

# Frisco Independent School District

## Newman Elementary

### 2025-2026 Focus Areas/Key Questions/Goals



**Focus Area 3: Guaranteed and Viable Curriculum**

**Key Question 2:** Are all learners provided with rigorous and meaningful future-ready learning experiences?

**Initial Status:** Minor Change

Goal 1 Details	Reviews			
<p><b>Goal 1:</b> Teachers will deepen their understanding of future-ready skills/attributes and design lessons that intentionally support the development of these skills for students.</p> <p><b>Evidence of Success:</b> 1. Student work samples demonstrating future-ready skills (e.g., problem-solving, collaboration, digital literacy).                  2. Increased student performance on assessments aligned to higher-order thinking skills.                  3. Growth in student participation in future-focused programs (e.g., STEM, coding, science fair participation, etc.).                  4. Student surveys showing increased engagement and perception of relevance in learning experiences.                  5. Lesson plans reflect integration of future-ready competencies (creativity, communication, critical thinking, collaboration).                  6. Teachers complete professional learning focused on future-ready instruction and apply strategies in the classroom.                  7. PLC or team planning artifacts showing collaboration around designing rigorous and innovative lessons.                  8. Instructional walkthroughs and observations reveal consistent use of future-ready teaching practices.                  9. Inclusion of future-ready learning goals in campus improvement plans and instructional leadership agendas.                  10. Community or industry partnerships that provide real-world learning experiences (e.g., mentorships, internships).</p> <p><b>Staff Responsible:</b> Leadership Team and Grade Level Team Coaches</p>	Formative			Summative
	Nov	Feb	June	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Strategy 1:** Teachers will create and display student-facing posters that define key future-ready skills, promoting a shared learning language and reinforcing the connection between classroom activities and real-world competencies.

**Resources:** District resources, campus teacher coaches, planning time

**Professional Learning:** Ongoing professional learning with staff and frequent check-ins about implementation

**Communication Plan:** 1. Launch Communication

Introduce the initiative, its alignment with campus goals, and the importance of future-ready skills.

Who: Principal or Instructional Leadership Team

How: Kickoff presentation at a faculty meeting or back-to-school PD

2. Ongoing Updates and Support

Share examples, expectations, and planning support for creating posters

Who: Instructional Coaches, Team Leaders

How: Weekly staff newsletter with poster design tips or samples

3. PLC agendas include time to discuss poster ideas and alignment

Highlight exemplar classrooms in school-wide communications

When:

Weekly or bi-weekly throughout implementation

4. Checkpoints and Feedback

Gather staff input, celebrate progress, and make adjustments

Who: Campus Administration or Leadership Team

How: Quick staff survey or feedback form, Gallery walk or showcase of completed posters, Exit tickets during staff meetings to gauge understanding

When: Midway through the implementation period (e.g., after 4-6 weeks)

4. Showcase and Sustain

Celebrate success, share outcomes, and build for sustainability

Who: All staff and leadership

How: Share photos and reflections in newsletters or on school social media, Brief presentation to district or parent stakeholders

When: End of grading period or semester

**Date(s) / Timeframe:** Monthly check-ins until May 2026

**Collaborating Departments:** ILT and classroom teachers on campus, support staff such as resource, specials' teachers, etc.

**Staff Responsible:** Classroom teachers

**Evidence:** Visible in Classrooms

Student-facing posters clearly defining key future-ready skills (e.g., critical thinking, collaboration, creativity, communication, digital literacy) prominently displayed in every classroom.

Posters include student-friendly language and examples linking skills to classroom activities and real-world applications. Teachers actively reference posters during lessons to reinforce the skills being practiced.

Student Engagement

Students can articulate the meaning of future-ready skills and describe how they use them in their learning.

Students use the language from the posters in discussions, presentations, and reflections.

Teacher Practice and Collaboration

Conduct BOY, MOY, and EOY survey/assessment with staff members to evaluate understanding and application of the Future Ready Framework.

Lesson plans and unit maps incorporate future-ready skills explicitly, showing alignment to the poster content.

