry about violence in the school. This data has informed the school that there is not a strong social emotional curriculum in place that support the needs of the students.		

Plan for Improvement – Demographics

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	Ogden will increase student (90%) and staff (71%) daily attendance to 96% as measured by the average daily rate for the 2023-2024 school year for both staff and students. **Demographics 1**	Both a school and classroom based incentive program will be implemented for weekly and monthly incentives to increase the student daily attendance to 96%.	Principal Assistant Principal Dean of Students Data Clerk Operations Clerk Teachers	
		Quarterly KPIs	Summer: Develop an incentive plan for monthly and quarterly goals. Q1: Increase student attendance rate to 93% Q2: Increase student attendance rate to 96% Q3: Maintain the average daily attendance rate at 96% or higher Q4: Maintain the average daily attendance rate at 96% or higher		
DE-2	1	Ogden will increase student (90%) and staff (71%) daily attendance to 96% as measured by the average daily rate for the 2023-2024 school year for both staff and students. **Demographics 1**	Both a school and classroom based incentive program will be implemented for weekly and monthly incentives to increase the faculty daily attendance to 96%.	Principal Assistant Principal Dean of Students Data Clerk Operations Clerk	
		Quarterly KPIs	Summer: Develop an incentive plan for monthly and quarterly goals Q1: Increase staff attendance rate to 93% Q2: Increase staff attendance rate to 96% Q3: Maintain the average daily attendance rate at 96% or higher		
DE-3	1	Ogden will increase student (90%) and staff (71%) daily attendance to 96% as measured by the average daily rate for the 2023-2024 school year for both staff and students. **Demographics 1**	Targeted intervention plans will be developed for students who are Tier 3 & 4 in attendance to improve their attendance rate by identifying the barriers.	Principal Assistant Principal Dean of Students Data Clerk Operations Clerk Teachers	
		Quarterly KPIs	Q1: Identify those students who are Tier 3 & 4 in attendance and create an individualized intervention plan. Q2: Increase the attendance rate to 80% Q3: Increase the attendance rate to 93% Q4: Increase the attendance rate to 96%		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Student Learning

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year.	Students who are Tier 3 will be pulled out for additional Intervention support by another teacher to support in accelerating in closing the learning gap.	Principal Admin Interns	
		Quarterly KPIs	Q2: MOY MAP will show a decrease of students in Tier 3 by 20% from the beginning of the year. Q4: MOY MAP will show a decrease of student in Tier 3 by 35% from the beginning of the year.		
SL-2	1	The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year. **Student Learning 2**	Students create and use a writing portfolios to engage in cross-curricular writing in all grade levels throughout the school year.	Principal Assistant Principal Teachers	
		Quarterly KPIs	Q1: 50% of students in all grade levels will be using their writing portfolios. Q2: 80% of students in all grade levels will be using their writing portfolios. Q3: 100% of students in all grade levels will be using their writing portfolios.		
SL-3	1	The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year. **Student Learning 1**	Teachers will administer and analyze bi-weekly formal and informal assessments to provide data for Weekly Data Meetings, Professional Learning Communities, and Real-Time Coaching to improve student academic achievement.	Principal Assistant Principal Admin Interns Teachers	
		Quarterly KPIs	Q2: 60% of students will show growth on MOY MAP Q4: 80% of students will show growth in EOY MAP		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1	The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year. **Student Learning 1**	Students will hold monthly goal setting meetings with their teachers to discuss goal attainment, growth, and build individual plans to continue to achieve their identified yearly goals.	Principal Assistant Principal Teachers	
		Quarterly KPIs	Q1: 100% of students will have student goals in place based on MAP analysis Q2: 85% of students are working on interventions that target their student goals Q3: 85% of students will have shown growth on their student goals based on MOY MAP Q4: 100% of students will be able to name their student goal and its importance		
SL-5	1	The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year. **Student Learning 1**	Teachers will use research-based resources during interventions to increase student achievement in both Math and Reading.	Principal Assistant Principal Teachers	
		Quarterly KPIs	October: 100% of the classrooms will have students using a fluency center for reading and math. November: 100% of teachers will have TEKS targeted plans for students during interventions. December: 100% of the classrooms will have students using a listening center to develop reading comprehension		
SL-6	1	The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year. **Student Learning 1**	PLCs will occur prior to a unit being taught for both Math and Reading to support the teacher understanding of the standards and activities.	Teachers Assistant Principal Teachers	
		Quarterly KPIs	Q1: Students will have an increase of 15% growth in Math and Reading in identified TEKS. Q2: Students will have an increase of 25% growth in Math and Reading in identified TEKS. Q3: Students will have an increase of 35% growth in Math and Reading in identified TEKS.		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	Teachers will receive support to implements changes based on feedback from an observations from 76% to 90% during the 2023-2024 school year. **Processes and Programs 1**	Teachers and leaders will engage in Observation Feedback Meetings weekly to coach, practice, and improve on best practices of instructional delivery.	Principal Assistant Principal Admin Interns Dean of Students	210 16, 500.00 NPAF 210 PD NEW TEACHERS $5,000
		Quarterly KPIs	Summer; Leaders will receive training through NPAF to be aligned in OFM practices. Q1: 75% of the teachers will meet their action step within two weeks. Q2: 85% of the leaders will meet their action step within two weeks. Q3: 100% of the teachers will meet their action step within two weeks.		
PP-2	1	During the 2023-2024 school year, there will be an increase in consistent expectations and consequences for students from 38% to 75% on the Insight Survey. **Processes and Programs 2**	Teachers and leaders will be aligned in routines, procedures, and best practices for the classroom management throughout the school.	Principal Assistant Principal Admin Interns Dean of Students	210 PD NEW TEACHERS $5,000
		Quarterly KPIs	Summer: Teachers will receive training on the common expectations for routines, procedures, and classroom management. September: The school will score proficient on 50% of the Bellwether Rubric October: The school will score proficient on 80% of the Bellwether Rubric		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

