

**Katy Independent School District**  
**Robertson Elementary**  
**2023-2024 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We just completed our first year at Steve and Elaine Robertson Elementary. We are located in a high-growth area in the northwest quadrant of the district. We opened our doors and welcomed 635 students and we finished our first year with 879 Prek - 5th students. New neighborhood sections continue to develop in the surrounded areas.

Our staff consists of 92 members, including leadership, teachers, and paraprofessionals.

### Ethnicity Percentages:

White – 32%

Hispanic – 21%

Asian – 16%

African American – 22%

Two or More Races – 8%

Indian/Alaskan Native – .46%

Native Hawaiian Pacific Islander - 1%

### Program Percentages:

At-Risk – 50%

Economically Disadvantaged – 29%

LEP – 17%

Special Education – 19%

ESL - 2%

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 2022 preliminary STAAR data received.

Grade Level	Subject	Early Results	Total Students 108	Percentage
3	Reading	Likely did not pass	1	.92%
3	Reading	Zone of uncertainty	18	16.6%
3	Reading	Likely passed	89	82.4 %

Grade Level	Subject	Early Results	Total Students 108	Percentage
3	Math	Likely did not pass	4	3.7%
3	Math	Zone of uncertainty	37	34.2%
3	Math	Likely passed	67	62%

Grade Level	Subject	Early Results	Total Students 112	Percentage
4	Reading	Likely did not pass	4	3.5%
4	Reading	Zone of uncertainty	27	24.1%
4	Reading	Likely passed	81	72.3 %

Grade Level	Subject	Early Results	Total Students 112	Percentage
4	Math	Likely did not pass	4	3.5%
4	Math	Zone of uncertainty	19	16.9%
4	Math	Likely passed	89	729.4%

Grade Level	Subject	Early Results	Total Students 110	Percentage
5	Reading	Likely did not pass	3	2.7%
5	Reading	Zone of uncertainty	14	12.7%
5	Reading	Likely passed	93	84.5 %

Grade Level	Subject	Early Results	Total Students 110	Percentage
5	Math	Likely did not pass	4	3.6%
5	Math	Zone of uncertainty	21	19%
5	Math	Likely passed	85	77.2 %

Grade Level	Subject	Early Results	Total Students 110	Percentage
5	Science	Likely did not pass	4	3.6%
5	Science	Zone of uncertainty	34	30.9%
5	Science	Likely passed	72	65.4 %

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We will continue to grow and add students throughout the school year. This will create large class sizes and the need to add new teachers. **Root Cause:** Houses are continuously being build around Robertson, which will keep our enrollment steadily growing throughout the school year.

# Student Learning

## Student Learning Summary

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

Grade Level	Subject	Early Results	Total Students 108	Percentage
3	Reading	Likely did not pass	1	.92%
3	Reading	Zone of uncertainty	18	16.6%
3	Reading	Likely passed	89	82.4 %

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5	Math	Zone of uncertainty	21	19%
5	Math	Likely passed	85	77.2 %

Grade Level	Subject	Early Results	Total Students 110	Percentage
5	Science	Likely did not pass	4	3.6%
5	Science	Zone of uncertainty	34	30.9%
5	Science	Likely passed	72	65.4 %

### Student Learning Strengths

The preliminary STAAR data received showed the following:

3rd grade students scored higher in reading than math.

4th grade students scored higher in math than reading.

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

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are underperforming on the STAAR assessments as compared to the district. **Root Cause:** Teachers need to utilize student data to drive instruction and to plan for targeted small group intervention.



# School Processes & Programs

## School Processes & Programs Summary

Steve and Elaine Robertson Elementary continues to work at establishing a set of core values and beliefs which will define our campus culture. We provide students a safe and positive school environment, focus on academic growth, promote kindness and respect, and celebrate student successes. The master schedule was created to maximize instructional time. Teachers share instructional practices and ideas when they plan with the instructional coaches each week. Grade levels meet for half a day to plan for each nine-week period. They 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

Opening a new campus has brought many memorable experiences for our staff and students. Robertson opened the doors with 635 students and finished the first year with 879 students. The continuous growth throughout the year created challenges since new classes had to be made and teachers had to be hired. Many teachers want to come work at Robertson Elementary and they are excited to be a part of the positive culture we have created. PTA volunteers were very supportive in all different areas. Volunteers helped in the workroom with all tasks, they helped during lunch, they organized events, they helped decorate the school, and they managed fundraisers.

