

**Frisco Independent School District**

**Curtsinger Elementary**

**2025-2026 Focus Areas/Key Questions/Goals**



## Focus Area 4: Differentiated Instruction and Assessment

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

**Initial Status:** Minor Change

Goal 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	June	June	
<p><b>Goal 1:</b> Teachers will consistently monitor student progress and respond to individual student needs by designing lessons and tailoring instruction to improve student outcomes in reading.</p> <p><b>Evidence of Success:</b> Growth in Reading Assessment Scores:</p> <p>Progress on formative assessments (e.g., running records, fluency checks, benchmark assessments).</p> <p>Improvement on district and state reading benchmarks</p> <p>Increased percentage of students meeting or exceeding grade-level reading expectations.</p> <p><b>RTI/MTSS Progress Monitoring Data:</b></p> <p>Students in intervention groups show measurable growth over time.</p> <p>Reduction in the number of students in Tier 2 and Tier 3 due to progress.</p> <p><b>Staff Responsible:</b> Classroom teachers, Instructional Coaches, Administration</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Resources:** District curriculum, planning resources, and time

**Professional Learning:** Instructional coach will provide differentiated 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 monitoring sheet will be a communication tool for students and parents. Communication with staff will be through data meetings during push and pull which create a 2-way communication tool for ILT and teachers.

**Date(s) / Timeframe:** Monthly check-ins until May 2026

**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

## Focus Area 6: Learner-Centered Experience

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

**Initial Status:** Minor Change

Goal 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	June	June
<p><b>Goal 1:</b> Teachers will create learning experiences in their classroom for their students that incorporate collaboration, critical thinking, and give students voice and choice.</p> <p><b>Evidence of Success:</b> Increases in students reporting opportunities to collaborate, make choices in their learning, and engage in problem-solving or critical thinking.</p> <p>Projects, reflections, or group tasks that show evidence of analysis, evaluation, and synthesis of ideas.</p> <p>Student products that vary in format or topic, reflecting choice and creativity.</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Utilizing enrichment activities (such as STEM, AI, Canva) regularly in order for students to create and collaborate.

**Resources:** Creative and collaboration instructional tools

**Professional Learning:** Teachers will be trained on the different instructional tools that are available. Teachers will utilize planning to integrate the instructional tools into their lessons.

**Communication Plan:** Communication/evidence will be shared with stakeholders through social media outlets and SeeSaw.

**Date(s) / Timeframe:** May 2026

**Collaborating Departments:** Classroom teachers, IC, DLC, LC, AI Coalition Team and Librarian

**Staff Responsible:** Classroom teachers, IC, DLC, LC, AI Coalition Team and Librarian

**Evidence:** Differentiated instructional experiences that allow for collaboration and creativity