

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

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

Strategy 1: Utilizing enrichment activities (such as STEM, AI, Canva) regularly in order for students 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