Being a new campus has created a climate of positivity and excitement. Many teachers are wanting to join our staff to be a part of our growing and thriving Robertson school family. Our school community is eager to become involved and ready to volunteer. Our PTA has a full executive board, and throughout the year they recruited volunteers for every event and for all the areas needed within the school.

Robertson Elementary recruited highly qualified educators. All the teachers and staff are focused on providing students with current and effective instructional practices. Teachers meet with the instructional coaches each week to plan engaging lessons that follow the TEKS and are aligned to the district standards. Our 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 2<sup>nd</sup> through 5<sup>th</sup> the students are one to one with each having a Chromebook. In grades Kinder and 1<sup>st</sup> each classroom has five Chromebooks and four iPads. Robertson Elementary teachers 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:** Due to being a new campus, it is important to communicate and establish procedures for the entire school. **Root Cause:** Families come from schools that may have had different procedures and policies. Teachers are coming to a new campus and will be on a new team.

# Perceptions

## Perceptions Summary

Robertson Elementary has established a variety of ways for parental and community involvement. Our PTA has a full executive board, and throughout the year they recruited volunteers for every event and for all the areas needed within the school. We had a meet and greet before the school opened and throughout the year we had a pastries with the principal as well as a several volunteer meet and greet opportunities. We have a Kindness Crew composed of students and led by the counselor. This group of students organized different kindness initiatives which focused on our core values and beliefs.

## Perceptions Strengths

In our second year, the staff at Robertson Elementary will use feedback from parent and student surveys to improve practices. We look forward to continuing to develop relationships with our community and surrounding businesses. We will continue to welcome our families during after school events held throughout the year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** As a new campus, values and beliefs may not be understood by all students, staff and parents. **Root Cause:** Communication can sometimes be inconsistent when starting a new school.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

## **Student Data: Student Groups**







- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

# Goals

**Goal 1:** 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 students group.

**Evaluation Data Sources:** 2024 STAAR Data

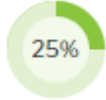




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize unit plans and instructional coaches as resources for weekly team planning. Content planning will focus on deep instruction in order to align our lesson plans to the rigor needed and a strong first teach.</p> <p><b>Strategy's Expected Result/Impact:</b> The effectiveness of our team planning will be evident in the lesson plans that will be submitted weekly and by the performance of our students on assessments in all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Intervention teachers will work with students during extended learning or at designated small group times when they are identified by the MTSS process as needing additional remedial support.</p> <p><b>Strategy's Expected Result/Impact:</b> Schedules for intervention and extended learning time sessions will be kept with attendance to show evidence that students are attending intervention sessions. Ongoing progress monitoring will be uploaded into the student's eSTAR file. Students show growth/progress in both state and district-level assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Support Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	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>				

**Goal 1:** 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 from 54% to 62% by July 2024.

**HB3 Goal**

**Evaluation Data Sources:** 2024 STAAR Data  
CBA , DLA, STAAR Interims Data






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' deeper understanding of mathematical skills and problem solving.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Instructional Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** 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 from 58% to 70% by July 2024.

**HB3 Goal**






**Evaluation Data Sources:** 2024 STAAR Data  
CBA , DLA, STAAR Interims Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show consistent growth in their reading level and comprehension strategies throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Instructional Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** Student attendance will improve by 5% by May 2024.

**Evaluation Data Sources:** Student attendance reports







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents regarding absences, incorporate the use of attendance certificates at the end of each grading period, implement attendance intervention plans to improve attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of student absences.</p> <p><b>Staff Responsible for Monitoring:</b> Staff responsible for monitoring: Assistant principals, Attendance clerk</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** Teachers with emergent bilingual (EB) students in their classrooms actively utilize the English Language Proficiency Standards (ELPS) to provide meaningful opportunities for EBs to develop social and academic English proficiency in listening, speaking, reading and writing.

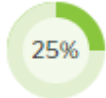




**Evaluation Data Sources:** TELPAS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ESL teachers will provide grade level teachers training on the implementation of the ELPS and will provide strategies to support Emergent Bilinguals. <b>Strategy's Expected Result/Impact:</b> Improve TELPAS scores <b>Staff Responsible for Monitoring:</b> ESL Teachers	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Robertson ESL teachers will provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students. <b>Strategy's Expected Result/Impact:</b> Improve TELPAS scores in all areas <b>Staff Responsible for Monitoring:</b> ESL Teachers	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 1:** Robertson Elementary will use a collaborative model for decision making in regards to improvement for safety, security and a positive learning environment.

