

Frisco Independent School District

Gunstream Elementary

2025-2026 Focus Areas/Key Questions/Goals

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 3: Are all learners demonstrating grade-level achievement?

Initial Status: Major 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 and math. Evidence of Success: All students will demonstrate a year's worth of growth in reading and in math as evidenced by snapshot, DRA, common formative assessment, and STAAR scores. Staff Responsible: Principal, Assistant Principal, ILT, and teachers.	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: Grade-level teams will calendarize data analysis protocols around district snapshots and will schedule reading and math formative assessments in between.

Resources: Campus and district assessment calendars, classroom and district progress monitoring trackers.

Professional Learning: Ongoing staff training on campus assessment calendars and data tracking systems.

Communication Plan: Ongoing review during grade-level PLC/Early Bird time. Monthly reminders for assessments will also be posted on the staff calendar.

Date(s) / Timeframe: August 2025-May 2026

Collaborating Departments: General education, special education and ILT

Staff Responsible: Principal, Assistant Principal, ILT, and classroom teachers.

Evidence: Teachers will have mapped out reading and math formative assessments on the assessment calendar and will have documentation of progress monitoring data from these.

Action Steps: Share district and assessment calendar, ask grade-level teams to create and share their progress monitoring trackers, then implement the assessments and document as planned.

TEA Priorities:

Build a foundation of reading and math

Strategy 2: Teachers and staff will participate in campus, district and region learning and share professional development on small group best instructional

strategies for reading , math and student learning behaviors.

Resources: Campus, district and regional professional development opportunities

Professional Learning: Campus, district and regional professional development on best practices for reading, math, and student learning behaviors.

Communication Plan: A campus plan with details on criteria and expectations for attending and sharing professional learning will be shared with teachers, as well as an application process for attending workshops off campus.

Date(s) / Timeframe: August 2025-May 2026

Collaborating Departments: Teaching and Learning

Staff Responsible: Principal, Assistant Principal, ILT, teachers and staff

Evidence: Teachers will be able to bring back new learning to their colleagues regarding best practices for reading, math, and improved student learning behaviors.

Action Steps: Create a campus plan with expectations and application criteria for attending district and regional professional development.

TEA Priorities:

Build a foundation of reading and math

Strategy 3: Teams will administer CFAs and utilize tracking tools to monitor student growth on the essential standards and to adjust instruction in reading and math.

Resources: Assessment and progress monitoring resources, Lead4Ward and district planning documents, high-yield strategies and resources for math and reading.

Professional Learning: Essential standards in reading and math, planning and administering common formative assessments, and high-yield strategies to respond to student needs in reading and math.

Communication Plan: Teachers and grade-level teams will review this process throughout the year during collaborative planning. Instructional strategies will also be shared during staff meetings throughout the year.

Date(s) / Timeframe: August 2025-May 2026

Collaborating Departments: Teaching and Learning, ILT

Staff Responsible: Principal, Assistant Principal, ILT, teachers and staff

Evidence: Teachers will implement standards-based common assessments in reading and math and will design instruction that is targeted to the student strengths and needs shown in the data.

Action Steps: Administer CFAs, use tracking tools to monitor student growth on essential standards, plan instruction in a way that aligns to student needs shown in the data.

TEA Priorities:

Build a foundation of reading and math

Strategy 4: The ILT will review progress monitoring data and maintain a list of students who are regressing or showing limited growth in reading and math in order to target instruction and implement supports.

Resources: Progress monitoring list, demographic information to support the needs of student subpopulations, data hub, intervention strategies, progress monitoring trackers

Professional Learning: Best practices & strategies for intervention and support

Communication Plan: The ILT will share the watch list with grade-level teams to identify students who are not making growth and to plan for intervention or supports.

Date(s) / Timeframe: August 2025-May 2026

Collaborating Departments: ILT, teachers and staff

Staff Responsible: Principal, Assistant Principal, ILT, teachers and staff

Evidence: A list of students who are showing limited growth or regression will be maintained and interventions and supports suggested.

Action Steps: Monitor student data trackers to find patterns of regression or limited growth, document on the watch list, recommend supports and interventions based on this data.

TEA Priorities:

Build a foundation of reading and math

Strategy 5: The ILT will conduct ongoing Learning Walks and will provide coaching feedback on reading and math instructional components.

Resources: GPS resources for reading and math small groups, professional workshops and conferences, T&L campus math small group PD, FISD Instructional Strategies Playbook Look Fors

Professional Learning: Best practices for reading and math small groups

Communication Plan: Learning Walk feedback will be shared with classroom teachers throughout the year

Date(s) / Timeframe: Ongoing from October 2025 through May 2026

Collaborating Departments: Teaching and Learning

Staff Responsible: IC, DLC, LC, Principal, Assistant Principal

Evidence: Learning Walk feedback

Action Steps: Visit classrooms with an intended focus, share feedback with classroom teachers.

TEA Priorities:

Build a foundation of reading and math

Strategy 6: Teachers will partner with students to set goals and monitor growth in reading, math, or student learning behaviors and will share results with parents.

Resources: Goal setting data tool, student goal data folders

Professional Learning: Best practices for student goal setting, tools for tracking student goals and sharing progress with parents

Communication Plan: Staff PD, newsletters and ongoing communication between teachers and parents each month, Go for the Goal Parent Engagement Night, student goal

check-ins in the classroom, and campus goal celebrations.

Date(s) / Timeframe: September 2025 through Mah 2026

Collaborating Departments: Guidance and Counseling

Staff Responsible: Principal, Assistant Principal, Counselor, ILT, teachers and staff

Evidence: Goal setting data tool

Action Steps: Review student data to identify areas of need for reading and/or math goals, set goals with students and monitor progress, share results with parents and celebrate!

TEA Priorities:

Build a foundation of reading and math