

Frisco Independent School District

Frisco High School





2025-2026 Focus Areas/Key Questions/Goals



Focus Area 3: Guaranteed and Viable Curriculum

Key Question 2: Are all learners provided with rigorous and meaningful future-ready learning experiences?

Initial Status: Minor Change

Goal 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Goal 1: All learners will be provided with rigorous, engaging, and future-ready learning experiences that foster critical thinking, problem-solving, collaboration, and adaptability, ensuring every student is equipped with the knowledge, skills, and mindset to thrive in postsecondary education, careers, and life beyond high school.</p> <p>Evidence of Success: Classroom Instruction: Walkthroughs and classroom observations - to show student engagement. Increase in percentage of students meeting Readiness Indicators such as CCMR, and EOC, as well as local indicators such as snapshots. Professional Growth: Teachers participation in ongoing professional learning related to future-ready instruction. Evidence of teacher collaboration and innovation in PLCs -- tracked by PLC minutes, and planning walkthroughs.</p> <p>Staff Responsible: Teachers; Instructional Coaches; Department Heads/Team Leaders; School Administration (Principals and Assistant Principals); Professional Learning Communities (PLCs).</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Differentiated Instruction: Teachers tailor their instruction to meet the diverse needs of students. This involves offering alternative reading levels, various project options, or adapting assessments to ensure all students can access and succeed in the curriculum.

Resources: Acquire and update a variety of teaching resources, such as textbooks at different reading levels, project materials, and assessment tools. All Cohorts are organized on Google Worksheets. Plan includes access to materials and time provided to review best practices.

Professional Learning: Offer regular PLC sessions by department and training of differentiated instruction. Professional Goals have been created by administration and organized into cohorts (Blended Learning, Emerging Bilinguals, Mastery Connect, Canvas, WICOR) 5 year plan will have every teacher learning one strategy each year.

Communication Plan: Ensure consistency in communicating across departments. All teachers are provided choice in which Cohort they want to improve in.

Date(s) / Timeframe: Ensure that teachers understand the timeline and the pacing of instructional changes. Yearly participation.

Collaborating Departments: Facilitate interdisciplinary professional development and communication sessions. PLC (Collaboration Station) with CTL's will ensure we are supporting departments.





Staff Responsible: Clearly define the roles and responsibilities of individuals or teams responsible for various aspects of differentiated instruction.

Evidence: Establish data collection methods to measure the success of differentiated instruction.

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: We will create engaging learning experiences that are inclusive, collaborative, and designed to ensure that every student feels valued, challenged, and supported in achieving academic and personal success. Evidence of Success: Increased student participation in collaborative activities; Positive feedback from students on inclusivity and engagement; Higher levels of peer interaction and teamwork; Reduced achievement gaps among diverse student groups; Greater use of inclusive teaching practices; Improved student outcomes in both academic and social-emotional areas; Successful implementation of differentiated instruction strategies; Higher student satisfaction with the learning environment; Enhanced teacher collaboration and sharing of inclusive practices; Positive observations and evaluations of classroom dynamics. Staff Responsible: Teachers; Instructional Coaches; Special Education Coordinators; School Counselors; Department Heads/Team Leaders; School Administration (Principals and Assistant Principals); Professional Learning Communities (PLCs).	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Implement cross-curricular projects that encourage students from various subjects to collaborate on real-world challenges, fostering teamwork, critical thinking, problem-solving, and future-ready skills. Monitor project success through assessments, feedback, and skill development.

Resources: Allocate funding for training materials, expert consultants, and external professional development opportunities.

Professional Learning: Offer regular professional development sessions, workshops, and training on creating engaging and future-ready learning experiences.

Communication Plan: Ensure consistency in communication across all departments, especially when promoting future-ready attributes.

Date(s) / Timeframe: Continuously assess and update the availability of resources to support future-ready attributes.

Collaborating Departments: Promote collaboration and alignment of learning experiences that emphasize future-ready attributes across various departments.

Staff Responsible: Clearly define the roles and responsibilities of individuals or teams responsible for various aspects of implementing future-ready learning experiences.

Evidence: Establish data collection methods to measure the success of future-ready learning experiences.