

Frisco Independent School District

Ogle Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to empower students and teachers for academic success and personal growth.

Vision

We will build a welcoming community, empower future-ready teachers and students, and enhance meaningful relationships.

Value Statement

Ogle is a Family

Table of Contents

Comprehensive Needs Assessment 4

 Learning Organization 4

 Basic Conditions for Learning 6

 Guaranteed and Viable Curriculum 7

 Differentiated Instruction and Assessment 8

 Positive Culture 9

 Learner-Centered Experience 10

Priority Problem Statements 11

Focus Areas 12

 Focus Area 1: Learning Organization 12

 Focus Area 2: Basic Conditions for Learning 16

 Focus Area 3: Guaranteed and Viable Curriculum 19

 Focus Area 4: Differentiated Instruction and Assessment 23

 Focus Area 5: Positive Culture 26

 Focus Area 6: Learner-Centered Experience 30

Title I Personnel 33

Comprehensive Needs Assessment

Learning Organization

Learning Organization Summary

Ogle Elementary is a unique campus comprised of educators committed to academically, socially, and emotionally growing students. We are committed to retaining and developing teachers. Educators are provided with job-embedded training to support their growth in instruction, classroom management, working with challenging behaviors, and collaborative planning. The administration works alongside campus instructional coaches and the campus improvement team to review and discuss our campus reality and create plans of continuous improvement to grow and retain highly effective educators.

Students Served

PreK-4th Grade

Student Numbers

Total Students: 533

Female: 45%

Male: 54%

Student Demographics

Two or More Races: 8.1%

American Indian: 0.5%

Asian: 36%

African American: 13.9%

Hispanic: 15.9%

White: 25.5

Learning Organization Strengths

We solicit feedback and partner with all stakeholders in various ways including surveying staff and community on strengths and needs of our campus and using that feedback to guide our Campus Improvement Plan. Teachers collectively created new mission and vision statements. Feedback also helped to inform a new campus handbook. Interrelated systems within our campus include ILT learning walks, learning walks for educators, shared leadership opportunities, and a campus mentoring program. We plan for educator appreciation activities and have a specifically designed work/life balance for staff.

Basic Conditions for Learning

Basic Conditions for Learning Summary

The learning environment at Ogle has always been a priority to ensure students are safe and secure. We have positive behavior support and whole child committees to help ensure that we are promoting positive behavior and maintaining a safe and supportive learning environment. In addition, we work closely with our Campus Intervention Coach to help us stay current with the latest behavior interventions, strategies, and resources.

Basic Conditions for Learning Strengths

Student safety is a top priority at Ogle. We know that the basic needs of students must be met before students can learn. Students that qualify receive free and reduced breakfast and lunch. We begin each day with classroom morning meetings to ensure the social and emotional needs of students are being met before learning begins each day. Students can use calm down corners in classrooms or reach out to our full-time counselor for support. We build student enthusiasm for learning through student reward systems such as Principal's reading rockstars celebrating students who have shown a year's worth of growth. Additionally, we ensure the safety of our campus through our campus Emergency Operations Plan and daily interior and exterior door checks.

Guaranteed and Viable Curriculum

Guaranteed and Viable Curriculum Summary

At Ogle, we all use the Lucy Calkins curriculum for reading and writing instruction. We use the GPS (online repository of instructional resources, district-designed scope and sequence, assessment schedules, and other curriculum documents. Our teachers participate in weekly collaborative planning sessions with their colleagues to ensure every student's academic needs are met. Ogle teachers are supported by our campus instructional coach and campus administrators throughout the year. We have collaborative learning time facilitated by our instructional and team coaches where teachers analyze student data twice a month. Ogle also has a schoolwide I&E time and 3 Title One tutors to help close student gaps and provide enrichment for students who have already mastered content.

Guaranteed and Viable Curriculum Strengths

Ogle's master schedule has been built around providing teachers extra time to collaborate and utilize our campus coaches for improved student outcomes. Teachers collaboratively analyze student data and plan for small groups to meet the individual learning needs of each student. Vertical teams meet to analyze instructional practices in math, elar, and science.

Our new teachers have a special coaching schedule to receive hands-on learning from our instructional coaches at the beginning of the year with continuing support.

Problem Statements Identifying Guaranteed and Viable Curriculum Needs

Problem Statement 1 (Prioritized): STAAR scores improved as compared to last year in every grade level, however, the passing rate for our two largest groups of students (economically disadvantaged students and emergent bilinguals) is significantly lower than that of the general population.

Root Cause: Our multifaceted system of identifying and addressing individual student risk factors and finding solutions to learning obstacles needs to be reviewed and strengthened.

Differentiated Instruction and Assessment

Differentiated Instruction and Assessment Summary

At Ogle, we have created a Multi-tiered System of Support for academics and behavior. Through our strategic process, we are continuously documenting, assessing, and analyzing student data to assure we are meeting the instruction needs of each student.

Differentiated Instruction and Assessment Strengths

Students are brought to name and need for tier 1 support early in the year to ensure their needs are met. Through scheduled collaborative time, data is reviewed regularly to assess the need for further differentiation and possible intervention. Students' individual needs are met through targeted small groups with three Title 1 tutors, LLI groups, and EB interventions.

We are continuing MAP testing this year to more closely track students' progress year over year. We use DRA and STAAR data to inform our campus student learning goals.

Positive Culture

Positive Culture Summary

Ogle Elementary is a unique campus comprised of educators committed to academically, socially, and emotionally growing students. We are committed to retaining and developing teachers. Educators are provided with job-embedded hands-on training to support their growth in the areas of instruction, classroom management, working with challenging behaviors, and collaborative planning. Administration works alongside campus instructional coaches to review and discuss our campus reality and create plans of continuous improvement to grow and retain highly effective educators.

Positive Culture Strengths

Students are acknowledged for positive behaviors through the Principal's reading rockstars, shining star awards, and positive referrals. We also recognize students through individual school and classroom economy systems. We provide social emotional supports for students including calm down corners in all classrooms, relationship-centered learning practices, and PALs partnership with Emerson High School. Students can reach out to the counselor through the counselor's mailbox. Students can build connections through extracurriculars including choir, chess club, and after-school tutoring. Ogle students connect with their community through PTA fundraisers, field day, kid's heart challenge, multicultural night, PTA school celebrations, book fairs, and grade-level performances.

We have systems in place for recognizing teachers and building a schoolwide positive culture among staff including a "Tiki Token" incentive system that teachers can use to purchase rewards. A survey was taken on things teachers wanted to work for (snacks etc.) and Tiki Tokens were handed out for extra training, PD presentations, etc. The instructional leadership team writes handwritten notes to each teacher throughout the year.

We carefully utilize our school budget to provide staff appreciation events and highlight teachers at each one of our weekly assemblies.

We promote a culture of transparency on campus, where all campus decisions are explained and the administration maintains an open-door policy to answer any questions or concerns.

Problem Statements Identifying Positive Culture Needs

Problem Statement 1 (Prioritized): Retention has grown to well over 80%, however, there is evidence that our systems for supporting teachers need improvements in order to maintain this retention rate.

Root Cause: We do not have a consistent system of collecting feedback from new and existing teachers to improve our support systems.

Learner-Centered Experience

Learner-Centered Experience Summary

At Ogle we focus on foundational structures within our learning community. We foster collaboration, creative thinking, and problem-solving to create future-ready learners.

Learner-Centered Experience Strengths

We heavily emphasize collaboration and use the workshop model to maximize student independent learning and student collaboration. We emphasize small-group learning to tailor our lessons for our students. To support small group instruction, we use district-designed small group lessons and Title 1 Acceleration tutors to improve our response to individual needs. Students have choice in their learning including flexible seating and inquiry lessons that promote higher-level thinking. Students are engaged in hands on learning experiences. Teachers partner with the DLC to increase meaningful use of technology including coding experiences.

Priority Problem Statements

Problem Statement 1: STAAR scores improved as compared to last year in every grade level, however, the passing rate for our two largest groups of students (economically disadvantaged students and emergent bilinguals) is significantly lower than that of the general population.

Root Cause 1: Our multifaceted system of identifying and addressing individual student risk factors and finding solutions to learning obstacles needs to be reviewed and strengthened.

Problem Statement 1 Areas: Guaranteed and Viable Curriculum

Problem Statement 2: Retention has grown to well over 80%, however, there is evidence that our systems for supporting teachers need improvements in order to maintain this retention rate.

Root Cause 2: We do not have a consistent system of collecting feedback from new and existing teachers to improve our support systems.

Problem Statement 2 Areas: Positive Culture

Focus Areas

Focus Area 1: Learning Organization

Key Question 1: Do we solicit feedback and partner with all stakeholders in an effort to meet school improvement needs?

Initial Status: Maintain

Focus Area 1: Learning Organization

Key Question 2: Do our foundational commitments drive our decision-making?

Initial Status: Maintain

Focus Area 1: Learning Organization

Key Question 3: Do we modify organizational behavior to reflect new knowledge and insights?

Initial Status: Maintain

Focus Area 1: Learning Organization

Key Question 4: Do our decisions reflect the coordination of the interrelated systems within our organization?

Initial Status: Maintain

Focus Area 2: Basic Conditions for Learning

Key Question 1: Do we provide safe and effective learning spaces for all students in all circumstances?

Initial Status: Maintain

Focus Area 2: Basic Conditions for Learning

Key Question 2: Do we ensure students' physiological needs are met?

Initial Status: Maintain

Focus Area 2: Basic Conditions for Learning

Key Question 3: Do we provide all students access to education?

Initial Status: Maintain

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 1: Do all learners have access to a standards-based curriculum that supports learning for all?

Initial Status: Maintain

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 2: Are all learners provided with rigorous and meaningful future-ready learning experiences?

Initial Status: Maintain

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 3: Are all learners demonstrating grade-level achievement?

