

Campus Improvement Plan

2024 - 2025



Ogden Elementary

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Board of Trustees



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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 5 Year Board Goals

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 10% in August 2024, to 21% in August 2025.

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 2024, to 100% in August 2025.

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 2024, to ___ in August 2025.

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

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 May 2, 2024</p>	<p>This meeting was held on May 2, 2024 in the Think Space. During this meeting, the Campus Advisory Committee came together to review the data in the areas of Demographics, Processes & Programs, Student Learning, and Perceptions. The data ranged from reports on SAISD Dashboard, Interim Results, MAP scores, Calendar of Events, Failure Report, Teacher Insight Survey, Student SEAD Survey, and Family Survey. The data was given to all members in advanced so that it could be reviewed prior to the meeting. However, there was some time given to review the data in the meeting. After the review of the data, the CAC came together as a whole group to discuss trends. All the individual members were able to discuss their observations with the whole group. The indetiyng trends that were common were documented in the process as the CAC agreed that they were for the whole school. Towards the end of the meeting, the CAC discussed the strengths and areas of improvement for each of the four sections. Everyone was able to identify their these individually prior to sharing them with the whole group. As a whole group, the CAC documented the strenths and areas of improvement that all the individuals shared. The meeting was concluded with the knowledge that in the next meeting the CAC would be discussing root causes and problem statements. The members were asked to come prepared with their ideas at the next meeting.</p>
<p>Meeting #2 May 9, 2024</p>	<p>This meeting was held on May 9, 2024 in the Think Space. During this meeting, the Campus Advisory Committee came together to determine root causes and problem statements. The CAC reviewed the areas of improvement that were identified in the prior meeting. In the discussion, the CAC agreed to selection the top two or three areas that would be most effective to focus on. The CAC came to the consensus that by identifying on these areas student achievement will be increase altogether. The sections that would be focused on were highlighted so that the CAC could identifying the focus areas clearly. The CAC was given the parameters on how to write fact based problem stated as well as it being data informed. The CAC divided itself into groups of four. In those groups, the members crafted problem statements and root causes. The committee came together as a whole to share out the problem statements and root causes that were developed. As each group gave their information, the CAC discussed it further to agree upon the statements for root causes and problem statements.</p>

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 was reviewed prior to the meeting. The CAC identified the items that were being recommended to continue for the next school year. That information was referenced as the committee discussed the Campus Needs Assessment. The items that were identified to be continued for the next school were discussed in further depth to determine the next layers of the specific next steps. It was determined that these items were also connected with the root causes and problem statements that were identified.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)	x	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records	x	Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results		Local Benchmark Results		State Interim Results	x	MAP Data	x
CIRCLE Data	x	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data		Sign-Ins / Minutes		Calendar of Events	x	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds	x	Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	x
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement	x	Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

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.

Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Programs Enrollment	PS DE-1	The 2023-2024 school membership was 320 students from Prekindergarten to 5th grade which is a decrease of 62 students from the 2022-2023 school year.
	RC DE-1	The school had four teacher vacancies that were being filled by long-term substitutes. Due to the vacancies, the families did not have an authentic relationships with a teacher. (ESF 2.1)
Student Attendance	PS DE-2	During the 2023-2024 school year, the end of year attendance was 89.31%. This is a decrease of .75% from the 2022-2023 school year which was at 90.06% and below the target of 90% attendance rate.
	RC DE-2	As a school, there was no structured attendance intervention plan to support the students' needs in grades Prekindergarten to 2nd grade since their average attendance rate was 87.75% for the school year. (ESF 3.2)
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	According to STAAR and MAP data for the 2023-2024 school year, 19% of the students are on grade level from grades Kinder to 5th grade which is a decrease of 1.5% from the previous school year.
	RC SL-1	The implementation of the high-quality instructional materials was not monitored to ensure the rigor of the lessons taught. (ESF 4.1)
Grade Level Readiness	PS SL-2	In Prekindergarten, 47% of the students were on grade level for Math and Reading which is a 31% decrease. In 2022-2023, 78% of the students were on grade level for Math and Reading according to CIRCLE data.
	RC SL-2	Teachers implemented a new curriculum for the 2023-2024 school year which was not monitored effectively to ensure the level of rigor of the lessons and support given to the teacher. (ESF 4.1)
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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 & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher Feedback	PS PP-1	According to STAAR data, 7% of students in grades 3rd-5th were on grade level for Math, Reading, and Science which was did not change when compared to the previous school year.
	RC PP-1	The TEKS were not tracked and monitored until the second Semester which did not allow time to do reteaches and provide students with practice for mastery. (ESF 5.3)
Teacher PD	PS PP-2	Students in all grade levels decreased in growth by 2% according to the 2023-2024 MAP data when compared to the 40% growth in the 2022-2023 school year in Math and Reading.
	RC PP-2	There was no additional implementation to check on the quality of the Professional Learning Communities throughout the year to ensure growth of the teacher through professional development. (ESF 5.1)
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

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	Problem Statements and Root Causes	
Student Survey Results	PS PE-1	51% of the students in 3rd-5th grade responded favorably on the 2023-2024 SEAD Student Survey which measures the social-emotional wellness of the students. In 2022-2023, 47% of students responded favorably.
	RC PE-1	There was no consistent social emotional curriculum provided to students in the 2023-2024 school year to target their needs since the Counselor position was a vacancy. (ESF 3.2)
Staff Survey Results	PS PE-2	According to the 2023-2024 Family Survey, 67% of families reported that they were not involved in any parent groups at the school throughout the year. This a increase of 10% from the 2022-2023 data was at 77% of families being involved in parent groups.
	RC PE-2	The school does not currently have a plan that supports offering parent classes, groups, or other opportunities for families to be involved with the school community. (ESF 3.3)
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
<p align="center">Strengths & Areas for Improvement Based on your Data Analysis</p>		

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1		By the end of the year, Ogden will increase the average student daily attendance rate from 89% to 92%.	The Attendance Committee will create an effective Attendance Plan to be proactive in increasing the daily attendance rate of all grade levels.	Principal Assistant Principal Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, an Attendance Committee will meet weekly with an effective agenda targeting both absences and tardies.		
			By the end of the second quarter, PK-2nd grade teachers will have Parent Conferences that directly address the importance of being in school.		
			By the end of the third quarter, students who are Tier 3 for attendance will already have an Intervention Attendance Plan documented and in place.		
	2		By the end of the fourth quarter, the school will have already had at least three whole school attendance celebrations for those students who meet the attendance expectation.		
DE-2		By the end of the year, Ogden will maintain its school membership numbers to be at or above the 308 projection that was given for the 2024-2025 school year.	The school will actively recruit and retain students to be enrolled for the 2024-2025 school year.	Principal Assistant Principal Teachers Data Clerk	
	PS #	Quarterly KPIs	By the end of the first quarter, an established exit interview will be put in place so that families can discuss their concerns prior to withdrawing thus giving the school an opportunity to correct anything.		
			By the end of the second quarter, students will be able to participate in clubs and organizations to give them student voice.		
			By the end of the third quarter, the school will have promoted to families what it is able to offer for the next school year as they begin to make their school choices.		
	1		By the end of the fourth quarter, 100% of the current students will have completed their 2025-2026 school year registration.		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By the end of the year, Ogden will increase the number of students on grade level by monitoring their progression throughout the school year.	The school will implement progress monitoring every three weeks for all grade levels in Reading, Math, Science and English Language Development to track the effectiveness of the lesson implementation.	Principal Assit Principal Admin Intern Teachers	Siruis K-12
	PS #	Quarterly KPIs	By the end of the first quarter, all grade levels will have given at least one progress monitoring based on the TEKS identified.		
			By the end of the second quarter, District Content Specialists will have given support through coaching, plcs, and lesson planning to support the increase of spiraling TEKS		
			By the end of the third quarter, teachers will have increased the percentage of students showing mastery based on the identified spiraling TEKS.		
	1		By the end of the fourth quarter, leaders will have calendarized Professional Development opportunities based on the data from Progress Monitoring throughout the school year.		
SL-2		By the end of the year, teachers will have had access to High Quality Instructional Materials throughout the school year.	Teachers will implement with fidelity the PK On My Way, Eureka and Amplify curriculum using all parts of the resource.	Principal Assit Principal Admin Intern Teachers	Zearn Eureka Textbooks
	PS #	Quarterly KPIs	By the end of the first quarter, teachers will have access to all parts of the curriculum, including the online programs.		
			By the end of the second quarter, teachers will have been given practice opportunities to ensure that lesson execution is at the level needed.		
			By the end of the third quarter, teachers will have annotated lesson plans using the lesson internaliztion sheet for support.		
	1		By the end of the fourth quarter, the leadership team will have identified areas of growth for the next school year based on lesson implementation.		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1		By the end of the year, 50% of teachers will have increased their Domain 2 ratings when compared to the 2023-2024 school year.	Teachers will participate in weekly Professional Learning Communities to unpack the TEKS, identify success on the exit ticket, and breakdown the lesson.	Principal	
