Frisco Independent School District

Vandeventer Middle School

2025-2026 Focus Areas/Key Questions/Goals

Focus Area 4: Differentiated Instruction and Assessment

Key Question 2: Are all learners given appropriate time to demonstrate mastery of the standards?

    Initial Status: Major Change

Goal 1 Details	Reviews			
Goal 1: Teachers will enhance student engagement and achievement by implementing differentiated instructional practices supported by artificial intelligence (AI) tools.	**Formative**			**Summative**
	Nov	**Feb**	**June**	**June**

Evidence of Success: Classroom Practices and Student-Centered Instruction
    Teachers utilize AI-powered platforms such as adaptive learning programs, formative assessment generators (e.g., Edulastic, Quizizz AI, or Schoology AI features), and intelligent feedback tools to deliver personalized learning experiences that address student readiness, interests, and learning profiles.
    Flexible grouping and tiered assignments are used to scaffold instruction and provide enrichment opportunities based on real-time performance data generated by AI tools.
    Lesson plans and instructional observations demonstrate how teachers incorporate AI analytics to differentiate instruction and make informed teaching decisions that support diverse learners.
 	
    Professional Learning and Capacity Building
    The campus professional learning committee coordinates ongoing training on AI integration, focusing on effective classroom use, accessibility, and ethical considerations.
    Teachers engage in peer collaboration and PLC discussions to share best practices for using AI tools to support differentiation and improve student outcomes.
    Participation in district and campus PL sessions related to technology integration and digital innovation is documented and aligned with Frisco ISD's Future Ready Framework.
 	
    Campus and Committee Collaboration
    Teachers and instructional leaders collaborate with the Professional Learning, Staff and Student Engagement, and PBIS committees to ensure that AI-supported differentiation practices align with campus-wide goals and the Vandeventer mission of positively impacting every student.
    Campus committees regularly review instructional data and feedback to identify equity gaps and adapt strategies that promote access and inclusion across all student groups.
    Shared decision-making occurs during team meetings and data reviews, allowing staff to refine the use of AI tools and differentiation practices based on student progress, engagement trends, and campus goals.
 	
    Alignment with District and Campus Priorities
    The use of AI-enhanced differentiation is directly aligned with the Frisco ISD Future Ready Framework, which emphasizes innovative instruction, personalized learning, and real-time data use to support the whole child.
    Instructional practices reflect Vandeventer's vision to foster one's greatest potential and its mission to positively impact and advance each student every day, ensuring all students benefit from targeted, high-quality learning experiences.
Staff Responsible: Staff				

Strategy 1: Identify and select effective AI tools to embed into daily instruction.

Resources: Appropriate technology; DLC resources; district AI information

Professional Learning: Explore and evaluate AI platforms like Edulastic, Quizizz AI, Schoology, and other platforms during PLC planning time and during campus professional learning opportunities.

Communication Plan: The DLC will provide targeted professional learning opportunities for staff.

Date(s) / Timeframe: Monthly PL

Collaborating Departments: Core, Electives, FNA

Staff Responsible: Teachers, DLC, ICs, Administration

Evidence: The teacher consistently utilized multiple AI tools such as Edulastic, Quizizz AI, and Schoology to personalize instruction based on students' readiness levels, interests, and learning profiles. Lesson plans and student work samples reflect the intentional use of these tools to differentiate instruction.

Instructional planning incorporated real-time data from AI platforms, as evidenced by annotated lesson plans and reflections. These documents demonstrate the teacher's ability to make informed, flexible adjustments to instruction in response to student needs.

Lesson plans included clear examples of AI-supported differentiation strategies, including flexible grouping based on performance data, tiered instructional tasks, and student choice activities.

The teacher participated in multiple professional learning sessions focused on AI integration and regularly shared key takeaways during PLC meetings. This is documented through PLC agendas, meeting notes, and shared resource presentations.

Action Steps: Implement professional learning focused on the utilization of AI tools and resources for instructional purposes.

Strategy 2: Design differentiated instructional strategies with the use of AI tools and resources.

Resources: Appropriate technology; DLC resources; district AI information

Professional Learning: Explore and evaluate AI platforms that support teachers in developing differentiated instructional strategies (flexible grouping, tiered tasks, and choice boards) to support student achievement.

Communication Plan: The DLC will provide targeted professional learning opportunities for staff.

Date(s) / Timeframe: Monthly PL; PLC and planning time

Collaborating Departments: Core, Electives, FNA

Staff Responsible: Teachers, DLC, ICs, Administration

Evidence: Utilization of a variety of AI tools to support student engagement and achievement are documented in lesson plans, instructional logs, or planning templates.

