



Robert Gray Elementary

Be Respectful, Be Responsible,

Be Safe, Be a Learner

Demographics

Robert Gray Elementary
2025-26

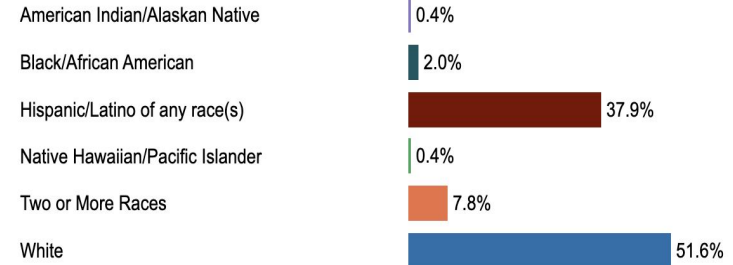
Total Student Enrollment

256

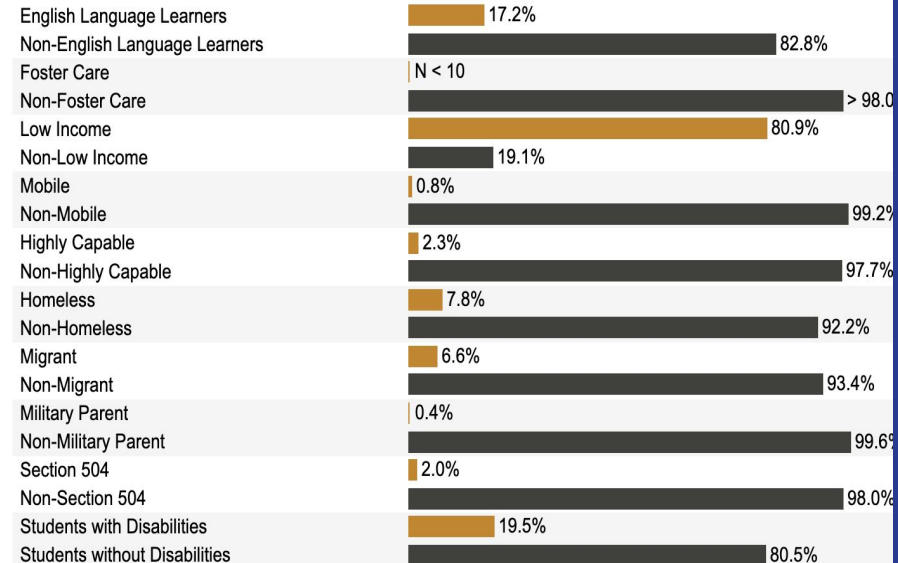
Gender



Race/Ethnicity



Program and Characteristic

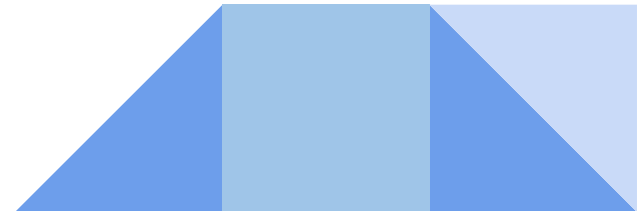


School Improvement Goals

SY 2025 – 2026 SMARTIE GOAL #1: *By June 2026, 70% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed their annual stretch growth goal in Reading, as measured by iReady diagnostic assessments, including 50% of students with disabilities (SWD), 50% of Multilingual Learners (MLLs) and 60% of Hispanic/Latino students.*

SY 2025–2026 SMARTIE Goal #2: *By June 2026, 65% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed their annual stretch growth goal in Math, as measured by iReady diagnostic assessments, including 45% of students with disabilities (SWD), 55% of Multilingual Learners (MLLs) and 60% of Hispanic/Latino students.*

SY 2025–2026 SMARTIE Goal #3: *Robert Gray Elementary will reduce Behavior Referrals by 30% from the 2024–25 total of 268 at the conclusion of the 2025–2026 school year as measured by SWIS. Data will be reviewed for students in regards to hispanic/latino, SWDs, and Multilingual learners to ensure that behavior incidents are evenly distributed among all subgroups and categories*