Plan for Improvement – Perceptions

	2.1 - Campus Improvement Plan (CIP) The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**		**Monitor(s)**	**Fund /Purchase/ Amount**
PE-1	1	During the 2023-2024 school year, the school will increase family engagement and involvement in student learning from 56% to 76% by offering a variety of workshops, classes, resources, and events. **Perceptions 1**	Families will be surveyed on their needs and wants to determine the types of parent workshops that are offered by the campus to increase participation by 25%.		Principal Operations Clerk	
		Quarterly KPIs	Q1: Survey the families on the type of workshops that they would need or want. Q2: Provide the families with one workshop based on the identified areas. Q3: Provide families with a second workshop based on the identified areas. Q4: Provide families with a third workshop based on the identified areas.			
PE-2	1	During the 2023-2024 school year, the school will increase family engagement and involvement in student learning from 56% to 76% by offering a variety of workshops, classes, resources, and events. **Perceptions 1**	The school will develop a system to support and welcome volunteers from the community throughout the school year.		Principal Operations Clerk	
		Quarterly KPIs	Summer: Plan for the Parent Ambassadors is completed. September: Meetings are held to gather interest and identify potential volunteers. October: Parents are trained in being Ambassadors. January: Parent volunteers are leading other volunteers on campus.			
PE-3	1	During the 2023-2024 school year, the school will increase family engagement and involvement in student learning from 56% to 76% by offering a variety of workshops, classes, resources, and events. **Perceptions 1**	Parents will be afforded access to campus notifications regarding parent meetings, school information, daily announcements, their child's attendance, and other pertinent information through the use of various digital platforms to increase engagement.		Principal & Asst. Principal	211/ REMIND App/ $1848.88
		Quarterly KPIs	Q2: Families will increase their communication with the school by 30% Q3: Families will increase their communication with the school by 50%			

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-4	4	Students will increase their social awareness which takes into consideration the perspectives of other and empathize with them from 56% to 85% this school year.	The school will implement a Kindness program which will promote and incentive kindness among others on campus.	Dean of Students Counselor Teachers	
		Quarterly KPIs	Q1: Kindness implementation plan will be created for the campus. Q2: Lion Bucks store will be rolled out to incentive kindness actions Q3: Students will clearly understand what kindness actions are and incentives		
PE-5	4	Students will increase their social awareness which takes into consideration the perspectives of other and empathize with them from 56% to 85% this school year. **PS-PE2, RC-PE-2**	The school counselor will meet weekly with the students in all grade levels to support with proactive social emotional lesson plans.	Dean of Students Counselor Teachers	211 Supplemental Pay $10,000.00
		Quarterly KPIs	September: 100% of the classrooms will have lessons with the counselor to address needs December: 100% of the classrooms will have lessons that are tailored to their needs based on Rhithm. May: End of year student survey will show that students feel positive about their peers and school environment		
PE-6	4	Students will increase their social awareness which takes into consideration the perspectives of other and empathize with them from 56% to 85% this school year.	Ogden will implement restorative practice strategies on campus by providing tools for students in addressing their feelings with themselves or others in a healthy way.	Dean of Students Counselor Teachers	
		Quarterly KPIs	Q1: 60% of students will use the Rhithm app with positive results Q2: 75% of students will use the Rhithm app with positive results Q3: 90% of students will use the Rhithm app with positive results Q4: 100% of the students will use the Rhithm app with positive results.		
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Quarter 1 Formative Review