Collaborative planning sessions or PLC notes document teacher discussions about integrating and reinforcing these skills.

School Culture

Common language around future-ready skills is evident in hallways, newsletters, and school-wide events.

Evidence of cross-curricular consistency in how these skills are defined and emphasized.

Artifacts and Documentation

Digital or physical portfolios containing student work demonstrating mastery or growth in future-ready skills.

Photos or examples of poster creation process, showcasing teacher and student involvement.

**Strategy 2:** Our campus will hold Innovation Days and use Transformation Rooms to engage students in hands-on projects that develop future-ready skills like creativity and problem-solving.

**Resources:** DLC, input/suggestions from Innovation Day Committee

**Professional Learning:** 1. Introduction to Future-Ready Skills and Innovation Pedagogy

Deepen understanding of future-ready skills (creativity, critical thinking, problem-solving, collaboration) and how Innovation Days support these.

2. Hands-On Training with Transformation Rooms

Familiarize teachers with the physical space, flexible furniture, and technology available in Transformation Rooms.

3. Collaborative Planning Sessions with Innovation Day Committee Members

Support teachers in co-designing Innovation Day projects and integrating them with curricular goals.

4. Classroom Management & Student Engagement Strategies

Equip teachers with techniques to manage active, student-driven learning and encourage risk-taking.

5. Reflection and Continuous Improvement

Encourage reflection on Innovation Day experiences to improve practice.

**Communication Plan:** 1. Initial Announcement

What: Introduce Innovation Day and Transformation Rooms, explain purpose and goals.

Who: Principal or Instructional Leader.

How: Staff meeting presentation + follow-up email with overview and FAQs.

When: At least 4 weeks before first Innovation Day.

2. Ongoing Support and Updates

What: Share planning resources, success stories, and best practices.

Who: Instructional Coaches and Team Leads.

How: Weekly newsletters, PLC discussions, and resource sharing platforms.

When: Weekly or biweekly leading up to and following Innovation Day.

3. Training and Collaboration

What: Provide professional development on facilitating Innovation Day activities and using Transformation Rooms effectively.

Who: Innovation Day Committee and Teacher Coaches.

How: Workshops, demo sessions, and collaborative planning time.

When: 2-3 weeks before Innovation Day.

4. Feedback and Reflection

What: Collect staff and student feedback, discuss successes and challenges.

Who: Campus Leadership and PLCs.

How: Surveys, focus groups, and reflection meetings.

When: Within 1-2 weeks after Innovation Day.

5. Celebration and Next Steps

What: Celebrate successes and share plans for future Innovation Days.

Who: Leadership Team.

How: Staff meeting shout-outs, newsletters, social media highlights.

When: 1 month after Innovation Day.

**Date(s) / Timeframe:** Fall 2025 - 1 Innovation Day, 1 Transformation Experience

Spring 2026 - 1 Innovation Day, 1 Transformation Experience

**Collaborating Departments:** ILT and school staff

**Staff Responsible:** ILT, teacher coaches, classroom teachers

**Evidence:** Student Engagement and Outcomes

- Student work samples showcasing hands-on projects completed during Innovation Days, demonstrating creativity, critical thinking, and problem-solving.
- Student reflections and surveys indicating increased enthusiasm, confidence, and understanding of future-ready skills.
- Increased participation rates in Innovation Day activities across grade levels and demographics.
- Portfolios or presentations where students articulate how projects connect to real-world problems.

Teacher Implementation

- Lesson plans and Innovation Day project designs that explicitly integrate future-ready skills.
- Observation notes or walkthroughs showing active use of Transformation Rooms and facilitation of collaborative, student-centered learning.
- Teacher reflections or feedback on the effectiveness of Innovation Days and Transformation Room usage.

School Culture and Climate

- Visible, active use of Transformation Rooms as flexible learning spaces across subjects and grade levels.
- Staff meeting or PLC documentation showing collaborative planning and sharing of Innovation Day best practices.
- Positive testimonials from students, parents, and community partners about the relevance and impact of Innovation Days.

