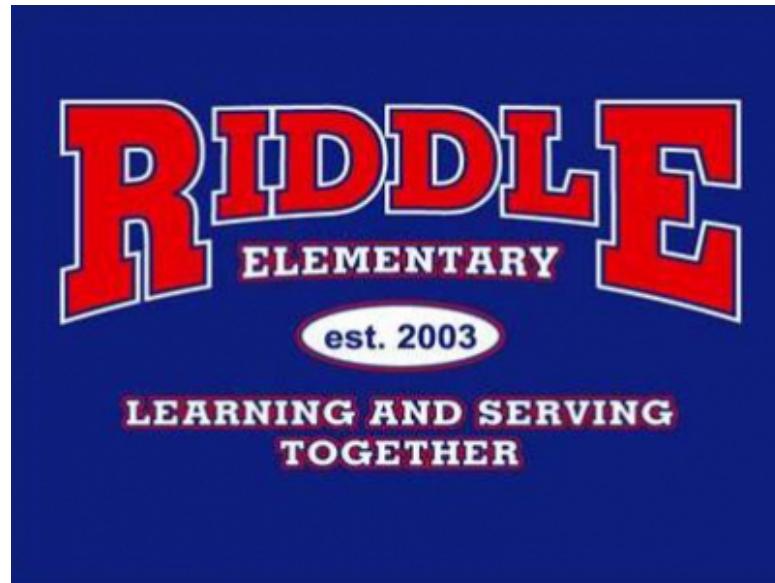


Frisco Independent School District

Riddle 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: Maintain

Goal 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	June	June
<p>Goal 1: Teachers will consistently set goals with their students and track student progress towards achieving their goals using the mastery progression.</p> <p>Evidence of Success: Teachers and ILT will be able to visually and systematically track the progress on student goals while adjusting the plan to ensure student success.</p> <p>Staff Responsible: Teachers ILT</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Focus Area 4: Differentiated Instruction and Assessment

Key Question 3: Are we growing and cultivating our students' knowledge, talents, and abilities?

Initial Status: Major Change

Goal 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	June	June	
Goal 1: All students will demonstrate measurable growth in Math and Reading on District and State assessments. Evidence of Success: STAAR data DRA Data Progress Monitoring Staff Responsible: All Staff ILT				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers will consistently set goals with their students and track student progress towards achieving their goals using the mastery progression.

Resources: Goal Setting Templates Campus Wide

Professional Learning: Differentiated Instruction Training
Data Talks in CLT

Date(s) / Timeframe: By the end of the year

Collaborating Departments: All Staff

Staff Responsible: All Staff
ILT

Evidence: Individual data sheets for students. Students can speak to their goals and know what they are.

Action Steps: 1) Collaborate with students to define clear, achievable mastery goals, using "I Can" statements and student-friendly language to define success criteria. 2) Monitor progress or individual student graphs to identify areas of struggle and celebrate growth. 3) Adjust instruction based on data, re-teaching or providing extra support as needed. 4) Provide regular feedback through conferences to discuss performance and set the next incremental goal, fostering continued progress and student agency.

Strategy 2: The Principal and AP will set data goals with each teacher BOY, MOY, EOY.

Resources: Teacher goals setting sheets, Snapshot data, STAAR

Date(s) / Timeframe: By the end of the year

Staff Responsible: Principal and AP

All Staff to set the goals

Action Steps: To establish clear data goals with teachers at Begin-of-Year (BOY), Mid-Year (MOY), and End-of-Year (EOY), The principal and assistant principal (APs) will hold individual meetings, use student data, and establish clear action steps, progress monitoring, and criteria for success. Regular, collaborative checkpoints and documented support throughout the year are crucial to track progress.