

Frisco Independent School District

Independence High School

2025-2026 Focus Areas/Key Questions/Goals

Focus Area 2: Basic Conditions for Learning

Key Question 1: Do we provide safe and effective learning spaces for all students in all circumstances?

Initial Status: Minor Change

Goal 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	June	June
<p>Goal 1: We will design differentiated instructional and learning environments to meet the physiological, environmental, and academic needs of all students.</p> <p>Evidence of Success: Increased engagement. Centralized students entering general education electives will gain new skills and respectful connections with new students and teachers. General Education teachers will learn and effectively implement new strategies to meet the needs of all students.</p> <p>Staff Responsible: Teachers, Instructional Coaches, Case Managers, Administration</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers will collaborate to adjust, modify, or provide alternative instruction to meet the academic and social-emotional needs of students and enhance engagement.

Resources: Case Managers, Professional development cohort, Instructional Coaches, District SpEd Coordinators.

Professional Learning: All teachers in this situation will be in the Differentiation PD cohort, forming a large, collaborative PLC.

Communication Plan: Ongoing face to face communication of learning and collaboration, email of dates, times, PLCs.

Date(s) / Timeframe: August through May

Collaborating Departments: CATE, SpEd, Science, Social Studies

Staff Responsible: Gen Ed teachers, Admin, ICs, Case Managers

Evidence: Increased engagement and skills of students with IEPs, connections and future ready learning for all students.

Strategy 2: Teachers will intentionally plan and implement a variety of instructional strategies over the course of the year to meet the needs of all students. Planning and implementation will include one new strategy per quarter, learned from professional development and collaboration with special education teachers, case managers, and District Coordinators.

Resources: PLC, ICs, Case Managers, District Coordinators, Admin

Professional Learning: Ongoing once a month embedded PD.

Communication Plan: Google Folder, email, face to face

Date(s) / Timeframe: August through May 2026 (started in Spring 2025)

Collaborating Departments: SpEd, Science, CATE, Social Studies

Staff Responsible: General Education teachers with Centralized students, Admin, ICs, Case Managers

Evidence: Increased engagement. Centralized students entering general education electives will gain new skills and respectful connections with new students and teachers. General Education teachers will learn and effectively implement new strategies to meet the needs of all students.

Strategy 3: Professional development throughout the 25-26 school year will provide research-based learning and modelling around differentiation (modified and alternate) best practices.

Resources: Trainings, PLC, ICs, Case Managers, District Coordinators, Admin

Professional Learning: Ongoing once a month embedded PD.

Date(s) / Timeframe: August through May 2026

Collaborating Departments: CATE, SpEd, Science, Social Studies

Staff Responsible: General Education teachers with Centralized students, Admin, ICs, Case Managers

Evidence: Walkthroughs and observations will see implementation of strategies and differentiated instruction, resulting in increased engagement, mastery of goals and objectives by all students.

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			
	Formative		Summative	
Nov	Feb	June	June	
<p>Goal 1: We will design differentiated instructional and learning environments to meet the physiological, environmental, and learning needs of all students.</p> <p>Evidence of Success: Increased engagement. Centralized students entering general education electives will gain new skills and respectful connections with new students and teachers. General Education teachers will learn and effectively implement new strategies to meet the needs of all students.</p> <p>Staff Responsible: Gen Ed teachers, Admin, ICs, Case Managers</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers will collaborate with case managers, inclusion teachers, ICs, Admin to design differentiated learning environments to meet the academic and social needs of all students.

Resources: District SpEd coaching, Campus IC Coaching, supplies to adjust the learning environment.

Professional Learning: Monthly PD cohorts will provide guided collaboration, strategies, and design time.

Communication Plan: SpEdtacular Updates at monthly Admin Meetings, 1:1 communication, email.

Date(s) / Timeframe: started in 5/25 through 5/26

Collaborating Departments: Social Studies, Science, CATE, Special Education, Administration, District

Staff Responsible: Teachers, Administration, Coordinators, Instructional Coaches,

Evidence: Special Education students regularly attending classes, engagement, time data, informal and formal assessments

Action Steps: Plan and implement monthly PD, send calendar invites for 1:1 check ins, collaborative planning meetings.

Strategy 2:

Teachers will implement one new strategy or adjustment per quarter learned from the professional development provided monthly, using research-based differentiated strategies, to ensure the learning environment fits the unique needs of all students.

Resources: District coordinator, training, classroom supplies to make modifications, IC Coaching.

Professional Learning: Monthly collaborative sessions, embedded classroom PD

Communication Plan: SpEdtacular Updates at monthly Admin Meetings, 1:1 communication, email.

Date(s) / Timeframe: started in 5/25 through 5/26

Collaborating Departments: Social Studies, Science, CATE, Special Education, Administration, District

Staff Responsible: Teachers, Administration, Coordinators, Instructional Coaches, Paraprofessionals

Evidence: Special Education students regularly attending classes, increased engagement, time data, informal and formal assessments

Action Steps: Plan and implement monthly PD, send calendar invites for 1:1 check ins, collaborative planning meetings.

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			
	Formative		Summative	
	Nov	Feb	June	June
<p>Goal 1: Teachers will design in collaborative teams and implement effective feedback strategies to adjust and improve instruction and learning for all students.</p> <p>Evidence of Success: Increased use of teacher and peer to peer feedback strategies in all classrooms. Increase in mastery learning after feedback. Increased intentional planning of feedback during PLCs.</p> <p>Staff Responsible: Teachers, ICs, Admin</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers will provide feedback in class and post in HAC as Progress Checks for Learning for each objective/standard.

Resources: Collegial conversations and planning, IC support.

Professional Learning: One professional development cohort will be Feedback and will be ongoing embedded training throughout the year.

Communication Plan: Face to face during collaborative teaming and assessment planning and trainings. Email communication as well as Canvas.

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

Collaborating Departments: ALL

Staff Responsible: Teachers, ICs, Admin

Strategy 2: Teachers will monitor student progress, based on feedback and progress checks, and then plan and implement interventions. Teachers will utilize selected tracking system to monitor individual student progress, and then used planned intervention and extensions.

Resources: Progress Monitoring tool, Canvas, HAC, ICs, PLCs.

Professional Learning: One professional development cohort will be Feedback and will be ongoing embedded training throughout the year. August all staff PD.

Communication Plan: Face to face during collaborative teaming and assessment planning and trainings. Email communication as well as Canvas.

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

Collaborating Departments: All, cross-campus.

Staff Responsible: Teachers, ICs, Admin, DLC, Librarian

Evidence: PLC and classroom observations, Gradebooks, increased student and teacher feedback

Strategy 3: Professional Development throughout the 25-26 school year will provide research-based learning and modelling of feedback best practices and new strategies.

Resources: AI, Solution Tree materials,

Professional Learning: One professional development cohort will be Feedback and will be ongoing embedded training throughout the year. August all staff PD.

Communication Plan: Face to face during collaborative teaming and assessment planning and trainings. Email communication as well as Canvas. Presentation during August all staff.

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

Collaborating Departments: All, cross-campus.

Staff Responsible: Teachers, ICs, Admin, DLC, Librarian

Evidence: PLC and classroom observations, Gradebooks, increased student and teacher feedback