

Frisco Independent School District

Anderson Elementary

2025-2026 Focus Areas/Key Questions/Goals



WELCOME TO
ANDERSON
NATION

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			
	Formative		Summative	
Nov	Feb	June	June	
<p>Goal 1: Teachers will consistently monitor student progress and respond to individual student needs by designing lessons and tailoring small-group instruction to improve student outcomes.</p> <p>Evidence of Success: K-2 - Individual goals set by BOY assessments 3-5 - Growth in performance levels as indicated by the STAAR test</p> <p>Staff Responsible: Classroom teachers IC, LC</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Implement data notebooks, DRA monitoring systems, and individual teacher monitoring systems

Resources: District curriculum, planning resources, and time

Professional Learning: Instructional coach will provide differentiate PD on how to use data to make small groups, how to read data to determine next steps for instruction, and how to plan lessons

Communication Plan: Data notebooks will be a communication tool for students and parents. Communication with staff will be through data meeting which create a 2-way communication tool for ILT and teachers.

Date(s) / Timeframe: Monthly check-ins until May 2025

Collaborating Departments: ILT, classroom teacher on campus, special education teachers, and dyslexia teachers

Staff Responsible: ILT, classroom teacher on campus, special education teachers, and dyslexia teachers

Evidence: K-2 - Individual goals set by BOY assessments

3-5 - Growth in performance levels as indicated by the STAAR test

Detailed small-group lesson plans

Focus Area 5: Positive Culture

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

Initial Status: Minor Change

Goal 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	June	June
<p>Goal 1: Teachers will consistently use a positive reinforcement system with all students in their classrooms and school-wide to support individual student needs.</p> <p>Evidence of Success: Decrease in behavior incidents in TAC Documentation of students receiving reinforcement</p> <p>Staff Responsible: ILT, classroom teacher on campus, special education teachers</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Implement classroom reinforcement systems, grade level reinforcement systems, and school-wide PBIS

Resources: PBIS meetings, team plannings, time

Professional Learning: AP will provide PD on how to use implement a reinforcement system in the classroom, how to read data to determine next steps, and how to implement a new campus PBIS system

Communication Plan: Postcards will be a communication tool for students and parents. Communication with staff will be through PD/staff meetings which create a 2-way communication tool for ILT and teachers

Date(s) / Timeframe: Quarterly check-ins through PBIS meetings, PD trainings, and monthly Name/Need check-ins

Collaborating Departments: ILT, classroom teacher on campus, special education teachers

Staff Responsible: ILT, classroom teacher on campus, special education teachers

Evidence: Decrease in behavior incidents in TAC
Documentation of students receiving reinforcement