

Frisco Independent School District

Sem 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: Minor Change

Goal 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	June	June
<p>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 math.</p> <p>Staff Responsible: ILT Classroom teachers Special education teachers</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Implement primary and intermediate data folders, EOLs, and individual teacher monitoring systems.

Resources: District curriculum, planning resources, data protocols

Professional Learning: The instructional coach will provide differentiated PD on how to use data to make small groups, how to read data to determine next steps for instruction, and how to plan intentional lessons.

Communication Plan: Data notebooks will be a communication tool for students and parents. Communication with staff will be through data meeting which create a 2-way communication tool for ILT and teachers.

Date(s) / Timeframe: Monthly data meetings through May 2026

Collaborating Departments: ILT, classroom teacher on campus, special education teachers, and dyslexia teachers

Staff Responsible: ILT, classroom teacher on campus, special education teachers, and dyslexia teachers

Evidence: Math snapshot scores, EOLs, Math STAAR scores

Strategy 2: The teachers will use Relationship Centered Learning with fidelity to support student behaviors and positively impact the learning environment.

Resources: Assistant principal, counselor, ILT, classroom posters and signs, layered rewards systems in classrooms

Professional Learning: The assistant principal and MTSS-B committee will lead professional development to the staff on SWPBIS. The counselor will train new staff on morning meetings and class meetings. Ongoing SWPBIS training with students and staff will occur throughout the 25-26 school year.

Communication Plan: Award systems and schoolwide recognition

Goal-setting meetings with students

Date(s) / Timeframe: Monthly check-ins until May 2025

Collaborating Departments: ILT and school staff

Staff Responsible: ILT and school staff

Evidence: Olweus survey, BOQ, and student surveys will show student behavior going on and overall positive feelings of school increased. Decrease in office referrals

Strategy 3: Math teachers will teach essential standards to mastery through the use of targeted small group lessons and consistent use of Evidence of Learning (EOLs).

Resources: Evidence of Learning

Distrlicute curriculum

Professional Learning: PD at the beginning of the school year with IC, ongoing math collaboratives, district curriculum updates, data talks, learning walks, and district coordinators.

Communication Plan: Communication with staff will be through data meetings, which create a 2 way communication tool for ILT and teachers.

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

Collaborating Departments: ILT, Kinder-2nd grade teachers, 3rd-5th math teachers, special education teachers

Staff Responsible: ILT, Kinder-2nd grade teachers, 3rd-5th math teachers, special education teachers

Evidence: Math STAAR Scores

District snapshots

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: School staff will monitor student behavior and respond to individual student needs through consistent implementation of SWPBIS strategies and reinforcement of schoolwide behavior expectations.</p> <p>Evidence of Success: A reduction in office referrals.</p> <p>Staff Responsible: Campus administrators School Counselor Classroom teachers</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Strengthen Tier I behavior expectations and schoolwide PBIS practices.

Resources: Sem's Classroom Management Checklist

Benchmark of Quality (BoQ)

Office Referrals

Student Discipline Data

Professional Learning: School-wide Positive Behavior Interventions and Supports

Communication Plan: Campus administrators will monitor student discipline data.

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

Staff Responsible: ILT, classroom teachers

Evidence: Office discipline referrals

Strategy 2: Use data to drive decision-making

Resources: TAC

Student discipline data

Office referral data

Communication Plan: MTSS-B committee will review and update campus staff on progress.