Katy Independent School District

Robertson Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Believing in success

Unleashing our best

Learning through innovation and fun

Loving and respecting everyone

Dedicated to being kind

Opening our hearts, engaging our minds

Growing our community every day

Showing bulldog pride in every way

Go Bulldogs!

Vision

Built on tradition, pride, and heart, we are a community leading a legacy of life-long learners.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

We completed our second year at Steve and Elaine Robertson Elementary. We are located in a high-growth area in the northwest quadrant of the district. We finished our second year with 1,240 Prek - 5th students. New neighborhood sections continue to develop in the surrounding areas.

Our staff consists of 131 members, including leadership, teachers, and paraprofessionals.

Ethnicity Percentages:

White – 33%

Hispanic – 21%

Asian – 16%

African American – 19%

Two or More Races – 9%

American Indian – .5%

Pacific Islander - 1%

Program Percentages:

At-Risk – 54%

Economically Disadvantaged – 27%

EB Students / EL – 15%

Special Education – 15%

ESL – 15%

GT – 2%

Attendance Rate - 95%

Demographics Strengths

Demographics Strengths

Robertson Elementary is a diverse campus with students from various backgrounds and learning experiences.

The following was noted based on 2024 preliminary STAAR data received.

Grade Level	Subject	Results	Total Students 186	Percentage
3	Reading	Approaches	155	83%
3	Reading	Meets	122	66%
3	Reading	Masters	64	34 %

Grade Level	Subject	Results	Total Students 186	Percentage
3	Math	Approaches	155	83%
3	Math	Meets	99	53%
3	Math	Masters	33	18%

Grade Level	Subject	Results	Total Students 168	Percentage
4	Reading	Approaches	136	81%
4	Reading	Meets	94	56%
4	Reading	Masters	58	35%

Grade Level	Subject	Results	Total Students 168	Percentage
4	Math	Approaches	135	80%
4	Math	Meets	101	60%
4	Math	Masters	55	33%

Grade Level	Subject	Results	Total Students 181	Percentage
5	Reading	Approaches	150	93%
5	Reading	Meets	119	74%
5	Reading	Masters	65	40%

Grade Level	Subject	Results	Total Students 183	Percentage
5	Math	Approaches	150	92%
5	Math	Meets	107	66%
5	Math	Masters	52	32%

Grade Level	Subject	Results	Total Students 162	Percentage
5	Science	Approaches	120	74%
5	Science	Meets	53	33%
5	Science	Masters	21	13%

Student Learning Strengths

The preliminary STAAR data received showed the following:

3rd grade students scored higher in math than reading.

4th grade students scored higher in reading than math.

5th grade students scored higher in reading than math and science.

Student Learning

Student Learning Summary

Demographics Strengths

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Student Learning Strengths

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3rd grade students scored higher in math than reading.

4th grade students scored higher in reading than math.

5th grade students scored higher in reading than math and science.

School Processes & Programs

School Processes & Programs Summary

Steve and Elaine Robertson Elementary continues to experience growth at a rapid rate. Additional teachers are hired throughout the school year to accommodate the increased number of students. With new students and new teachers, it is important to continue to establish the core values and beliefs which will define our campus culture. Providing our students with a safe and positive school environment continues to be our priority. Out staff continues to focus on academic growth while promoting kindness and respect. Our staff understands the importance of celebrating student successes. The master schedule was created to maximize instruction and has designated times for small group instruction. Teachers collaborate to plan weekly lessons and share instructional practices. Grade levels meet for half a day to plan for each nine-week grading period. During Kid Chats, teachers collaborate with special education teachers as well as ESL and Academic Support teachers to identify students in need of additional academic support.

School Processes & Programs Strengths

The continuous growth throughout the two years Robertson has been opened continues to create challenges. Due to overcrowded classes, new teachers are hired and students have to be moved to make new classes. Teachers are excited to come at Robertson Elementary and even those that come in the middle of the year are able to become acclimated to the school community. PTA volunteers continue to be an important source of support to everyone in the school. They volunteer in the workroom, help with lunch duty, organize events and programs, help decorate the school, organize fundraisers, and serve as WATCH D.O.G.S.

Many teachers continue to want to come work at Robertson and be a part of our school family. Our school community is always ready to volunteer and help in any area. The PTA executive board works closely with the administration throughout the school year to plan and organize program and events and to recruit volunteers.

Robertson Elementary continues to recruit highly qualified educators. The teachers and instructional support staff focus on providing students with lessons that incorporate effective instructional practices. Grade levels collaborate during weekly planning meetings to create engaging lessons aligned to the TEKS and to district standards. Teachers have all the instructional resources needed to deliver lessons for all content areas. Each classroom at Robertson is equipped with a Smart Panel and a document camera. In grades 3rd through 5th the students are 1:1 with each having a Chromebook. In grades Kinder and 2nd each classroom has five Chromebooks and four iPads. Robertson Elementary teachers collaborate with the counselor implement PurposeFULL People activities during Community Circle time to address social and emotional needs of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a growing campus, it is important to communicate and establish procedures for the staff and the school community. **Root Cause:** Families, teachers and staff come from schools and school districts that have different practices, procedures, and policies.

Perceptions

Perceptions Summary

Robertson Elementary administration collaborates with the PTA executive board to offer opportunities for the school community to volunteer and become involved. Volunteers can help during the school day in the workroom, in the lunch room, or in the literacy library. Volunteers can help organize events and programs after school hours. Parents have the opportunity to ask questions and provide feedback during Pastries with the Principal. Students have the opportunity to participate in different groups such as the Kindness Crew, Read Deed Run, Student Council, or Safety Patrol.

Perceptions Strengths

Robertson Elementary administrators continue to use the feedback from the end of the year parent survey to improve practices, programs, and procedures. We continue to develop relationships with the school community and the surrounding businesses. We will continue to collaborate with PTA to organize programs and events that our families can attend and enjoy throughout the school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a growing campus that continues to enroll new students and hire new staff, values and beliefs may not be understood by all. **Root Cause:** Communication can sometimes be inconsistent and new staff and families may not be aware of the campus procedures and policies.

Priority Problem Statements

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percentage of Robertson Elementary students to meet the passing standard of approaching grade level will be 90% or higher on all STAAR assessments and in each student group.

Evaluation Data Sources: 2025 STAAR Data

Strategy 1 Details				Reviews			
Strategy 1: Weekly planning will focus on planning lessons aligned to the curriculum, effective instructional practices, rigor of questioning, and data disaggregation for small group instruction. Instructional coach will focus on modeling, co-teaching, and conducting observations to monitor classroom instructional practices.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The effectiveness of team planning will be evident in the lesson plans that will be submitted weekly, the performance of the students on assessments in all grade levels, and the feedback from classroom learning walks. **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Build a foundation of reading and math							
Strategy 2 Details				Reviews			
Strategy 2: During small group instruction designated time, intervention teachers will work with students who have been identified through the MTSS process as needing additional academic support.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Schedules for intervention sessions will be kept and updated after Kid Chats. Ongoing progress monitoring will be uploaded into the student's eSTAR file. Students show growth/progress in both state and district-level assessments. **Staff Responsible for Monitoring:** Instructional Support Teachers and MTSS Coordinator **TEA Priorities:** Build a foundation of reading and math							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Robertson Elementary 3rd grade students who achieve Meets and above in Math will increase to 54% by July 2025.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from Dreambox, district checkpoints, and campus based assessment. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase students' deeper understanding of mathematical skills and problem solving.
     Staff Responsible for Monitoring: Instructional Coach and Instructional Coordinator
 	
     TEA Priorities:
 Build a foundation of reading and math					

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Robertson Elementary 3rd grade students who achieve Meets and above in Reading will increase to 66% by July 2025.

Evaluation Data Sources: STAAR Data

Strategy 1 Details			Reviews		
Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from TX KEA, TPRI, Amira, and campus phonics screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will show consistent growth in their reading level and comprehension strategies throughout the school year. **Staff Responsible for Monitoring:** Instructional Coach and Instructional Coordinator **TEA Priorities:** Build a foundation of reading and math					
0% No Progress 100% Accomplished Continue/Modify Discontinue					

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: 90% of teachers will be utilizing small group time efficiently as evidenced by learning walk data.

    Evaluation Data Sources: Learning walk rubric

Strategy 1 Details			Reviews			
Strategy 1: Teachers will meet with small groups daily and will keep updated progress monitoring documentation in their data binder. They will use the progress monitoring data to plan small group instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth in reading and math. **Staff Responsible for Monitoring:** Assistant Principals			**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Robertson Elementary teachers will collaborate to create effective rigorous assessments to measure student progress.

Evaluation Data Sources: Lesson plans, Planning agendas, Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet to create common assessments during long range planning and during weekly planning. Teachers will review previously taught content and will included in current assessments as appropriate.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will create effective assessments that will effectively measure mastery and progress. **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Robertson Elementary will promote student engagement during instruction with the use of integrated technology.

    Evaluation Data Sources: Lesson plans and Bright Bytes survey

Strategy 1 Details	Reviews			

Strategy 1: Provide opportunities, inclusive of professional development, to build the capacity of all staff on how to integrate multiple technology tools that are relevant to the digital learners.
    Strategy's Expected Result/Impact: Robertson staff will be innovative in teaching methods. Defined instructional strategies that will be used during planning that facilitate technology integration.
    Staff Responsible for Monitoring: Assistant Principals
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Robertson Elementary will provide a supportive environment for staff members and promote continued professional growth.

    Evaluation Data Sources: Staff survey data

Strategy 1 Details	Reviews			
Strategy 1: Recognize staff for their accomplishments in a variety of ways. Celebrate staff successes. Create a culture where all staff members take part in complimenting and recognizing one another.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture. **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	**Oct**	**Jan**	**Apr**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Mentor teachers are assigned to new teachers and teachers with one year of experience. Mentor teachers will meet with the assigned mentees to answer questions, discuss topics based on need, and set up modeling/observation hours.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Providing support to staff will create a culture that builds on each other and creates a positive campus culture. **Staff Responsible for Monitoring:** Campus Administrator Liaison to mentors **TEA Priorities:** Recruit, support, retain teachers and principals	**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: The faculty and staff of Robertson Elementary will work collaboratively with parents and the community to establish and maintain a safe, supportive and positive learning environment that will promote high achievement for all students.

    Evaluation Data Sources: PTA Membership, Survey Data, Family Event Attendance

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents through the use of Tuesday Folders, campus website, campus and classroom weekly newsletters, progress reports, report cards, parent conferences, phone calls, PBIS, Twitter and Facebook.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: It is important for us to brand our school in year one. We must communicate effectively and establish our procedures and routines. Consistent communication promotes the positive home and school partnership we desire.				

Strategy 2 Details	Reviews			
Strategy 2: Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Robertson by providing interactive family nights and special programs/events, and by providing opportunities for parents to volunteer in different PTA events and programs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By creating programs for students and parents and volunteer opportunities, stakeholders will become an informed participant of the school community. **Staff Responsible for Monitoring:** Assistant Principals				

Strategy 3 Details	Reviews			
Strategy 3: Provide family engagement activity for families of emergent bilingual students that is supplemental to the services provided to all families.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote collaboration and opportunities for engagement between staff, parents, and emergent bilingual students. **Staff Responsible for Monitoring:** ESL staff				

Strategy 4 Details	Reviews			
Strategy 4: Advertise and provide event flyers for Title III Series- Parent Engagement: Enhancing Educational Supports for EB Students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote collaboration and opportunities for engagement between staff, parents, and emergent bilingual students. **Staff Responsible for Monitoring:** ESL Staff				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Robertson Elementary will build a positive culture through implementation of our PBIS acronym "PAWS" and PurposeFull People curriculum.

    Evaluation Data Sources: PBIS committee data, parent survey data, student safety survey data

Strategy 1 Details			Reviews			
Strategy 1: Robertson Elementary teachers will implement PurposeFULL People lessons to address social and emotional needs. Circle time was allocated in the master schedule to allow time for these lessons.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: The goal is to present students with character building lessons that help develop and shape the "whole child".
     Staff Responsible for Monitoring: Counselors
 	
     ESF Levers:
 Lever 3: Positive School Culture						

Strategy 2 Details			Reviews			
Strategy 2: The school counselor will provide guidance lessons in the classrooms and will create small groups based on student needs.			**Formative**			**Summative**
			Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Student social-emotional needs will be developed to create a safe learning environment.
     Staff Responsible for Monitoring: Counselors
 	
     ESF Levers:
 Lever 3: Positive School Culture						

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: During PE class, students will learn new fitness skills and will have different opportunities to practice the skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: FitnessGram Data	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: PE Coaches				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

    Evaluation Data Sources: Staff, Parents, and Student survey data

Strategy 1 Details				Reviews			
Strategy 1: The counselor will provide staff, parents, and students information on violence prevention and bullying prevention.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote a positive culture for students and staff and decease bullying incidents. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture							
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue							

Addendums

The Percent of **Robertson** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 66% to 68% by July 2029.

Robertson: Goals

3rd Grade Reading Meets or Above

		2024	2025	2026	2027	2028	2029
	Actual	66%					
	State Rate	46%					
	Met State Rate	Yes					
	Internal Goal	-	66%	67%	67%	68%	68%
	Met Internal Goal	-					

Robertson: Targets

3rd Grade Reading Meets or Above

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	2024 Actual	49	57%	44	61%	50	76%	4	75%	27	67%	1	0%	11	73%	41	37%	66	48%	25	44%
	2025 Target										77%										54%

The Percent of **Robertson** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 53% to 58% by July 2029.

Robertson: Goals

3rd Grade Math Meets or Above

		2024	2025	2026	2027	2028	2029
	Actual	53%					
	State Rate	40%					
	Met State Rate	Yes					
	Internal Goal	-	54%	55%	56%	57%	58%
	Met Internal Goal	-					

Robertson: Targets

3rd Grade Math Meets or Above

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	2024 Actual	49	39%	44	50%	50	54%	4	50%	27	70%	1	100%	11	82%	41	24%	66	44%	25	40%
	2025 Target						64%				80%										