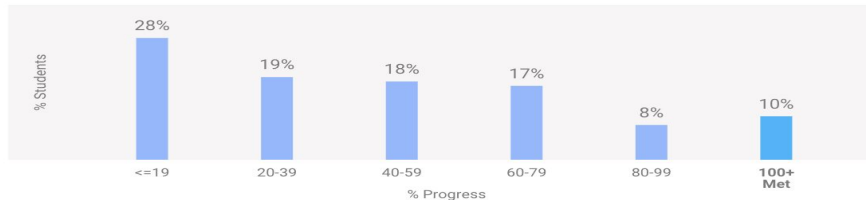


School Improvement Goals

Progress Goal #1: Mid year goal (all students) 45-55% towards 70% Stretch Growth goal. *47% of our students have achieved 50+% of our annual stretch growth in Reading, with another 4% within reach. All grade levels have demonstrated growth. 31% of ELL students have met the expected stretch growth for mid-year progress with an additional 10% of students close to expected stretch growth. 33% of Hispanic/Latino students have met the expected stretch growth for mid-year progress with an additional 7% of students close to expected stretch growth. 36% of SWD students have met the expected stretch growth for mid-year progress.*

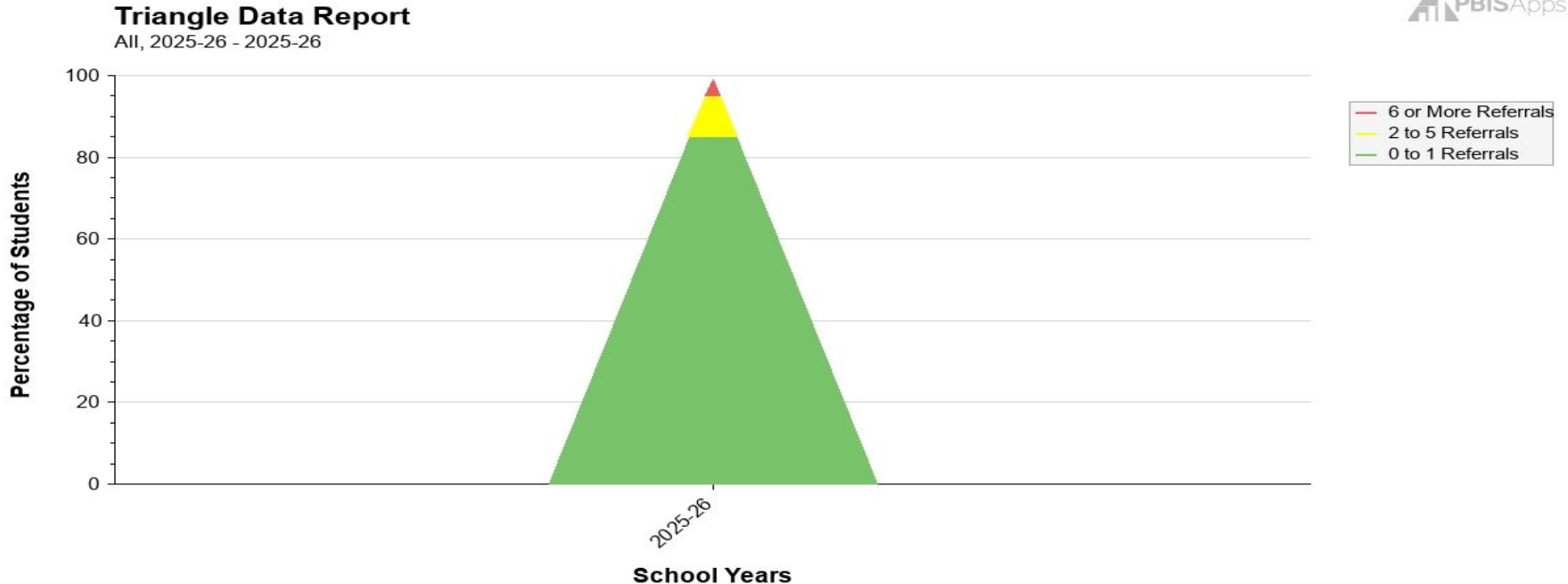


Progress Goal #2: Mid year goal (all students) 45-55% towards 65% Stretch Growth goal. *47% of our students have achieved 50+% of our annual stretch growth in Math, with another 3% within reach. All grade levels have demonstrated growth - 50% of ELL students have met the expected stretch growth for mid-year progress with an additional 7% of students close to expected typical growth. 40% of Hispanic/Latino students have met the expected stretch growth for mid-year progress with an additional 7% of students close to expected typical growth. 41% of SWD students have met the expected stretch growth for mid-year progress.*



