

Frisco Independent School District

Staley Middle School





2025-2026 Focus Areas/Key Questions/Goals



Focus Area 1: Learning Organization

Key Question 3: Do we modify organizational behavior to reflect new knowledge and insights?

Initial Status: Major Change

Goal 1 Details	Reviews			
<p>Goal 1: Our goal is to ensure the regular use of formative and summative assessment data in collaborative meetings to inform instructional decisions and guide targeted intervention planning that meets the diverse needs of all students.</p> <p>Evidence of Success: Walkthrough Data: Regular use of formative and summative assessment data in collaborative meetings to adjust instruction and intervention plans.</p> <p>Staff Responsible: Teachers, Content Leaders, ILT</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: We will implement monthly structured data protocols in collaborative meetings to analyze student performance and identify learning gaps. Teams will use these insights to adjust lesson plans, differentiate instruction, and assign timely interventions based on student needs.

Resources: Instructional Coaches to guide teams in data analysis and planning.

Content Leaders to support structured team discussions and ensure follow-through on instructional adjustments.

Professional Learning: Data Literacy - Training teachers on how to interpret formative and summative assessment data to identify trends, strengths, and gaps in student learning.

Collaborative Data Protocols - Introducing and modeling structured protocols for data analysis during team meetings (e.g., data-driven dialogue, item analysis, root cause analysis).

Communication Plan: The plan will be communicated to teachers at the beginning of the year, with monthly meetings held with Content and Team Leaders to reinforce key messages, address challenges, and provide ongoing support for implementation.

Collaborating Departments: Professional Development

Staff Responsible: ICs and ILT

Strategy 2: We will purchase additional resources to strengthen our PBIS program, including student incentives, visual supports, and tools for recognizing positive behavior. These resources will be used to reinforce schoolwide expectations, increase student engagement, and promote a positive campus culture.

Professional Learning: Staff will receive training on the effective implementation of PBIS strategies, including how to consistently reinforce expectations, utilize incentive





systems, and respond to student behavior in a positive and restorative manner. Ongoing support will be provided through campus PBIS team meetings, behavior data reviews, and classroom coaching as needed.

Communication Plan: The updated PBIS plan and new resources will be introduced to staff during back-to-school training, with clear expectations for implementation, reinforcement strategies, and behavior tracking. Regular communication will continue through staff meetings, weekly updates, and PBIS team check-ins to celebrate successes, address challenges, and ensure consistent application across all classrooms and common areas.

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			
<p>Goal 1: By the end of the grading cycle, 80% + of students will demonstrate measurable growth toward grade-level proficiency in core content area], as evidenced by performance on pre- and post-assessments aligned to priority standards. Students will set personal learning targets based on formative data and receive differentiated instruction and support to meet or exceed their growth goals.</p> <p>Evidence of Success: Students will set personal learning targets based on formative data and receive differentiated instruction and support to meet or exceed their growth goals.</p> <p>Staff Responsible: Teachers and Content Leaders</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Teachers will use pre-assessment data to identify individual student needs and guide instruction aligned to priority standards. Throughout the instructional cycle, they will monitor progress using formative assessments and support students in setting and tracking personalized learning targets to promote academic growth.

- Resources:** Pre- and Post-Assessments aligned to priority standards
 Formative Assessment Tools (e.g., exit tickets, rubrics, digital platforms like Eduphoria or Google Forms)
 Student Data Trackers to support goal-setting and progress monitoring
 Templates and Protocols for analyzing student work and tracking growth
 Planning Time built into the schedule for data analysis and instructional adjustment
 Coaching Support from instructional coaches or team leaders to guide implementation and reflection

Professional Learning: Teachers will receive training on analyzing baseline assessment data to identify student starting points and set appropriate growth targets. Additional learning will focus on designing formative assessments, using data to inform instruction, and coaching students to develop, monitor, and reflect on their own learning goals.

Communication Plan: The SLO process will be introduced to teachers during beginning-of-year professional development, with clear expectations, timelines, and support structures shared through staff meetings and follow-up emails. Ongoing communication will occur through monthly check-ins with content and team leaders, where progress can be discussed, challenges addressed, and successful strategies shared across teams to maintain momentum and alignment.

Staff Responsible: Teachers, Content Leaders, ICs

Evidence: Student Growth Data: Pre- and post-assessment results showing individual and group progress toward targeted standards. Formative assessment results indicating ongoing improvement over time

Student Learning Artifacts: Student work samples aligned to learning targets. Student goal-setting sheets or progress trackers with reflection notes

Teacher Documentation: Lesson plans reflecting instructional adjustments based on assessment data. Notes or protocols from collaborative team meetings analyzing student growth

Observation and Coaching Notes: Evidence of goal-aligned instruction during walkthroughs or coaching visits





Strategy 2: We will utilize two Teacher Tutors to provide targeted, small-group instruction in math and reading for students identified as performing below grade level. These tutors will work closely with classroom teachers to align support with current instructional goals and monitor student progress regularly.

Professional Learning: Teacher Tutors will receive training on effective small-group instruction strategies, progress monitoring tools, and how to align their support with classroom instruction. They will also participate in ongoing collaboration with content-area teachers to ensure consistency in academic language, instructional approaches, and student learning targets.

Focus Area 5: Positive Culture

Key Question 3: Do we promote a growth mindset and action in our staff and student learners?

Initial Status: Minor Change

Goal 1 Details	Reviews			
<p>Goal 1: Our goal is to promote a growth mindset among staff by fostering a culture of continuous improvement through reflective practice, goal setting, and instructional coaching. We will use evidence such as professional learning participation, team collaboration notes, and documented adjustments to instruction to demonstrate staff commitment to learning and responsive action.</p> <p>Evidence of Success: Evidence of success will include staff goal-setting documents, coaching logs, and team meeting notes that reflect intentional reflection and instructional adjustments. Additionally, participation in professional learning and implementation of new strategies observed during walkthroughs will demonstrate a commitment to continuous growth and improvement.</p> <p>Staff Responsible: Teacher, Content Leaders, ILT</p>	Formative			Summative
	Nov	Feb	June	June
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