

Frisco Independent School District





Fisher Elementary

2025-2026 Focus Areas/Key Questions/Goals

Focus Area 4: Differentiated Instruction and Assessment

Key Question 1: Is timely and meaningful feedback provided in order to design and adapt instructional practices?





Initial Status: Minor Change

Goal 1 Details	Reviews			
<p>Goal 1: Fisher Elementary staff will use timely and meaningful feedback to enhance student learning opportunities through targeted small group instruction, effective staff collaboration and instructional planning, analysis of student data to respond to student needs, and opportunities for extension and enrichment aligned with future-ready learning experiences.</p> <p>Evidence of Success:</p> <ol style="list-style-type: none"> 1. Staff will consistently monitor student progress data and respond to individual student needs by designing lessons and tailoring instruction to improve student outcomes and ensure a year's worth of growth. 2. Staff will consistently monitor student progress and respond to individual student needs by designing targeted small group lessons. 3. Staff will consistently monitor student progress through student goal setting and data collection to respond to student individual needs. 4. Students will be empowered to reflect on their own growth and progress, set goals, and advocate for the kind of academic challenge and support they need. 5. Staff will intentionally plan future-ready learning experiences for students. 6. Staff will engage in collaboration and learning around small group instruction, data protocols and analysis, purposeful and targeted intervention and enrichment, student goal-setting and growth, adjustment of instruction based on timely and meaningful feedback and student needs, and development and planning of future ready learning experiences/attributes. 7. Students will show academic growth monitored through progress monitoring and assessment data such as DRAs, CFAs, snapshots, MClass, Stemscores, interims, STAAR growth, and teacher developed trackers. 8. Lesson plans and student work samples show integration of future-ready skills such as problem-solving, collaboration, digital literacy, creativity, communication, critical thinking, and higher-order thinking skills. 9. Data from classroom walkthroughs and observations show evidence of small group instruction, student goal-setting, differentiated instruction based on student needs and data analysis, student progress monitoring, and future-ready learning experiences. 10. Consistency of weekly grade level collaboration around essential standards, grade level TEKS, student learning needs, data analysis, and lesson planning. <p>Staff Responsible: Campus administration, campus coaches, grade level teams, and SPED staff.</p>	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<p>Goal 1: Fisher Elementary will utilize a multilayered approach and the student code of conduct to support the academic, social, behavioral, and emotional needs of students, reduce negative student behaviors, and positively impact the learning environment.</p> <p>Evidence of Success: 1. Staff will continue to build on the 2023-2025 school-wide implementation of the PBIS model and layered rewards system(s) by continuing to utilize PBIS structures consistently, follow common-area expectations, and supporting our ticket and reward system.</p> <p>2. Staff will continue to support campus-wide implementation of the CHAMPS protocol in all classrooms</p> <p>3. Staff will implement the Fisher campus store to support PBIS structures and campus reward systems.</p> <p>4. Staff will support positive student behaviors through PBIS, CHAMPS, and I am Fisher PROUD strategies to highlight positive student behaviors and show a decrease in discipline entries in Eschool.</p> <p>5. Our PBIS Committee, team leads, and staff will work together to streamline our Fisher PROUD acronym and common area expectations developed in 2023-2025.</p> <p>6. Staff will equitably apply classroom management strategies to reduce negative student behaviors and positively impact the learning environment as aligned with campus and district expectations.</p> <p>7. Staff will utilize positive recognition of students through tickets and positive referrals aligned with campus and classroom expectations.</p> <p>8. Campus admin and staff will positively recognize staff through a layered positive reward system leading to increased collaboration among staff in promoting a positive school culture.</p> <p>9. Students will demonstrate an improved understanding and adherence to our Fisher behavior expectations.</p> <p>10. Students will show an increase in engagement and responsibility for their behavior leading to a decrease in discipline entries.</p> <p>11. Our data dashboard will show a decrease in behavioral incidents as a result of clear expectations and consistent reinforcement.</p> <p>Staff Responsible: Campus administration, IC, SPED staff, classroom teachers. PBIS Committee.</p>	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				