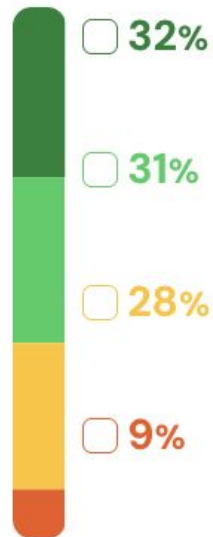
School Improvement Goals

Progress Goal #3: *At this point in the year we have 185 discipline referrals, compared to the 214 discipline referrals at the end of March last year. (resulting in a 14% reduction in total referrals) Hispanic/Latino students constitute 36% of the student population, but only 13% of total discipline referrals. MLL students constitute 20% of the student population, but only 7% of total discipline referrals. SWD students constitute 20% of the student population, but are responsible for 35% of all referrals.*



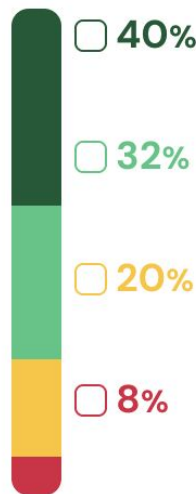
Attendance Data - Panorama/Survey Data - Panorama

Attendance ?



24-25

Attendance ?



25-26

Grades 3-5

85 responses | [Show breakdown](#)



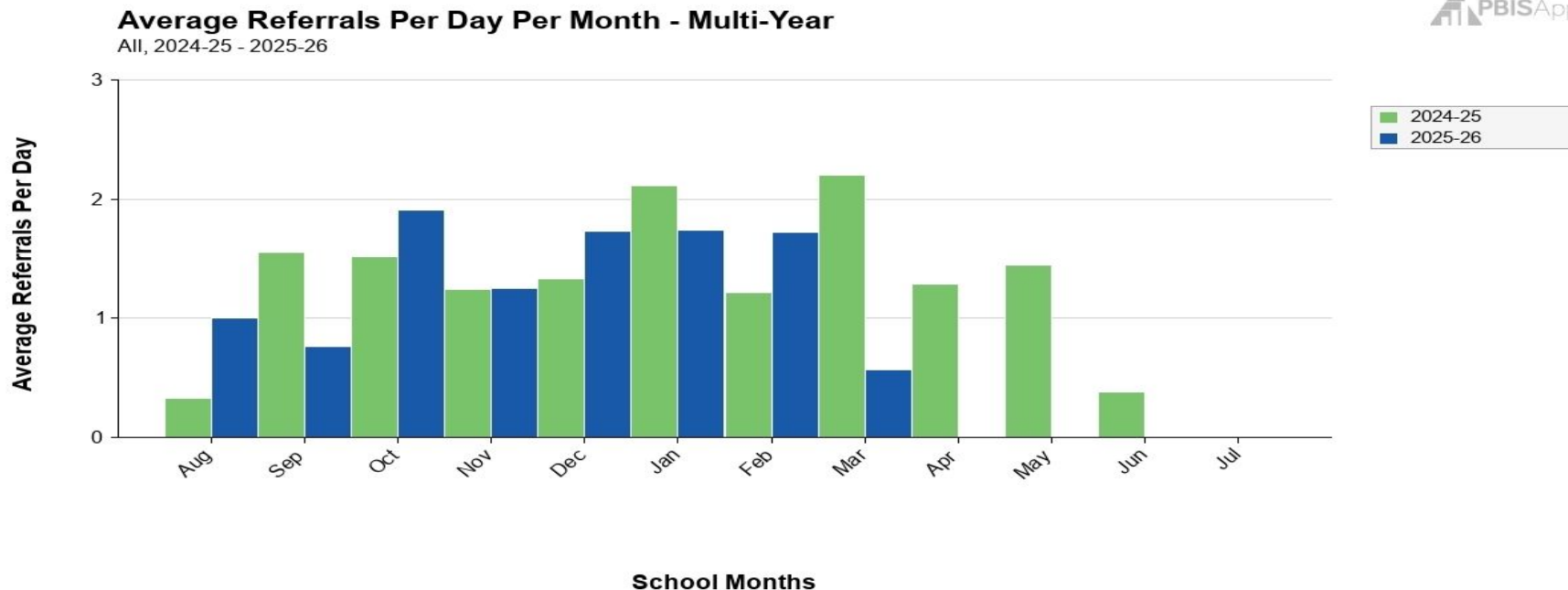
Surveyed Topics

Topics	Score	National benchmarks	Change since last surveyed	Compared to district
Supportive Relationships	94%	Above the 90th percentile	—	+ 3
Positive Feelings	71%	—	—	- 1
Social Awareness	59%	Around the 50th percentile	—	0
Challenging Feelings	47%	Around the 40th percentile	—	- 3
Emotion Regulation	45%	Around the 50th percentile	—	0
Self-Efficacy	43%	Around the 30th percentile	—	+ 1