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: Economically disadvantaged and emergent bilingual students will demonstrate a year's growth in reading and math. Evidence of Success: -In 3rd and 4th grade, increase the STAAR passing rate (approaches) for economically disadvantaged and emergent bilingual students by 5% in all grades for all subjects. -MAP testing will show that the majority of students will demonstrate growth and achievement in the 50th percentile. -80% of Ogle students will demonstrate a year's worth of growth in reading and math. Staff Responsible: -Classroom teachers -Acceleration tutors -Instructional Leadership Team. Problem Statements: Guaranteed and Viable Curriculum 1	Formative			Summative
	Nov	Feb	June	June
No Progress Accomplished Continue/Modify Discontinue				

Strategy 1: Modify the master schedule to allow for a staggered intervention time so that our Title 1 tutors can see more students

Date(s) / Timeframe: Through May 2026

Collaborating Departments: ILT

Staff Responsible: Leadership team, title 1 tutors

Evidence: Newly created master schedule with more opportunities for title tutors to see more students which should yield and increase in scores as stated in the goal

Action Steps: Design and communicate new master schedule.
Meet with title tutors to communicate new materials and new schedule.
Monitor intervention and enrichment time 1x week to assess groupings, quality of instruction, and determine further needs.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Improve the quality of collaborative planning by sharing content leadership in planning at least every quarter.

Professional Learning: BOY professional development on collaborative planning and the need for consistency across grade levels.

Staff Responsible: ILT, team leaders

Evidence: Walthrough data, collaborative planning data, student growth scores

- Action Steps:**
- Beginning of the year, PD-guided practice on collaborative planning
 - Schedule teacher leadership to present content. The schedule for content leadership should shift at least by quarter
 - Consistent leadership presence in planning meetings
 - IC will be present in each collaborative planning
 - ILT members will regularly attend collaborative planning for their assigned grade level.

Key Question 3 Problem Statements:

Guaranteed and Viable Curriculum
Problem Statement 1: STAAR scores improved as compared to last year in every grade level, however, the passing rate for our two largest groups of students (economically disadvantaged students and emergent bilinguals) is significantly lower than that of the general population. Root Cause: Our multifaceted system of identifying and addressing individual student risk factors and finding solutions to learning obstacles needs to be reviewed and strengthened.

Focus Area 4: Differentiated Instruction and Assessment

Key Question 1: Is timely and meaningful feedback provided in order to design and adapt instructional practices?

Initial Status: Maintain

Focus Area 4: Differentiated Instruction and Assessment

Key Question 2: Are all learners given appropriate time to demonstrate mastery of the standards?

Initial Status: Maintain

Focus Area 4: Differentiated Instruction and Assessment

Key Question 3: Are we growing and cultivating our students' knowledge, talents, and abilities?

Initial Status: Maintain

Focus Area 5: Positive Culture

Key Question 1: Do we systematically address educational, social, behavioral, and emotional needs?

Initial Status: Maintain

Focus Area 5: Positive Culture

Key Question 2: Are our learners involved and connected within the school community?

Initial Status: Maintain

Focus Area 5: Positive Culture

Key Question 3: Do we promote a growth mindset and action in our staff and student learners?

Initial Status: Maintain

Focus Area 5: Positive Culture

Key Question 4: Do we hire, develop, and retain future-ready focused staff?

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: Maintain current retention rates of classroom teachers by creating a sustainable system for teacher support and development Evidence of Success: Evidence of success will include the following: -80% of classroom teachers will be retained year over year -When surveyed regarding the quality of staff support and professional development, staff will rate the campus plan positively (80% net positive rating across multiple questions). Staff Responsible: Instructional leadership team Problem Statements: Positive Culture 1	Formative			Summative
	Nov	Feb	June	June
No Progress Accomplished Continue/Modify Discontinue				

Strategy 1: Provide differentiated administrative support to teacher teams to increase systemic support.

Evidence: Artifact and data collection-Improve monitoring systems based on a focused review of team needs.

Action Steps: -Review data from each grade level team to determine areas of need.
-Assign ILT member to monitor progress and provide support the goal area
-Design and implement tool to measure success based on team need
-Communicate the support plan to individual teams

TEA Priorities:
Recruit, support, retain teachers and principals

Key Question 4 Problem Statements:

Positive Culture
Problem Statement 1: Retention has grown to well over 80%, however, there is evidence that our systems for supporting teachers need improvements in order to maintain this retention rate. Root Cause: We do not have a consistent system of collecting feedback from new and existing teachers to improve our support systems.

Focus Area 6: Learner-Centered Experience

Key Question 1: Are we creating engaging learning experiences that are inclusive and collaborative?

Initial Status: Maintain

Focus Area 6: Learner-Centered Experience

Key Question 2: Do we facilitate, promote, and value students' ownership in their learning?

Initial Status: Maintain

Focus Area 6: Learner-Centered Experience

Key Question 3: Are resources and learning spaces being utilized and adapted to support learner engagement and outcomes?

Initial Status: Maintain

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Krauskopf	Part-Time Acceleration Tutor	Title I Schoolwide	
Melinda Helgeson	Part-Time Acceleration Tutor	Title I Schoolwide	
Paula Janway	Part-Time Acceleration Tutor	Title I Schoolwide	