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	Increase student attendance rate to 93%	GP	The daily attendance rate for the school is 91%. The school will continue to focus on classroom incentives and parent communication with a focus on PK-2 grades.
DE-2	Increase staff attendance rate to 93%	GP	The daily staff attendance rate is 96%. The school will continue to do attendance incentives for teachers.
DE-3	Identify those students who are Tier 3 & 4 in attendance and create an individualized intervention plan.	GP	The Attendance Team has identified the students who are Tier 3 & 4.
SL-1		NR	The KPI for this is for Quarter 2 since it will use MAP MOY data.
SL-2	50% of students in all grade levels will be using their writing portfolios	GP	Students in K-5 have writing portfolios.
SL-3		NR	The KPI for this is for Quarter 2 since it will use MAP MOY data.
SL-4	100% of students will have student goals in place based on MAP analysis	GP	The teachers completed a MAP Goal setting for each individual student in their classroom.
SL-5	100% of the classrooms will have students using a fluency center for reading and math.	GP	65% of the teachers have and are using a fluency center in either reading and math.
SL-6	Students will have an increase of 15% growth in Math and Reading in identified TEKS.	NP	Data Assessment Tracker have been put in place, but they do need to be reviewed for Weekly Data Meetings to target the TEKS.
PP-1	75% of teachers will meet their action step within two weeks.	GP	Instructional Leaders
PP-2	The school will score proficient in 80% of the Bellwether Rubric.	SP	The September Bellwether was completed. The school scored proficient in all areas. Areas of strength and growth were identified.
PE-1	Survey the families on the type of workshops that they would need or want.	NP	Family survey has not been completed.
PE-2	Meetings are held to gather interest and identify potential volunteers as well as train them.	GP	The school has had sign ups for individuals that are interested in volunteering. However, we in the process of contacting them to train.
PE-3		NR	The KPI for this is Quarter 2 to measure 30% of family communication.
PE-4	Kindness implementation plan will be created for the campus.	GP	The Dean of Students and Counselor have been working on creating a kindness plan for the whole school.
PE-5	100% of the classrooms will have lessons with the counselor to address needs	GP	There are two substitute counselors that have started classroom lessons with the students.
PE-6	60% of students will use the Rhithm app with positive results	GP	30% of the classrooms are using Rhithm to show positive results.

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Quarter 2 Formative Review

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

Quarter 3 Formative Review

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Formative Review

	2.2 – Fourth Quarterly Review Meeting		
	The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS	Problem Statement & Root Cause				

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions			

Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

Equitable Availability of the Campus Improvement Plan to Parents			Equitable Availability of the School-Parent Compact to Parents	
Physical Locations of the Plan	Binder in Front Office		Physical Locations of the Plan	Binder in Front Office
Languages Available	English		Languages Available	English and Spanish
URL to Online Version	Ogden CIP 23-24		URL to Online Version	Ogden School Compact 23-24

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version		

Quality Checklists

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	**Documentation**	**CIP Location / Upload Location**	**Done**
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	**CIP - CNA Process**	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	**Google Shared Folder**	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	**CIP - Summative Review**	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	**Google Shared Folder**	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	**Google Shared Folder**	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions

Documentation and Submissions (vertical side label)

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d)

Documentation	Description	CIP Location / Upload Location	Done
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))

Documentation	Description	CIP Location / Upload Location	Done
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names, roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Ogden Elementary	15907- 157
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Melanie Zepeda
Principal	**SAISD Board Approval Date**
Nicanora Martinez	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**
September 14, 2023	October 6, 2023

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role
Sandra Sanchez	Parent		
Alfred Mora	Special Education Teacher		
Raul Hernandez	PE Teacher		
Ellison Sosa	5th Grade Teacher		
Lauren Briones	4th Grade Teacher		
Lindsey Phelps	3rd Grade Teacher		
Sasha Juarez	2nd Grade Teacher		
Anna Garza	1st Grade Teacher		
Mollie Ortega	PK/Kinder Teacher		
Melinda Fernandez	Administrative Assistant		
Stephanie Magallanez	Admin Intern		
Dalinda Trevino	Admin Intern		
Dr. Lisa. Santillan	Dean of Students		
Irma Mares	Assistant Principal		

Committee Members