Discipline Data - SWIS

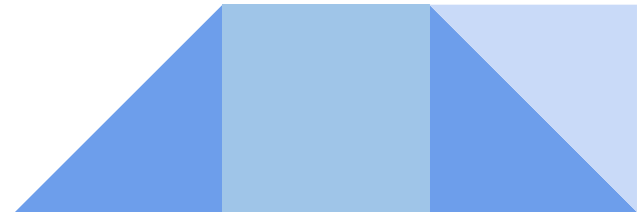
Average Referrals Per Day Per Month

Comparison - last year to this year



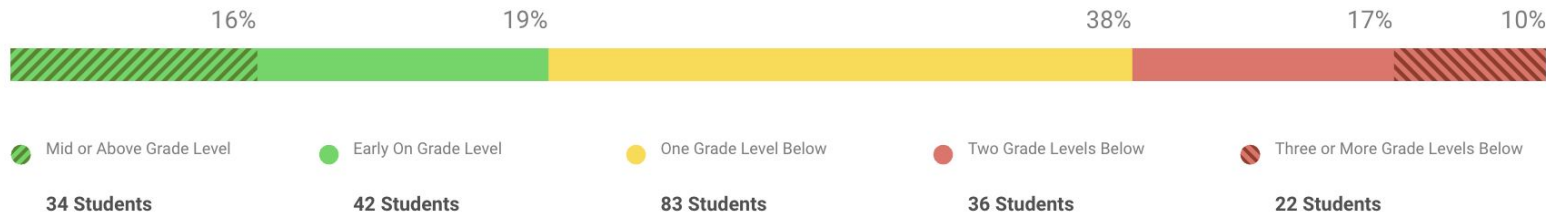
Interventions:

- Develop a calendar of PBIS preventative practices activities to implement (Recess Rodeo, 20 Rules in 20 Days (beginning of year, after winter break, and after spring break), Teaching Common Area Expectations, etc.)
- Implementation of the Robert Gray Store and Blue Ships(Token Economy and School Store)
- Create a positive inclusive environment on the playground for all students to participate and engage in active play and to support social-emotional well-being by implementing Playworks.

