

Frisco Independent School District

Ogle Elementary

2025-2026 Focus Areas/Key Questions/Goals

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 | | | |
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| | Formative | | Summative | |
| Nov | Feb | June | June | |
| <p>Goal 1: Economically disadvantaged and emergent bilingual students will demonstrate a year's growth in reading and math.</p> <p>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.</p> <p>-MAP testing will show that the majority of students will demonstrate growth and achievement in the 50th percentile.</p> <p>-80% of Ogle students will demonstrate a year's worth of growth in reading and math.</p> <p>Staff Responsible: -Classroom teachers -Acceleration tutors -Instructional Leadership Team.</p> <p>Problem Statements: Guaranteed and Viable Curriculum 1</p> | | | | |
|  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: Walkthrough 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 5: Positive Culture

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

Initial Status: Minor Change

| Goal 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|-----------|--|
| | Formative | | Summative | |
| Nov | Feb | June | June | |
| <p>Goal 1: Maintain current retention rates of classroom teachers by creating a sustainable system for teacher support and development</p> <p>Evidence of Success: Evidence of success will include the following:</p> <ul style="list-style-type: none">-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). <p>Staff Responsible: Instructional leadership team</p> <p>Problem Statements: Positive Culture 1</p> | | | | |
|  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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> |