

Frisco Independent School District

Sonntag 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.</p> <p>Evidence of Success: All students will make one year's growth in reading and math as measured by end of year literacy assessments and STAAR scores.</p> <p>Staff Responsible: Principal, AP, Admin Intern, Teachers, Instructional Coach, Language Coach, Title 1 Acceleration Teachers.</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Professional development will be provided for teachers on reading and math small group instruction, developing engaging lessons, collaborative planning times and tracking data.

Resources: District Curriculum, Planning Resources, District Coordinators, 3 Highly Qualified Acceleration Teachers to create more access to small group interventions.

Professional Learning: Beginning of the Year Professional Development with IC, Ongoing reading planning, Collaborative Planning Time (CLT), Data Meetings, Learning Walks, and Lab Sites with Coaching to Support and Sustain New Learning.

Communication Plan: Goal setting and Data Folders will be the communication tool for students and parents. Communication with staff will be through data meetings creating 2-way communication tool for ILT and teachers.

Date(s) / Timeframe: ongoing through May 2026

Collaborating Departments: Teaching and Learning, ILT, classroom teachers, special education teachers dyslexia teachers, acceleration teachers

Staff Responsible: Principal, AP, Admin Intern, IC, Classroom teachers, Special Education Teachers, Acceleration Teachers

Evidence: Students will grow in their instructional reading levels from BOY DRA to EOY DRA. Students will grow in Math Stemscopes from BOY to EOY.

Action Steps: None

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Implement Title Tutor Reading and Math intervention for students performing below grade level in math and reading.

Resources: LLI kits, Math 180, Ufly, Guided Reading leveled books, Level Up Resource

Professional Learning: Acceleration Teachers have been trained in guided reading, LLI and Math 180

Communication Plan: Instructional Coach and Federal Programs Coordinator

Date(s) / Timeframe: September 2025-April 2026

Collaborating Departments: Federal Programs

Staff Responsible: Principal, AP, Admin Intern, IC, Classroom teachers, Acceleration Teachers, Federal Programs Coordinator

Evidence: Title Tutor Data, Student growth from BOY to EOY on MAP, DRA, Math 180

Action Steps: None

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3: We will use MAP data to track student growth and areas of strength/weakness so support intervention/enrichment.

Resources: MAP

Professional Learning: All stakeholders will be trained in administering MAP and reading the data to inform instruction.

Communication Plan: Instructional Coach

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

Collaborating Departments: Federal Programs, Teaching and Learning

Staff Responsible: Principal, AP, Instructional Coach, Classroom Teachers, Resource Teachers, Federal Programs Coordinator, Title Tutors

Evidence: MAP data for BOY, MOY, EOY

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

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
Goal 1: Sonntag Elementary will reduce office referrals by 10% next school year. Evidence of Success: Behavior data decrease Staff Responsible: Assistant Principal, CIC, Counselor, SPED Behavior Specialist, Principal				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Sonntag will implement the Tacky Box system to promote positive behavior and support students in working through conflict.

Date(s) / Timeframe: Launch of School Year

Collaborating Departments: Counseling

Staff Responsible: Counselor & School Support Specialist

Evidence: Survey

TEA Priorities:

Improve low-performing schools

Strategy 2: Sonntag will hold Tier II Morning Meetings each Tuesday with SSS and Counselor to support students that are struggling with physical aggression.

Date(s) / Timeframe: Launch of School Year

Collaborating Departments: Counseling

Staff Responsible: Counselor & SSS

Evidence: Behavior Data aligned to physical aggression

Strategy 3: Sonntag will launch mentorship support to specific students that may lack positive adult role models.

Date(s) / Timeframe: Launch of School Year

Staff Responsible: Randall Ford, Counselor, SSS

Evidence: Survey Data from Pre & Post Assessment

TEA Priorities:

Improve low-performing schools

Strategy 4: Sonntag will provide professional development and conduct CHAMPS fidelity walks to ensure consistent behavior expectations are understood and followed.

Resources: CHAMPS Training

Date(s) / Timeframe: Launch of School Year

Collaborating Departments: Student Services

Staff Responsible: Teachers, MTSS-B Team, Assistant Principal, CIC

Evidence: Fidelity Checks on Learning Walks

TEA Priorities:

Improve low-performing schools

Strategy 5: Sonntag will implement district created campus-wide social skills to strengthen social skills and emotional learning for all students.

Resources: District-Created Social Skills lessons

Date(s) / Timeframe: September-May

Collaborating Departments: Counseling

Staff Responsible: Counselor

Evidence: Staff Survey

TEA Priorities:

Improve low-performing schools

Strategy 6: Sonntag will have resource teachers join morning meetings with general education classrooms to enhance support and collaboration.

Staff Responsible: SPED Teachers, Principal, Assistant Principal

TEA Priorities:

Improve low-performing schools

Strategy 7: Sonntag will continue to develop resource teachers on intentional social skill instruction to meet the specific social skill needs of our students.

Collaborating Departments: SPED

Staff Responsible: Sped Behavior Specialist, SPED teachers, Assistant Principal

Evidence: Social Skills Learning Walks , SPED Behavior Data

TEA Priorities:

Improve low-performing schools