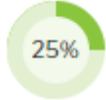




**Evaluation Data Sources:** PBIS Data, Discipline Data, Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement positive behavior supports with expectations posted in the hallways, restrooms, classrooms and cafeteria. Provide PBIS points for students for positive reinforcement. Provide incentives for students to purchase with PBIS points. The PBIS Committee will meet for planning and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Expectations are set and students are encouraged through incentives. PBIS meeting agendas and discussions will examine the discipline data and provide modifications and suggestions for the campus.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	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>				

**Goal 3:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Robertson Elementary teachers will work in high performing teams to meet the needs of all students.






**Evaluation Data Sources:** Lesson plans, Planning Agendas, Assessment Data, STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide time for teachers to meet in professional learning communities to roadmap, create common assessments and discuss student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have lesson plans entered in the campus template. A schedule of long range planning days is provided. PLC meetings are on the master calendar. Student growth and progress will be the focus and will include SLO discussions.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators</p>	Formative			Summative
	Oct	Jan	Apr	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>				

**Goal 4:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

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







**Evaluation Data Sources:** Bright Bytes Survey and Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Robertson staff will be innovative in teaching methods. Defined instructional strategies in Forethought Unit Plans will be used during planning that facilitate technology integration.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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



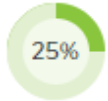

**Evaluation Data Sources:** Staff Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recognize staff for their accomplishments and success in a variety of ways. Create a culture where all staff members take part in complimenting and recognizing one another.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Mentor teachers are assigned to new teachers and teachers with a year of experience. Mentor teachers will meet with the assigned mentees weekly to answer questions and set up modeling/observation hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing support to staff will create a culture that builds on each other and creates a positive campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Mentor teachers Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
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**Goal 6:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> By creating programs for students and parents, stakeholders will receive a value added school experience.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maintain and recruit parents to participate in PTA activities and volunteer activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly Board meetings will be held and other timelines will be met in conjunction with PTA guidelines. Surveys and volunteer hours will be collected to determine areas for celebration and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide family engagement activity for families of emergent bilingual students (English learners) that is supplemental to the services provided to all families.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote collaboration and opportunities for engagement between staff, parents, and students of emergent bilinguals.</p> <p><b>Staff Responsible for Monitoring:</b> ESL staff</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify









Discontinue

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

**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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The goal is to present students with character building lessons that help develop and shape the "whole child".</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The school counselor will provide guidance lessons in the classrooms and will create small groups based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student social-emotional needs will be developed to create a safe learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Oct	Jan	Apr	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>				



**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

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

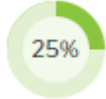




**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During PE class, students will learn new fitness skills and will have different opportunities to practice the skills. <b>Strategy's Expected Result/Impact:</b> FitnessGram Data <b>Staff Responsible for Monitoring:</b> PE Coach	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

**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			
<p><b>Strategy 1:</b> The counselor will provide staff, parents, and students information on violence prevention and bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a positive culture for students and staff and decrease bullying incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Addendums

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	*2018	*2019	*2021	*2022	2023	2024
Goals			59%	61%	69%	70%
Actual	68%	58%	48%	68%	61%	
Met Goal			N	Y	N	

		# 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	# LEP	% LEP	
Robertson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	*2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		*2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		*2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
	At Meets or Above	*2023 Target		67%		68%		70%				88%				50%		43%		55%		50%
		2023 Actual	24	63%	19	63%	37	57%	0		19	74%	0		9	44%	18	28%	35	60%	7	43%
		Met Target		N		N		N				N				N		N		Y		N
	2024 Target		67%		68%		67%				88%				50%		43%		70%		50%	

\*Prior to 2023, data mirrors Bryant elementary.

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **54%** to **62%** by July 2024.

	*2018	*2019	*2021	*2022	2023	2024
Goal			55%	57%	60%	62%
Actual	67%	54%	45%	59%	44%	
Met Goal			N	Y	N	

		# 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	# LEP	% LEP	
Robertson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	*2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
		*2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
		*2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
	At Meets or Above	*2023 Target		61%		56%		73%				84%				0%		30%		60%		33%
		2023 Actual	24	46%	19	37%	37	41%	0		19	63%	0		9	33%	18	28%	35	40%	7	43%
		Met Target		N		N		N				N				Y		N		N		N
	2024 Actual		61%		56%		51%				84%				0%		30%		50%		33%	

\*Prior to 2023, data mirrors Bryant elementary.