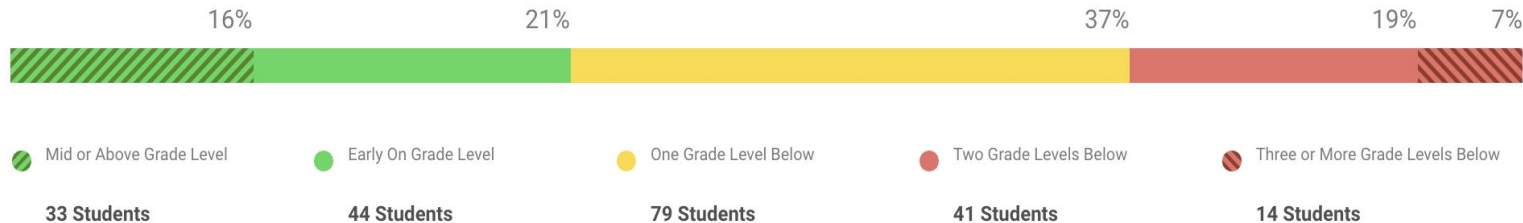


iReady Reading Comparison

Winter
24-25

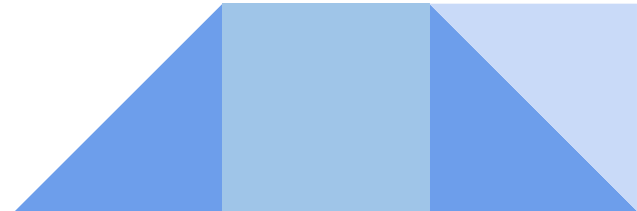


Winter
25-26



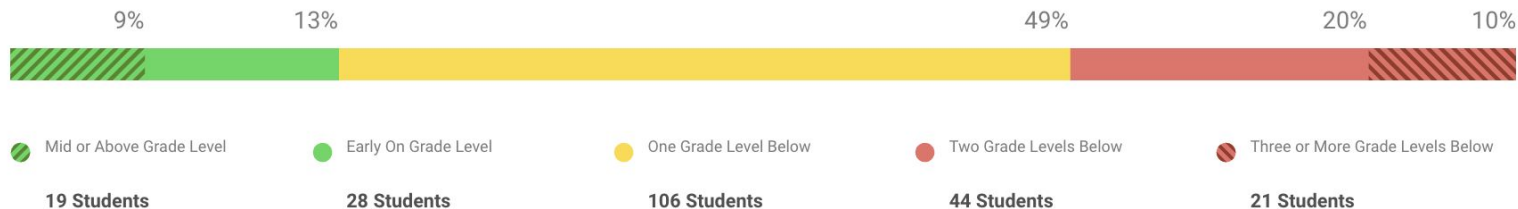
Interventions:

- Implement a pull-out or walk-to-intervention for Literacy at each grade level. Reading interventions, EL services, and resource services are provided during this block. ALL students below grade level in foundational skills will receive an accelerated intervention.
- Weekly/bi-weekly MTSS, EL, and SPED meetings to align all programming with consistent programming and pacing.



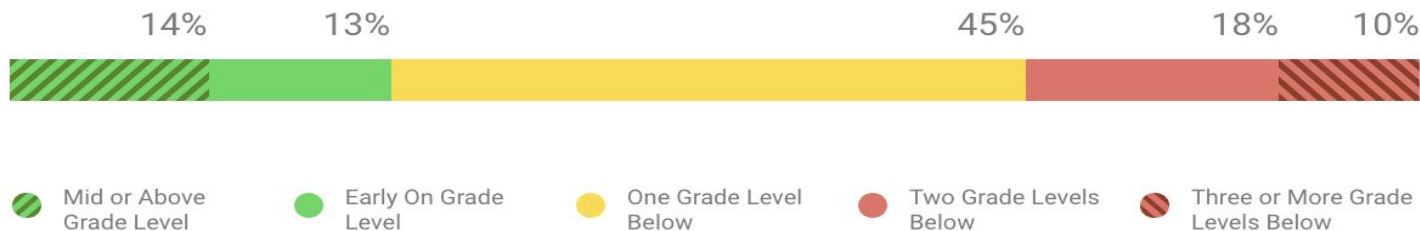
iReady Math Comparison

Winter
24-25



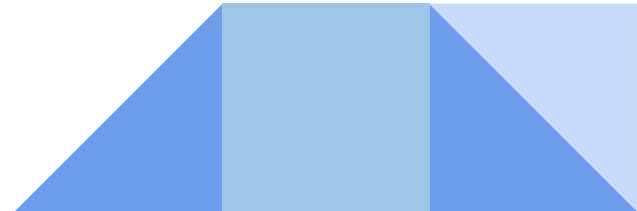
[i The Mapping Between 5-Level and 3-Level Placements](#)

Winter
25-26



Interventions:

- Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings. (Monthly)
- Implement the Bridges Math Intervention Curriculum as a targeted math intervention for small-group instruction during Math intervention blocks for K-5th grade.



Student, Family and Community Engagement

Missoula children's theater

Attendance Bingo

100 Positive Referrals

Ketchup Club

After School Program

PTO Carnival

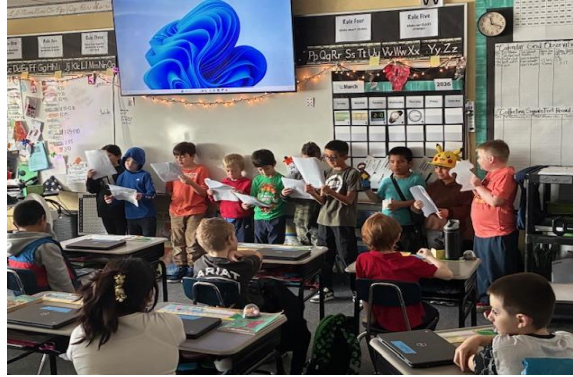


Celebrations!

Cooperation Celebration



Reader's Theater



Underground spirit day



Celebrations

Bike Program



Missoula Children's Theater



Winter Glee Club Prog.

