

Frisco Independent School District



Spears Elementary

2025-2026 Focus Areas/Key Questions/Goals

Board Approval Date:
November 17, 2025

Public Presentation Date:
November 17, 2025

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: Minor Change

Goal 1

Teachers will design instruction using research-based strategies, including small-group lessons, to promote GROWTH in math and reading for ALL students.

Evidence of Success: Students will make a year's worth of growth in reading and math

Staff Responsible: all teachers and accelerated tutors

Formative Reviews

On Track

November

February

June

June

Strategy 1 Targeted Support Strategy

Individual Teacher goal-setting sheets

Staff Responsible: coaches

Evidence: individual goal setting sheets for 4th and 5th grade teachers

Action Steps: teachers will set goals and track class progress after each snap shot exam, interim STAAR assessment, etc. and adjust their instruction based on this.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Strategy 2

Tier 3 students in reading/math will receive targeted instruction from an accelerated tutor

Staff Responsible: title 1 tutors

Evidence: progress monitoring small group documents

Key Question 2

Are all learners given appropriate time to demonstrate mastery of the standards?

Initial Status: Maintain

Key Question 3

Are we growing and cultivating our students' knowledge, talents, and abilities?

Initial Status: Maintain

Focus Area 5 Positive Culture

Key Question 1

Do we systematically address educational, social, behavioral, and emotional needs?

Initial Status: Minor Change

Goal 1

Staff will equitably apply classroom management strategies to reduce negative student behaviors and positively impact the learning environment.

Evidence of Success: Reduction in office referrals and classroom incidents as recorded in TAC

Staff Responsible: all classroom teachers; AP

Problem Statements: Positive Culture 1

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Strategy 1

Teachers will collaborate and implement consistent processes, procedures, and expectations by grade level/POD

Professional Learning: CHAMPS training - Summer 2025

Resources: Denise Kerr

Collaborating Departments: Spears PBIS team

Evidence: Behavior data from TAC, BOY/MOY/EOY survey

Key Question 1 Problem Statements Identifying Positive Culture

	Problem Statement	Root Cause
1	<ul style="list-style-type: none">- Areas where behaviors continue to be more problematic are during unstructured times: bus, playground, specials, arrival, dismissal-We do not have consistent classroom management strategies across grade levels and campus	<ul style="list-style-type: none">-Lack of training- Teacher turnover/training- Grade levels have been doing their own thing making it inconsistent with students year to year- Grade levels have different strategies making it difficult for specials to implement consistent classroom management strategies- Behavior data needs to be reviewed more consistently

Key Question 2

Are our learners involved and connected within the school community?

Initial Status: Maintain

Key Question 3

Do we promote a growth mindset and action in our staff and student learners?

Initial Status: Maintain

Key Question 4

Do we hire, develop, and retain future-ready focused staff?

Initial Status: Maintain