

Frisco Independent School District

Shawnee Trail Elementary

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			
Goal 1: Staff will equitably apply school-wide positive behavior interventions (SWPBIS), classroom management strategies such as CHAMPS & Class Dojo to positively impact the learning environment resulting in increased positive behavior and decreased office discipline referrals. Evidence of Success: According to the PBIS Tier 1 Benchmarks of Quality (BoQ), Shawnee Trail will increase the overall total score by at least 5 % (from 81% in 2025 to 86% in 2026). Class meetings will be utilized in all classrooms, CHAMPS procedures and Class Dojo will be implemented for consistency and increased two-way communication between staff and parents. Staff Responsible: All staff. Problem Statements: Basic Conditions for Learning 1, 2	Formative			Summative
	Nov	Feb	June	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Strategy 1: We will have campus-wide learning of Tier 1 classroom management strategies to increase PBIS implementation.

Resources: C.H.A.M.P.S., CIC website, Class Dojo, SWPBIS, Treatment Agreement, Relationship Centered Learning (RCL)

Professional Learning: We will utilize district behavior support personnel and campus exemplary teachers to lead this learning.

Communication Plan: administrator(s) send invitations to facilitators, PD, newsletter follow-up, learning walks and feedback

Date(s) / Timeframe: October 22, 2025 and ongoing

Collaborating Departments: Student Services, Special Education

Staff Responsible: All Staff

Evidence: data collection from learning walks, surveys, office referrals

Action Steps: Baseline, mid-year and end of year surveys

Key Question 1 Problem Statements:

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 3: Are all learners demonstrating grade-level achievement?

Initial Status: Major Change

Goal 1 Details	Reviews			
Goal 1: By the end of the 2025-2026 school year, all learners in grades PK-5th will demonstrate one year's growth in reading as measured by CLI (PK), DRA2 assessment (K-1st) and MAP (2nd-5th) as compared to the beginning of the year. Evidence of Success: All learners will demonstrate growth in their response to data. Progress monitoring of student growth will be analyzed in Professional Learning Communities as teachers and instructional leaders support planning for small group instruction, interventions and Multi Tiered Systems and Supports (MTSS) for all learners. Staff Responsible: All staff. Problem Statements: Guaranteed and Viable Curriculum 1	Formative			Summative
	Nov	Feb	June	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Strategy 1: Administrators, coaches, special education teachers, and other specialists will prioritize attending grade level planning each week to promote collaborative discussions and vertical alignment.

Resources: Coaches, administrators, specialists

Professional Learning: Sept. PD day and follow up PD opportunities dedicated to collaborative practices and individual planning sessions with teams facilitated by coaches and administrators.

Communication Plan: August PD

Date(s) / Timeframe: Beginning of year through end of year with scaffolded support.

Collaborating Departments: Special Education, Instructional Coaches, Dyslexia, GT, Teaching and Learning

Staff Responsible: All Staff

Evidence: Planning documents, district/campus assessments (snapshots, DRA scores, teacher-created assessments), MAP, STAAR

Key Question 3 Problem Statements: