

Frisco Independent School District

Rogers Elementary

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: Maintain

Goal 1 Details	Reviews			
<p>Goal 1: By May 2026, all students will demonstrate expected and/or accelerated growth in math and reading.</p> <p>Evidence of Success: - A majority (or targeted percentage) of students meeting or exceeding their individual growth targets in math and reading on state assessments (STAAR).</p> <ul style="list-style-type: none"> - Increases in MAP Growth or other progress-monitoring assessments (e.g., mCLASS, NWEA, Zearn) - More students moving from "Approaches" to "Meets" and from "Meets" to "Masters" on STAAR. - Growth demonstrated across all subgroups (ELL, SPED, Economically Disadvantaged, etc.). - Consistent growth on unit and snapshot assessments aligned to grade-level TEKS. - Running records or guided reading level advancements every month. - Increased percentages of students successfully completing grade-level math tasks independently. - Decrease in the number of students identified as needing Tier 3 interventions. - Increased effectiveness of interventions as shown by students exiting RtI support. - Increased student confidence and engagement in reading and math (e.g., survey data, student reflections). - Fewer discipline referrals tied to task avoidance or academic frustration. <p>Staff Responsible: - Principal</p> <ul style="list-style-type: none"> - Assistant Principal - Instructional Coach, Language Coach, Digital Learning Coach - Teachers - Paraprofessional 	Formative			Summative
	Nov	Feb	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Implement campus-wide systems for frequent formative assessment and feedback in math and reading.

- Teachers will use common formative assessments (CFAs) and progress-monitoring tools every 2-3 weeks to check for understanding of priority standards.
- Grade-level teams will engage in data meetings to analyze results, identify misconceptions, and adjust instruction.
- Students will receive timely, actionable feedback and engage in goal setting to track their own growth.
- Instructional adjustments (reteach, small groups, intervention, enrichment) will be based on this ongoing data.

Resources: - Progress monitoring sheets

- GPS resources
- Tier 1 look fors for best practices
- Student goal setting
- Lead4ward Guides

Professional Learning: - Feedback is Fuel PD in August 2025

- Protected PD time to set up targeted Zearn missions/bookmarks in August 2025
- Protected PD time to provide enrichment strategies to students during WINN time in October 2025
- Protected PD time to review progress monitoring and make adjustments to instructional groups and review student misconceptions in January, Feb, & March 2026

Communication Plan: - Communicated campus hold tights for FISD future ready learnin in August 2025

- Revisit these same hold tights on a monthly basis during staff and team leader meetings
- Built in progress monitoring protect time on a 2-3 week basis

Collaborating Departments: - Rogers staff

- FISD Curriculum and Instruction Department

Staff Responsible: - All Rogers staff

Focus Area 4: Differentiated Instruction and Assessment

Key Question 3: Are we growing and cultivating our students' knowledge, talents, and abilities?

Initial Status: Major Change

Goal 1 Details	Reviews			
<p>Goal 1: By May 2026, all Rogers Elementary teachers will implement instructional practices that reflect student voice and choice by conducting a minimum of two academic conferences per student per grading period. These conferences will be documented and used to inform differentiated instruction and support the development of students' individual strengths, interests, and goals. Behavior changes among students and teachers will transform the classroom experience into one that is more purposeful, personalized, and empowering for everyone.</p> <p>Evidence of Success: Student Conferencing:</p> <ul style="list-style-type: none"> - Every teacher conducts at least two academic conferences per student each grading period (tracked using a schoolwide documentation system such as a tracker, log, or digital form). - Conferences are student-centered, focusing on academic progress, interests, and personal goals. <p>Use of Conferencing Data:</p> <ul style="list-style-type: none"> - Teachers use information from conferences to inform and adjust instruction (e.g., small group plans, station rotations, student goal setting, choice boards). - Evidence of this alignment is observable in lesson plans, small group rosters, or classroom walk-throughs. <p>Documentation and Reflection:</p> <ul style="list-style-type: none"> - Teachers maintain updated records of student conferences. - Grade-level teams reflect on conferencing impact during at least one PLC per grading period (with discussion protocols or templates provided). <p>Student Outcomes:</p> <ul style="list-style-type: none"> - Students can articulate their academic goals and how they are working toward them. - Student work and/or progress monitoring data show evidence of growth aligned to individualized goals. <p>Administrator Calibration</p> <ul style="list-style-type: none"> - Instructional leaders will review samples of conference records and observe student ownership practices during classroom observations to ensure fidelity across classrooms. <p>Staff Responsible: - Teachers</p> <ul style="list-style-type: none"> - Administration - Instructional Coach, Language Coach, & Digital Learning Coach 	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Establish a structured system for student-teacher academic conferences that emphasizes goal setting, feedback, and student reflection.

Provide teachers with professional learning on how to conduct effective academic conferences that amplify student voice (e.g., using open-ended questions, active listening, and goal-setting frameworks).

Develop and share a campuswide conference template or toolkit that includes guiding questions, reflection prompts, and a simple documentation form.

Integrate student goal sheets or digital portfolios where students record their strengths, challenges, and progress after each conference.

Create protected time within the instructional schedule for teachers to conduct conferences consistently without sacrificing whole-class learning.

Monitor implementation through spot checks of documentation, PLC reflections, and teacher/student feedback on the conference process.

Resources: - Student goal-conferencing template provided to teachers

- sample of small group schedule with student conferences built in daily for reading/math
- student goal-getting stickers, champion posters/ribbons actively in use in all classrooms

Professional Learning: - Team Leaders received the goal-setting template and PD in July 2025

- All staff will watch a model student/teacher goal-setting conference by September 2025
- Student goal-setting sheets sent home for reading/math at least quarterly by the teacher (ongoing) and reviewing during PD days in 25-26 to monitor/adjust instruction

Communication Plan: - Student launch of "goal-getter" ribbons and stickers - August 2025

- Principal's Club (reading, math, and science) launch to reinforce student growth and targeted progress - September
- Reinforced on a month basis with staff and students during school assemblies

Date(s) / Timeframe: August-May 2026

Collaborating Departments: - Curriculum and Instruction

Staff Responsible: - All Rogers staff

Focus Area 6: Learner-Centered Experience

Key Question 3: Are resources and learning spaces being utilized and adapted to support learner engagement and outcomes?

Initial Status: Minor Change

Goal 1 Details	Reviews			
<p>Goal 1: By May 2026, 100% of Rogers Elementary teachers will intentionally plan for and implement at least one growth mindset or student-centered engagement strategy each week--shifting from compliance-based instruction toward practices that increase student engagement and foster student ownership, intrinsic motivation, and resilience.</p> <p>Evidence of Success: - Progress will be monitored through lesson plans, student reflections, walkthrough data, and a 20% increase in students reporting they feel motivated and empowered to learn on the spring 2026 student engagement survey.</p> <p>Staff Responsible: - teachers - instructional coach, language coach, digital learning coach - administration - counselor</p>	Formative			Summative
	Nov	Feb	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: Create a campuswide "Engagement & Growth Mindset Playbook" paired with ongoing teacher support and accountability.

- Playbook Development: The leadership team and teacher leaders will co-create a menu of high-leverage strategies (e.g., student choice boards, goal-setting/reflection routines, accountable talk, peer feedback protocols, "yet" language, error analysis celebrations).
- Weekly Planning Integration: Grade-level PLCs will intentionally select at least one strategy from the playbook during lesson planning and note it in weekly plans.
- Modeling & Coaching: Instructional leaders and peer exemplars will model strategies in classrooms
- Recognition & Reflection: Teachers will document which strategy they implemented (brief reflection, photo, or student work sample). Highlights will be celebrated in staff meetings/newsletters to normalize and reinforce practice.
- Student Impact Checks: Students will be surveyed quarterly on their experiences with engagement and growth mindset practices, with results feeding back into planning and PD.