

Frisco Independent School District

Elliott Elementary

2025-2026 Focus Areas/Key Questions/Goals

Focus Area 2: Basic Conditions for Learning

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

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: By May 2026, 100% of Elliott classrooms will implement Tier 1 prevention-based behavior systems with fidelity, as evidenced by a consistent monthly decrease in negative behavior incidents. By June 2026, the number of documented negative student behaviors in the classroom and common areas will decrease by 30%, as measured by school behavior tracking data, through the implementation of consistent positive behavior interventions, including delivering at least a 5:1 ratio of praise to corrections and using pre-correction strategies in all instructional and transition periods.	Formative			Summative
	Nov	Feb	June	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Strategy 1: 1. Clear Expectations & Communication
Develop a consistent process for entering TAC behavior data to ensure accurate tracking and reflection.
Clearly define and communicate key responsibility areas (KRAs) during recess.
Provide training and visual guides to distinguish between classroom-managed vs. office-managed behaviors.

Strategy 2: 2. Tier 1 Behavior System Alignment
Clarify and reinforce our school-wide expectations through TEAM:
Treat others with respect
Encourage everyone
Act responsibly
Make safe choices
Use TEAM Tickets to consistently praise positive behavior across all settings.

Strategy 3: . Student Engagement & Motivation
Increase the frequency of Elliott Store shopping to reinforce positive behavior.
Move the store to 511
Students will shop from 7:20 AM - 7:40 AM and during SE Talk time with Specialist Teachers.

Maintain and promote a digital economy using ClassDojo points, ensuring alignment across all classrooms.
Continue the use of positive principal phone calls and Elliott Excellence Awards to recognize exceptional character and leadership.
Implement engagement strategies, Ex. Kagen

Strategy 4: Collaborative Staff Support

Schedule regular time during staff meetings for special education and specials teachers to collaborate with grade-level teams around behavior supports.
Use this time to align Tier 1 expectations and interventions across all learning environments.

Strategy 5: Targeted Social-Emotional Support:

Continue weekly House Huddles that focus on social-emotional learning and character strengths.
Incorporate small group time within House Huddles to build community, reinforce TEAM values, and practice social skills.

Focus Area 4: Differentiated Instruction and Assessment

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

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: By May 2026, 80% of Elliott students will meet or exceed their projected growth in reading and math measured by: mClass (Grades K-1) STEMscopes beginning-and-end-year assessments (Grades K-1) MAP Growth (Grades 2-4), and CRL Assessments (PreK) STAAR: Math & Reading (4) DRA (K-4)	Formative			Summative
	Nov	Feb	June	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Strategy 1: Instructional Design & Progress Monitoring

Extend collaborative team planning to one hour each day

Establish an unpacking protocol

Establish a planning protocol

Use math problem-solving progressions and writing checklists to scaffold instruction and track/celebrate mastery.

Monitor data consistently through Common Formative Assessments, exit tickets, and frequent formative checklists to identify trends and adjust instruction.

Identify success criteria for daily learning objectives.

Use consistent student data analysis protocols during Student Evidence Talks (every other week)

Name and Need (behavior and academics) - 1 time per month - Establish protocol

Analysis of student data based on CFA, district assessment, or daily instruction

Strategy 2: Differentiated Small Group Instruction

Provide targeted instruction with interventionists and classroom teachers, guided by assessment data and student needs.

Implement MTSS-aligned small group instruction to support growth for all learners.

Define mastery, above level, and/or extension instruction.

Strategy 3: Digital Learning Integrations

Use Iready Math and Reading to provide personalized practice, reinforce skills, and monitor progress through real-time analytics.
Provide professional learning on a balanced approach to digital integration with a focus on product-based opportunities.

Strategy 4: Tutoring/Intervention

Provide Tier 3 intervention for students who are achieving below grade level.

After school tutoring for third and fourth-grade students to prepare for the STAAR Assessment.