Frisco Independent School District

Centennial High School

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: Centennial High School will implement consistent data analysis protocols across all PLCs to inform, monitor, and adjust instruction in order to improve instructional responsiveness and student academic growth.	**Formative**			**Summative**
	Nov	**Feb**	**June**	**June**

Evidence of Success: - PLC agendas and data meeting notes reflect regular use of a shared data analysis protocol
  - Lesson plans and instructional adjustments are aligned to data trends and student needs
  - Walkthrough and observation data indicate timely instructional responses to student performance
  - Student growth data on district and state assessments shows improvement
  - Feedback from PLC reflections and administrator calibration walks confirms fidelity of implementation
Staff Responsible: All staff				

⊙ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✗ Discontinue

Strategy 1: Create a designated space for PLCs to meet at least 3 times per semester to review student data with the instructional support team. The space will also be used for "Name and Need" meetings to identify students requiring additional support or intervention.

    Resources: Designated physical space with display tools (data walls, student lists, etc.)
Common data protocol template
Access to student performance and formative assessment data

    Professional Learning: Training on how to conduct effective data meetings and "Name and Need" protocols.

    Communication Plan: Introduce the data room and expectations during back-to-school professional learning
Include reminders and schedules in weekly staff newsletters
Instructional support team reinforce expectations in weekly planning meetings (team leads, ICs, CTLs, APs)

    Date(s) / Timeframe: Room set up by August 13, 2025; meetings begin Fall 2025

    Staff Responsible: Campus administration, instructional coaches, instructional support team, counseling team

    Evidence: Data room calendar shows regular use
Sign-in sheets and agendas from PLC data meetings and Name and Need meetings
Follow-up actions documented in intervention plans or PLC instructional changes

Strategy 2: Adopt and train all PLCs on a standardized data analysis protocol to use after assessments and checkpoints.

Resources: Printed or digital data protocol templates
Access to formative and summative data
Sample completed protocols as models

Professional Learning: Training for team leads and teachers on how to use the protocol effectively (e.g., Root Cause Analysis, Data-Driven Instruction Framework)

Communication Plan: Specific training at back-to-school professional learning
Reinforce expectations during administrator/coach check-ins
Model use in at least one facilitated PLC per content team

Date(s) / Timeframe: Initial training and rollout by September 15, 2025

Staff Responsible: Instructional coaches, assistant principals, content team leads and department chairs

Evidence: Completed data protocols submitted each cycle
Adjustments to instruction documented in lesson plans or PLC agenda
Admin/IC calibration confirms fidelity during planning walkthroughs

Strategy 3: Campus leaders will conduct structured classroom and planning walkthroughs to calibrate how instruction is being informed and adjusted based on student data.

Resources: Walkthrough forms tailored to data-driven instruction
Schedule/calendar of calibration walks

Professional Learning: Admin and IC training on calibration and look-for tools

Communication Plan: Share purpose and process with staff at a faculty meeting
Provide non-evaluative feedback summaries to teams
Highlight instructional trends in common planning meetings

Date(s) / Timeframe: Ongoing each quarter, starting October 2025

Staff Responsible: Campus principal, assistant principals, instructional coaches

Evidence: Completed walkthrough forms with feedback
Trends analyzed and shared with departments
Observable adjustments in instruction based on data feedback
SLO Goal Data

Strategy 4: Each PLC will engage in at least three structured data reflection meetings per semester in the campus data room, supported by instructional coaches and administrators. During each session, teams will analyze assessment data collected to date, identify trends and misconceptions, determine opportunities for differentiated instruction, evaluate the effectiveness of Tier 1 supports, and identify students in need of Tier 2 interventions.

Resources: - Common assessment and benchmark data
- Data reflection protocol/template
- Access to TEKS, curriculum documents, and intervention resources
- Student work samples and progress monitoring tools

- Scheduled time in the data room

Professional Learning: - Modeling of effective data reflection conversations
- Training on differentiating instruction based on data
- Guidance on identifying Tier 1 vs. Tier 2 support strategies

Communication Plan: - Data room meeting sign-up shared with all PLCs
- Expectations outlined during faculty meeting and reinforced in weekly newsletters
- Data reflection calendar coordinated with assessment schedule and shared campus-wide
- Reminders and follow-ups led by instructional coaches and administrators

Date(s) / Timeframe: Begins September 2025 and continues with checkpoints at least three times per semester

Staff Responsible: PLC leads, instructional coaches, assistant principals, content team leads and department chairs

Evidence: - Completed and submitted data reflection protocols from each session
- Lesson plans and pacing documents updated based on identified needs
- Documentation of Tier 1 and Tier 2 instructional responses
- Observable alignment between data analysis and instructional practices (via walkthroughs)
- Improved student performance trends in subsequent assessments

Focus Area 6: Learner-Centered Experience

Key Question 2: Do we facilitate, promote, and value students' ownership in their learning?

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: Teachers at Centennial High School will create engaging and relevant learning experiences integrating the application of future-ready attributes in order to increase the extent to which students value and apply their learning. **Evidence of Success:** - Increased student engagement and perceived relevance, as reflected in survey data and student reflections. - Student work demonstrates application of future-ready skills, such as collaboration, problem-solving, and communication. - Lesson plans and assessments include real-world tasks, student choice, and active learning strategies. - Instructional artifacts and walkthrough data show consistent use of engaging, student-centered practices across classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**June**	**June**

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Strategy 1: Teachers will regularly embed skills such as collaboration, critical thinking, creativity, and communication into lessons that are relevant and meaningful to students.

Resources: - Future-ready skills rubric
- Lesson/unit design templates
- Examples of authentic tasks

Professional Learning: Focus on embedding future-ready skills and designing authentic tasks.

Communication Plan: - Introduce expectations at beginning-of-year professional learning
- Follow-up in department meetings and PLCs
- Share exemplars in staff newsletter monthly

Date(s) / Timeframe: Initial rollout by September 30, 2025; review and refine each quarter

Staff Responsible: Instructional Coaches, Content Team Leads and Department Chairs, Principal, Assistant Principals

Evidence: - Lesson plans include future-ready skill indicators
- Student products reflect targeted skills
- Observations show student-centered practices

Strategy 2: Promote a culture of collaboration and continuous improvement by spotlighting instructional practices that support engaging, relevant, and future-ready learning.

    Resources: - Learning walk look-fors
- Digital platform for staff to share exemplars
- Recognition system (e.g., shout-outs, spotlight bulletin)

    Professional Learning: Structured reflection and a time to share opportunities across content areas

    Communication Plan: - Launch "Spotlight on Learning" in October staff meeting
- Highlight successful practices monthly in staff newsletter
- Use faculty meetings to showcase teacher and student work

    Date(s) / Timeframe: Launch by October 15, 2025, then monthly

    Staff Responsible: Instructional Support Team

    Evidence: - Increased staff participation in sharing practices
- Documented examples of student work aligned to campus goal
- Positive feedback from staff on shared strategies
- Learning walk reflections

    Action Steps: - Implement fall learning walks where staff walk classrooms within their department/content area
- Implement spring learning walks where staff walk 2-3 classrooms outside of their department/content area