Assessment and Growth Metrics

- Improvement in student problem-solving and creativity assessments or rubrics aligned with future-ready competencies.
- Data showing growth in student collaboration and communication skills from baseline to post-innovation activities.
- Increased alignment of Innovation Day projects with district or campus goals for college and career readiness.

Sustainability Indicators

- Regular scheduling and integration of Innovation Days in the academic calendar.
- Continued professional development focused on Innovation Day facilitation and Transformation Room best practices.
- Evidence of evolving and expanding Transformation Room resources and technologies based on staff and student feedback.

**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			
<p><b>Goal 1:</b> Our campus will foster a learner-centered environment where students actively own their learning through goal-setting, choice, and reflection, supported by tight systems of progress monitoring and collaborative vertical teams that ensure continuity and growth across grade levels.</p> <p><b>Evidence of Success:</b> Student Ownership and Engagement</p> <ul style="list-style-type: none"> <li>-Students set personal learning goals and regularly reflect on their progress through journals, conferences, or digital portfolios.</li> <li>-Students actively choose learning tasks or projects aligned to their interests and goals.</li> <li>-Student-led conferences or presentations demonstrate clear ownership of their learning journey.</li> </ul> <p>Progress Monitoring Systems</p> <ul style="list-style-type: none"> <li>-Teachers consistently use data trackers or digital platforms to monitor individual student progress in real time.</li> <li>-Intervention and enrichment plans are updated regularly based on progress data.</li> <li>-Data is used to inform personalized learning plans and student goal adjustments.</li> </ul> <p>Vertical Team Collaboration</p> <ul style="list-style-type: none"> <li>-Vertical teams meet regularly to analyze student data, share best practices, and align instructional strategies across grade levels.</li> <li>-Meeting notes and action plans reflect focus on supporting student ownership and ensuring smooth transitions between grades.</li> <li>-Vertical teams develop common language and frameworks for student reflection and self-assessment.</li> </ul> <p>School Culture and Climate</p> <ul style="list-style-type: none"> <li>-Evidence of a culture that values student voice and choice, visible in classroom routines and school-wide practices.</li> <li>-Positive feedback from students, families, and staff about increased student agency.</li> <li>-Professional development records showing staff training focused on fostering learner ownership and data-driven instruction.</li> </ul> <p><b>Staff Responsible:</b> ILT and classroom teachers</p>	Formative			Summative
	Nov	Feb	June	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Strategy 1:** Students will regularly set, track, and reflect on personal learning goals to build ownership, motivation, and a clear understanding of their progress.

**Resources:** Grade level standards/curriculum resources, goal-setting documents or trackers, data around the specific goal(s)

**Professional Learning:** Foundational Training:

Teachers explore the value of goal setting through interactive PD focused on student ownership, motivation, and achievement.

Tools & Modeling:

Educators engage with modeled lessons and hands-on resources to confidently teach goal setting, tracking, and reflection.

Collaborative Planning:

PLCs co-create rubrics, review student work, and align practices to support all learners with consistency across classrooms.

Ongoing Coaching:

Through walkthroughs, feedback sessions, and peer learning, teachers refine strategies and identify what works best.

Reflection & Adjustment:

Impact is evaluated through surveys and showcases, promoting continuous improvement and embedding goal setting in school culture.

**Communication Plan:** To support student ownership, campus leadership will launch a goal-setting strategy through a staff kickoff, outlining its purpose, timeline, and key resources. Instructional coaches and team leaders will provide ongoing support via weekly resource sharing and curated tools. Collaboration will be fostered through regular PLC check-ins and peer sharing opportunities. Progress will be celebrated and refined with feedback from walkthroughs, surveys, and success stories. Finally, the strategy will be sustained by embedding it into school systems, professional learning, and progress monitoring cycles.

