

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			
Goal 1: Teachers will consistently monitor student progress and respond to individual student needs by designing lessons and tailoring instruction to improve student outcomes. 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. Staff Responsible: Principal, AP, Admin Intern, Teachers, Instructional Coach, Language Coach, Title 1 Acceleration Teachers.	Formative			Summative
	Nov	Feb	June	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 educaiton 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 Stemscores 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			
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	Formative			Summative
	Nov	Feb	June	June

 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