

Campus Improvement Plan

Ogle El 2019-2020



We will close the achievement gap.

#		Actual	Target
1.1	Develop academic vertical teams to ensure academic alignment across content areas and grade levels.		100
1.2	Teachers will create flexible reading groups to address reading needs during I &E, guided reading, strategy groups, LLI, and Accelerated Instruction Time.		100
1.3	Shared reading will occur in all K-2 classrooms daily with a planned instructional big book.		100
1.4	Mentor staff will be committed to building relationships with new teachers and new to Frisco ISD staff to improve upon teacher retention.		90
1.5	The language coach will build teacher capacity to teach EL students using job embedded training, co-teaching and targeted conversations.		85
1.6	The general education teacher and resource teachers will collaborate on action plans to address learning needs of their students.		85

We will prepare students to be future ready for success in college, careers, and citizenship.

2.1	Increase authentic learning experiences for student in the modification/redefinition level of SAMR, not just using it as a digital space.		90
2.2	Teachers will utilize online documents to communicate more openly with students in order to gather academic data to identify student's needs.		100
2.3	Coding opportunities will be provided to increase students problem solving and critical thinking skills to prepare them for a world experiences in the future.		95

We will implement a balanced assessment system to monitor and improve student achievement.

3.1	Teacher will conduct one common formative assessment over readiness standards per core content cluster. (3-5)		90
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3.2	Teacher will conduct one common formative assessment over readiness standards per core content cluster. (K-2)		90
3.3	Within three days of administering a CFA, the teacher will adjust instruction based on data.		85
3.4	Of the common formative assessments per core content cluster, one will be a TEKS-based rubric assessment.		90
3.5	Teacher will analyze data and meet with teammates three times a year to discuss student progress on district snapshots.		100
3.6	Teachers of EL students will assess the linguistic ability of their students three times per year.		80
3.7	Ensure that special education teachers are collaboratively planning with general education teachers in order to modify instruction to give assessments of the general education grade level TEKS.		75