

Frisco Independent School District

Hunt Middle School





2025-2026 Focus Areas/Key Questions/Goals



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			
	Formative			Summative
	Nov	Feb	June	June
<p>Goal 1: Hunt MS staff and students will consistently respect one another and hold each other accountable to create positive learning environments through consistent use of schoolwide Positive Behavior Intervention Supports (PBIS), resulting in a 5% reduction in disrespect/insubordination issues documented in the Teacher Access Center (2024-2025: 216 incidents) and a 5% reduction in students who disagree or strongly disagree with the statement that "Students treat each other with respect" (2024-2025: 30% of students).</p> <p>Evidence of Success: Consistent use of Husky PRIDE schoolwide expectations and language, reduced disrespect/insubordination issues documented in the Teacher Access Center, and improved student, staff, and community feedback on the School Quality Survey.</p> <p>Staff Responsible: teachers, administrators, PBIS Committee.</p> <p>Problem Statements: Positive Culture 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Direct instruction for students defining respectful behavior.

Resources: Advisory lessons from counselors, Guest Speaker Carolyn Jennings Brown <https://heydudeniceshoes.com/> assembly and parent meeting.

Professional Learning: Think Tank Advisory lesson review for staff

Communication Plan: Advisory lesson document with links to Mindset Monday presentations; newsletter for parent meeting

Date(s) / Timeframe: August introduction and continuing throughout the school year.

Collaborating Departments: counseling, PBIS Committee, CICs, AP to arrange assembly

Staff Responsible: All teaching staff

Evidence: Links to lessons on respect, discipline referral data, PRIDE data from Husky tickets indicating respect.

Action Steps: Counselors provide links to respect lessons for Mindset Monday; PBIS team creates respect lessons ongoing throughout the year; staff distribution of PRIDE tickets; whole-school challenge focused on respect; teacher shout outs; Positive Principal Calls

Strategy 2: Consistent use of school-wide systems (ex: hallway expectations, cafeteria expectations, classroom expectations, First 10/Last 10, 1 out at a time, etc.) to monitor compliance for staff and students. Consistent use of Relationship Centered Learning (relational capacity, relate breaks, etc.) in the classroom.

Resources: hall passes; PRIDE posters/signage; walkthrough data forms

Professional Learning: Review of campus systems, including written procedure guide for staff; CHAMPS training for staff; SWPBIS training; modeling for teachers during professional learning

Communication Plan: emails; staff newsletters; parent presentations; Husky Camp; Advisory lessons; Positive Principal Phone Calls

Date(s) / Timeframe: August and ongoing throughout year

Collaborating Departments: CICs, counselors, PBIS team, Admin

Staff Responsible: All staff

Evidence: walkthrough data, beginning of the year presentations for staff and students; teacher lesson plans; Husky PRIDE ticket data

Action Steps: introduce processes to staff at the start of the school year, training for new teachers

Goal 1 Problem Statements:

Positive Culture
Problem Statement 1: A review of campus discipline data reveals that disrespectful behavior is the leading cause of campus behavior referrals. However, the number of incidents reported has declined. 30% of students disagree or strongly disagree with the statement that "Students treat each other with respect." Root Cause: Students require explicit instruction in appropriate behavior and clear, consistent expectations across all environments on campus.

Key Question 1 Problem Statements:

Positive Culture
Problem Statement 1: A review of campus discipline data reveals that disrespectful behavior is the leading cause of campus behavior referrals. However, the number of incidents reported has declined. 30% of students disagree or strongly disagree with the statement that "Students treat each other with respect." Root Cause: Students require explicit instruction in appropriate behavior and clear, consistent expectations across all environments on campus.

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: 100% of Hunt MS staff will utilize intentional instructional decision-making to implement WICOR and AVID strategies in the classroom during daily instruction, and 75% of students will accurately identify the use of WICOR in the classroom. Evidence of Success: Consistent use of AVID strategies including WICOR, Focused Note-Taking, and organizational structures as measured by classroom walkthroughs and lesson plans, as well as success on the shared campus professional goal. Staff Responsible: instructional support staff, AVID Site Team, teachers Problem Statements: Learner-Centered Experience 1	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: AVID Site Team will create student-facing presentation(s) on WICOR. Teachers will share lessons with students during Advisory.

- Resources: WICOR presentations on Mindful Mondays aligned with campus professional goal strategies.
- Professional Learning: Think Tank strategy sessions where the AVID leader models and instructs about WICOR strategies.
- Communication Plan: AVID site team meetings (monthly); AVID Think Tank PL sessions (monthly); staff newsletter
- Date(s) / Timeframe: September and ongoing throughout year
- Collaborating Departments: AVID site team, ICs, IST
- Staff Responsible: all staff
- Evidence: walkthrough data; advisory plans
- Action Steps: AVID team create lessons and schedule them on the Mindset Monday sheet.

Strategy 2: Improve teacher implementation of WICOR in daily instruction. This includes supporting new staff in learning WICOR strategies and PLC planning conversations.

Resources: WICOR strategy instruction documents from MyAVID; professional learning resources shared in Think Tank and posted on HMS PD website.

Professional Learning: New teachers provided with targeted training on WICOR during new teacher inservice week, choice board option for the "Why behind WICOR", Think Tank conversations during planning to incorporate WICOR. Ongoing PL in the Think Tank ("strategy sessions") that are differentiated by content area.

Communication Plan: Professional learning sessions in the Think Tank; staff newsletters; professional goal resources

Date(s) / Timeframe: August and ongoing

Collaborating Departments: AVID site team; secondary T&L (Kelli McCord)

Staff Responsible: admin, AVID site coordinator, District PL department

Evidence: training documents, walkthrough data, and staff goal documentation

Action Steps: guided conversations in the Think Tank, strategy sessions/training in the Think Tank

Goal 1 Problem Statements:

Learner-Centered Experience
Problem Statement 1: Teachers utilize WICOR strategies with fidelity, but students are unable to identify the strategies when they are used. Root Cause: While WICOR has been implemented with staff, the strategies are not highlighted during instruction, resulting in a lack of intentionality behind the practice, and students are unable to identify the strategies to transfer the learning to other environments and situations. Building student capacity to understand the how and why of their learning will help them in transferring strategies.

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