

Frisco Independent School District

McSpedden 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			
	Formative		Summative	
	Nov	Feb	June	June
<p>Goal 1: By the end of the academic year, McSpedden Elementary will enhance learning opportunities for all learners through staff collaboration, analyzing progress monitoring data for extension opportunities, and regular implementation of small group instruction.</p> <p>Evidence of Success: DRA Data Stemscopes Math Benchmark Data Campus Progress Monitoring EB Progress Monitoring Data STAAR Growth Trends Data Learning Walk Data</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Consistent updates to the progress monitoring spreadsheet will reflect an increase in advanced learner performance over essential standards. This includes links to data protocols and dates for re-assessment to show further mastery.

Resources: McSpedden progress monitoring spreadsheet

Professional Learning: data protocols during PLC meetings

Communication Plan: team coach meetings, August PD, regular PLC meetings

Date(s) / Timeframe: August-May

Collaborating Departments: ILT, SPED

Staff Responsible: ILT, K-5 teachers

Evidence: Student data will be regularly entered. There will be evidence of data protocols taking place on the progress monitoring spreadsheet.

Strategy 2: All staff will participate in learning walks and reflection collaboratively.

Resources: learning walk observation form with look fors

Professional Learning: vertical committee meetings, PLC meeting labsites over classroom management strategies, Tier 1 instruction, and small group instruction over specific
McSpedden Elementary
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content areas; debrief as a team to calibrate noticings for next steps

Communication Plan: work with teams during PLC meetings and weekly collaborative planning

Date(s) / Timeframe: August-May

Collaborating Departments: ILT

Staff Responsible: ILT, K-5 teachers, vertical committee

Evidence: All staff will have completed learning walk observation forms.

Strategy 3: WIN time utilized for intervention and extension opportunities for all learners.

Resources: STEAM lesson plans, student data protocols, small group toolkits

Professional Learning: teachers will discuss data during PLC meetings to flexibly group students based on need; teachers calibrate on student work and on instructional strategies

Communication Plan: regularly during collaborative planning and PLC meeting

Date(s) / Timeframe: August-May

Collaborating Departments: all departments on campus

Staff Responsible: ILT, K-5 teachers

Evidence: lesson planning for WIN time

Strategy 4: Team collaboration time focused on unpacking essential learning standards and focusing on differentiation strategies.

Resources: unpacking template, district resources, TEKS clarifying documents, STEAM year at a glance

Professional Learning: August, PD, collaborative planning, PLC meeting

Communication Plan: team coach meeting, PLC meetings, collaborative planning, vertical committee

Date(s) / Timeframe: August-May

Collaborating Departments: ILT

Staff Responsible: ILT, K-5 teachers

Evidence: grade level planning documents

Strategy 5: Integration of STEAM as a way to extend and enrich student learning.

Resources: STEAM year at a glance, read aloud mentor texts, planning template for integration

Professional Learning: August PD, science vertical committee, PLC meetings

Communication Plan: team coach, science vertical committee

Date(s) / Timeframe: August-May

Collaborating Departments: ILT, science vertical committee

Staff Responsible: ILT, K-5 teachers

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: By May 2026, at McSpedden Elementary every teacher will enhance its Positive Behavior Interventions and Supports (PBIS) program by utilizing positive common language within the classroom and common areas to continue the growth of the social-emotional development of all students and staff members.</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Refining Think Sheets to address a wider range of behaviors.

Resources: Think Sheet, PBIS committees

Professional Learning: Aug. PD, new teacher training, school wide PBIS training

Communication Plan: Check in with teams, PBIS committee

Date(s) / Timeframe: Aug - May

Collaborating Departments: Admin, team coaches, PBIS committee

Staff Responsible: Admin, teacher, team coaches, PBIS committee

Evidence: Survey, PBIS Meeting notes, office referrals

Strategy 2: Rotating ROAR Store incentives every 9 weeks to maintain student motivation.

Resources: ROAR tickets, ROAR store, teacher incentive store

Professional Learning: Aug. PD, New teacher, Faculty mtg, staff newsletter

Communication Plan: Student council, video for new incentive, student survey

Date(s) / Timeframe: Aug - May

Collaborating Departments: Admin, student council, team coaches, PBIS committee

Staff Responsible: Admin, teacher, team coaches, PBIS committee

Evidence: Student survey

Strategy 3: Expanding the use of conflict corner posters to three additional areas of the school.

Resources: Conflict Corner Poster in the classroom, playground, cafe, gym

Professional Learning: Aug. PD, New teacher, Faculty mtg, staff newsletter

Communication Plan: Staff Newsletter, team coach, Aug. PD, guidance lessons, morning meeting

Date(s) / Timeframe: Aug - May

Collaborating Departments: Admin, team coaches, PBIS committee

Staff Responsible: Admin, teacher, team coaches, PBIS committee

Evidence: Progress will be monitored quarterly by the PBIS committee through student referral data, staff feedback, and ROAR ticket distribution records.