Students are provided multiple pathways to mastering the learning objectives to meet their readiness levels and interests.

Observed instruction includes flexible grouping, tiered tasks, and choice boards.

Action Steps: Implement professional learning focused on the utilization of AI tools and resources for instructional purposes.

Goal 1 Details	Reviews			
Goal 1: Vandeventer Middle School will increase student engagement and strengthen a positive, inclusive campus culture by expanding and intentionally leveraging the House System and Positive Behavior Interventions and Supports (PBIS).	**Formative**			**Summative**
	Nov	**Feb**	**June**	**June**

Evidence of Success: Student Participation Data Tracking
House System Participation Logs: Utilizing HERO, track student involvement in House events, competitions, service projects, and leadership roles. Disaggregate by grade level, academic program (Advanced, On-Level, Support), SPED, and ESL.
Club & Extracurricular Involvement: Maintain rosters of club participation and monitor trends by subgroup to identify underrepresented students.
Event Attendance: Monitor student attendance at school-wide spirit events, community service opportunities, and House celebrations.

HERO and Recognition System Analysis
HERO Point Data: Analyze frequency and consistency of HERO points awarded across departments and student groups.
Alternative Recognition Systems: Implement and track non-HERO recognitions (e.g., shout-outs in House meetings, classroom awards) to ensure all students are celebrated.

Student Voice & Feedback
Student Surveys (at least twice per year): Include questions about belonging, leadership opportunities, recognition, and awareness of engagement opportunities.
Focus Groups: Host small group discussions (e.g., ESL, SPED, Support, and On-Level students) to gather feedback on barriers and ideas for improving engagement.
Student Ambassadors: Use student leaders to gather peer input and communicate student needs.

Behavior & Discipline Trends
Discipline Referral Data: Review trends in referrals by subgroup to determine whether increased engagement correlates with fewer behavior incidents.

Staff Feedback & Observation
Teacher Feedback Forms: Collect input from staff on student participation, House System implementation, and recognition equity.
Classroom & Event Observations: Leadership team conducts walkthroughs and attends House activities to observe student participation and engagement levels.

Progress Review Cycles
Monthly Committee Review: The Whole Child, PBIS, and Sunshine subcommittees review data and recommend adjustments.
Quarterly Campus Leadership Team Meeting: Analyze engagement and participation data, identify successes and gaps, and revise strategies as needed.
End-of-Year Reflection: Compare beginning-of-year to end-of-year data to evaluate overall improvement and prepare for next year.
Staff Responsible: Staff
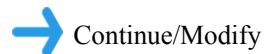
Strategy 1: All staff and students actively engage in House activities.

Resources: Website; Viking View newsletter; the campus teacher VMS Learning Hub

Professional Learning: The Student and Staff Engagement Committee provided information to the staff during August professional learning week. Consistent updates are provided monthly.

Communication Plan: Committee Meetings; monthly PL; campus newsletter; PRIDE webpage

Date(s) / Timeframe: August PL; monthly meetings; weekly newsletter

Collaborating Departments: All staff and departments

Staff Responsible: All staff and departments

Evidence: Staff participate in multiple House events each quarter (e.g., competitions, spirit days, celebrations).

House leaders organize events, managing HERO points, and supporting Tribe meetings.

Teachers incorporate House themes and activities into classroom routines to build connection and belonging.

Action Steps: Actively engage in House activities each quarter.

Strategy 2: Implement PBIS strategies consistently with the use of HERO to recognize positive behavior.

Resources: HERO platform; PBIS information (district and campus)

Professional Learning: The PBIS Committee provided staff with targeted professional learning during August PL and through monthly meetings.

Communication Plan: The PBIS Committee provides updates through the PBIS webpage and via the campus newsletter.

Date(s) / Timeframe: Weekly

Collaborating Departments: Administration; Counseling

Staff Responsible: PBIS Committee Members; teaching staff; counselors' administration

Evidence: Teachers embed PBIS tools like CHAMPS, de-escalation strategies, and Treatment Agreements into daily routines.

Teacher utilize MTSS data to adjust behavior supports and reteach expectations as needed.

Staff participate in campus-wide PBIS events like PRIDE parties, HERO redemption days, VT Choice Boards, and postcard campaigns.

Teachers award a minimum of 200 HERO points per quarter, ensuring points are distributed equitably across all student groups.

The administration and teachers recognize positive behavior frequently and publicly (e.g., announcements, bulletin boards, classroom shout-outs).

Positive behavior is tracked through HERO to monitor equity and impact on classroom and campus culture.

Action Steps: Provide weekly updates; track HERO implementation; provide PBIS PL opportunities