**Date(s) / Timeframe:** Monthly check-ins (through PD or Vertical Committee Work)

**Collaborating Departments:** IIT and staff members

**Staff Responsible:** ILT and teachers

**Evidence:** Student-Level Evidence:

Students demonstrate ownership through goal-setting forms, digital trackers, reflections, and conference notes. Artifacts include SMART goals, self-assessments, and evidence of using data to discuss growth. Increased student voice is seen in discussions, presentations, and feedback showing greater agency.

Teacher Practice Evidence:

Teachers integrate goal setting into lessons, with supports for diverse learners. They track progress using charts or dashboards and reference student goals during instruction. Classrooms reflect goal-setting culture through visual aids and structured check-ins.

Schoolwide Systems Evidence:

A consistent approach is maintained across grade levels through shared tools and language. PLCs focus on designing goal-setting activities and reviewing student progress. A growth-oriented culture is visible in displays, celebrations, and collaborative efforts to support student ownership.

**Strategy 2:** Teachers will use ongoing progress monitoring aligned to essential standards to track student growth, inform instruction, and ensure all learners are meeting or exceeding expected outcomes.

**Resources:** District assessments, progress monitoring systems/trackers, small group instructional lessons/toolkits

**Professional Learning:** Foundations:

Introduce essential standards and build systems to support instructional progress monitoring.

#### Data Collection:

Model use of digital trackers, set growth targets, and plan data collection during instruction.

#### Data-Driven Instruction:

Analyze student data to inform grouping, reteach strategies, and instructional adjustments.

#### Ongoing Support:

Monthly PLCs and peer observations support continuous reflection and strategy sharing.

**Communication Plan:** The communication plan for progress monitoring begins with an initial launch during a staff meeting, presenting the strategy and sharing expectations. Following that, ongoing communication includes weekly or biweekly newsletters with tools and training opportunities, plus access to shared resources. Regular collaboration happens through biweekly or monthly PLC meetings focused on reviewing data and sharing best practices. Finally, the plan emphasizes celebrating student growth and adjusting practices based on teacher feedback at mid- and end-of-term checkpoints to sustain momentum and improvement.

**Date(s) / Timeframe:** Monthly check-ins

**Collaborating Departments:** ILT and staff members

**Staff Responsible:** ILT and classroom teachers

**Evidence:** Successful implementation of progress monitoring is shown when teachers regularly collect and use student data aligned to essential standards to inform instruction and group interventions. Students actively engage in goal-setting and reflect on their progress. Leadership observes and supports these practices through walkthroughs and data reviews, while ongoing professional development reinforces skills. Clear communication keeps staff informed and motivated, and student growth is celebrated campus-wide, creating a culture of continuous improvement.

**Strategy 3:** Grade-level teams will collaborate vertically to align practices that promote student goal-setting, progress monitoring, and ownership of learning.

**Resources:** Vertical committee work, Grade level curriculum resources, grade level data

**Professional Learning:** Provide training for teachers on effective student goal-setting, progress monitoring, and reflection strategies. Facilitate regular vertical team meetings where teachers align practices, share successful approaches, and plan consistent systems that encourage student ownership across grade levels. Support teachers by providing discussion protocols, data analysis tools, and collaborative planning time to ensure productive vertical conversations. Offer coaching and resources to help teachers translate these discussions into classroom practices that enhance student learning and ownership.

**Communication Plan:** The communication plan ensures staff are informed and engaged in vertical team discussions to promote student ownership. It starts with a clear launch message, followed by regular updates sharing tips and successes. Teachers receive support through agendas and tools before meetings, and their feedback is gathered to celebrate progress and improve practices throughout the year.

**Date(s) / Timeframe:** Monthly check-ins and Vertical Committee Meetings

**Collaborating Departments:** ILT, Vertical Committees, and staff members

**Staff Responsible:** ILT and staff members

**Evidence:**

- Regular vertical team meetings with documented agendas focused on student goal-setting and progress monitoring.
- Alignment of learning expectations and ownership strategies across grade levels.
- Teachers sharing and implementing best practices from vertical discussions in their classrooms.
- Increased student engagement in goal-setting, tracking, and reflection activities.
- Student work and reflections demonstrating clear ownership of learning.