	PS #	Quarterly KPIs	By the end of the first quarter, all PLCs will be planned out for the entire school year and calendarized.		
			By the end of the second quarter, teachers will have documented PLC notes and lesson plans from weekly meetings with the Principal.		
			By the end of the third quarter, teachers will begin to identify the lessons that they will be discussing in PLCs along with the TEKS.		
			By the end of the fourth quarter, a PLC schedule and topics will be created for the upcoming school year.		
PP-2		By the end of the year, teachers will have been able to monitor and plan reteaches based on exit ticket data which will increase the percentage of students mastering the TEKS.	Teachers will participate in Weekly Data Meetings with exit tickets and assessments to determine the common error and plan reteaches to increase the student percent of proficiency level.	Principal	
	PS #	Quarterly KPIs	By the end of the first quarter, all WDMs will be planned out for the entire year and calendarized.		
			By the end of the second quarter, teachers will have created and executed reteaches for 3 or more TEKS (Reading and Math) identified as low based on data from exit tickets.		
			By the end of the third quarter, the number of students mastering the TEKS will increase by 15% on the exit tickets		
			By the end of the fourth quarter, teachers will be able to identify which TEKS have been the lowest throughout the school year and create a plan to increase the TEKS for the upcoming school year.		
PP-3		By the end of the year,	Structured PLCs to support TEKS understanding.		
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		By the end of the year, students will have increased their social emotional wellness by 15% from the prior year.	The Counselor will provide both class lessons and small groups to target the areas of support needed as identified by the student needs report.	Principal Assistant Principals Admin Intern Counselor	Counselor Position Counselor Curriculum
	PS #	Quarterly KPIs	By the end of the first quarter, the counselor will have introduced and meet with her the students as it is outlined on her schedule.		
	1		By the end of the second quarter, the counselor will be leading lesson using a curriculum that will support the student's social emotional development.		
			By the end of the third quarter, there will be a reduction in the number of students who have been identified as T2 or T3 based on behaviors.		
	By the end of the fourth quarter, individual attendance plans will be created for students ending the school year as a T2 or T3.				
PE-2		By the end of the year, families will have increased their involvement in the school by 20% from the previous school year.	Parents will be involved in the school by participating in events, workshops, and volunteer opportunities.	Principal Counselor CIS	Remind Smore
	PS #	Quarterly KPIs	By the end of the first quarter, families will establish open communication the with the school through Remind and weekly newsletters using Smore to updated on events.		
	2		By the end of the second quarter, homeroom parents will be identified and trained to support the teachers and school throughout the school year.		
			By the end of the third quarter, families will have been offered at least two opportunities for workshops and events.		
	By the end of the fourth quarter, families will be surveyed to identify the types of workshops, classes and volunteer opportunities needed.				
PE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				
PE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

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

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, an Attendance Committee will meet weekly with an effective agenda targeting both absences and tardies.	Choose One	
DE-2	By the end of the first quarter, an established exit interview will be put in place so that families can discuss their concerns prior to withdrawing thus giving the school an opportunity to correct anything.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, all grade levels will have given at least one progress monitoring based on the TEKS identified.	Choose One	
SL-2	By the end of the first quarter, teachers will have access to all parts of the curriculum, including the online programs.	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, all PLCs will be planned out for the entire school year and calendarized.	Choose One	
PP-2	By the end of the first quarter, all WDMs will be planned out for the entire year and calendarized.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, the counselor will have introduced and meet with her the students as it is outlined on her schedule.	Choose One	
PE-2	By the end of the first quarter, families will establish open communication the with the school through Remind and weekly newsletters using Smore to updated on events.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

Second Quarterly Review

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, PK-2nd grade teachers will have Parent Conferences that directly address the importance of being in school.	Choose One	
DE-2	By the end of the second quarter, students will be able to participate in clubs and organizations to give them student voice.	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, teachers will have increased the percentage of students showing mastery based on the identified spiraling TEKS.	Choose One	
SL-2	By the end of the second quarter, teachers will have been given practice opportunities to ensure that lesson execution is at the level needed.	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, teachers will have documented PLC notes and lesson plans from weekly meetings with the Principal.	Choose One	
PP-2	By the end of the second quarter, teachers will have created and executed reteaches for 3 or more TEKS (Reading and Math) identified as low based on data from exit tickets.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, the counselor will be leading lesson using a curriculum that will support the student's social emotional development.	Choose One	
PE-2	By the end of the second quarter, homeroom parents will be identified and trained to support the teachers and school throughout the school year.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, students who are Tier 3 for attendance will already have an Intervention Attendance Plan documented and in place.	Choose One	
DE-2	By the end of the third quarter, the school will have promoted to families what it is able to offer for the next school year as they begin to make their school choices.	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, District Content Specialists will have given support through coaching, plcs, and lesson planning to support the increase of spiraling TEKS	Choose One	
SL-2	By the end of the third quarter, teachers will have annotated lesson plans using the lesson internalization sheet for support.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, teachers will begin to identify the lessons that they will be discussing in PLCs along with the TEKS.	Choose One	
PP-2	By the end of the third quarter, the number of students mastering the TEKS will increase by 15% on the exit tickets	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, there will be a reduction in the number of students who have been identified as T2 or T3 based on behaviors.	Choose One	
PE-2	By the end of the third quarter, families will have been offered at least two opportunities for workshops and events.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, the school will have already had at least three whole school attendance celebrations for those students who meet the attendance expectation.	Choose One	
DE-2	By the end of the fourth quarter, 100% of the current students will have completed their 2025-2056 school year registration.	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, leaders will have calendarized Professional Development opportunities based on the data from Progress Monitoring throughout the school year.	Choose One	
SL-2	By the end of the fourth quarter, the leadership team will have identified areas of growth for the next school year based on lesson implementation.	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, a PLC schedule and topics will be created for the upcoming school year.	Choose One	
PP-2	By the end of the fourth quarter, teachers will be able to identify which TEKS have been the lowest throughout the school year and create a plan to increase the TEKS for the upcoming school year.	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, individual attendance plans will be created for students ending the school year as a T2 or T3.	Choose One	
PE-2	By the end of the fourth quarter, families will be surveyed to identify the types of workshops, classes and volunteer opportunities needed.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Ogden will increase the average student daily attendance rate from 80% to 92%.	Choose One	
DE-2	By the end of the year, Ogden will maintain its school membership numbers to be at or above the 308 projection that was given for the 2024-2025 school year.	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, Ogden will increase the number of students on grade level by monitoring their progression throughout the school year.	Choose One	
SL-2	By the end of the year, teachers will have had access to High Quality Instructional Materials throughout the school year.	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 50% of teachers will have increased their Domain 2 ratings when compared to the 2023-2024 school year.	Choose One	
PP-2	By the end of the year, teachers will have been able to monitor and plan reteaches based on exit ticket data which will increase the percentage of students	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, students will have increased their social emotional wellness by 15% from the prior year.	Choose One	
PE-2	By the end of the year, families will have increased their involvement in the school by 20% from the previous school year.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

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

Committee Members

Name	Role	Name	Role
Nikki Martinez	Principal	Irma Mares	Assistant Principal
Dalinda Trevino	Admin Intern	Dr. Lisa Santillan	Dean of Students
Stephanie Magallanez	Admin Intern	Mollie Ortega	PK/K Teacher
Anna Garza	1st Grade Teacher	Sasha Juarez	2nd Grade Teacher
Lindsey Phelps	3rd Grade Teacher	Lauren Briones	4th Grade Teacher
Ellison Sosa	5th Grade Teacher	Sandra Sanchez	Parent
Aurora Ortega	Community Member	Noreen Martinez	Business Owner
Caroline Spriggs	2nd Grade Teacher	Alicia Negrete	Art Teacher

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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	Sonya Mora
Principal	SAISD Board Approval Date
Nicanora Martinez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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.

District Purchases

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Binder in the Front Office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Spanish		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Binder in the Front Office		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Binder in the Front Office		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

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	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	X
	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	X
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		X
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
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))			
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))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	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

Google Shared Folder	