

Katy Independent School District

Robertson Elementary

2026-2027 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

Building Character, Growing Minds, Inspiring Leaders

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Comprehensive Needs Assessment

Revised/Approved: June 4, 2026

Demographics

Demographics Summary

Steve and Elaine Robertson Elementary is a four year old, PreK-5 campus, located in the North West quadrant of Katy ISD. Over the past several years, the campus has experienced notable demographic shifts, including most recently, a decline in overall enrollment, due to new elementary schools opening within the area. Robertson is located in a fast growth area, with several new communities being developed, which will eventually cause an upward shift in enrollment in coming years. Robertson had 903 students enrolled at the end of the 2025-2026 school year. The projected enrollment for the 2026-2027 school year is 932 students. As of 6/18/2026, the student groups are reported as: 31.56% White, 22.62% Hispanic, 17.99% Asian, 16.74% Black/African American, 10.07% 2 or more races, 0.45% Native Hawaiian Pacific Islander, and 0.57% American Indian/Alaskan Native. Students who were screened and identified as Limited English Proficiency comprise 22.85% of the student population. The Gifted and Talented student group currently comprises 3.05% of the student population in grades 1-5. The overall Special Education student group currently comprises 23.08% of the student population. Additionally, 17.08% of students are identified as Economically Disadvantaged. Students who attend Robertson generally live in the neighborhoods surrounding the school. There are 4 general education buses that service the school for students who live in excess of .5 miles from the building. The average attendance rate at Robertson Elementary for 2025-2026 was 97.12%. The SERE leadership team will monitor attendance rates and implement campus-based incentives to encourage and promote regular attendance. Individualized plans and support systems will be provided for students and families who exhibit chronic absenteeism.

In addition to the “traditional” PreK-5th classrooms, Robertson has several Special Education programs. These include two Young Children With Autism programs (K-5), two Early Childhood Special Education programs (EE-K), two Structured Life Skills (K-5), and an Autism and Support Intervention Program (K-5).

Robertson Elementary employs approximately 140 staff members, including administrators, teachers, and paraprofessionals. 90.9% of staff are ESL-certified, reflecting the school's commitment to meeting the needs of its diverse student population. Staff members are recruited and hired based on their qualifications, experience, and potential to contribute positively to our high-performing learning community. As part of Katy ISD's support system for new educators, all teachers with zero to one year of experience are paired with a mentor teacher. For the 2026–2027 school year, two novice teachers have been matched with two mentor teachers. In addition, educators who are new to Robertson Elementary but experienced in the profession are assigned a campus buddy to help them become familiar with the school's culture, procedures, and traditions. For the 2026–2027 school year, Robertson Elementary welcomes 15 new teachers and 8 new paraprofessionals. Of the 15 teachers joining the campus, 14 bring prior teaching experience from other schools.

SERE has a thriving Parent Teacher Association in which The Executive Board is made up of parents who work collaboratively to use the human and financial resources of our parent body and community to enhance the goals of the school.

Demographics Strengths

Robertson Elementary has many strengths. Some of the most notable demographics strengths include:

- Low teacher turnover (i.e. high teacher retention rate)
- Diverse student population
- High percentage of ESL certified teachers
- Special Programs (YCAP, Structured Life, ASIP, ECSE) to meet diverse needs

Student Learning

Student Learning Summary

Student Learning Summary

The TEA Accountability Rating shows SERE is an "" campus based on the 2025-2026 data. SERE also earned distinctions in the following areas:

The chart below shows the summary report for 2026:

Grade / Subject	 Approaches	 Meets	 Masters
Grade 3 Reading	11%	25%	55%
Grade 3 Math	22%	25%	36%
Grade 4 Reading	16%	30%	40%
Grade 4 Math	11%	35%	39%
Grade 5 Reading	9%	21%	57%
Grade 5 Math	18%	33%	37%

STAAR

The chart below shows STAAR Prior Year Comparison:

Area	2024–25	2025–26	Change
Reading Approaches	84%	88%	+4
Reading Meets	64%	76%	+12
Reading Masters	33%	51%	+18
Math Approaches	79%	85%	+6
Math Meets	58%	68%	+10
Math Masters	30%	37%	+7

Student Groups

The chart below shows the percent of specific student groups at the Approaches/Meets/Masters levels for Reading:

Grades 3–5 Reading Summary

Subpopulation	Grade 3 Approaches	Grade 3 Meets	Grade 3 Masters	Grade 4 Approaches	Grade 4 Meets	Grade 4 Masters	Grade 5 Approaches	Grade 5 Meets	Grade 5 Masters
All Students	91%	80%	55%	86%	70%	40%	85%	67%	32%
Hispanic	95%	87%	39%	74%	48%	29%	81%	65%	29%
Economically Disadvantaged	91%	80%	59%	90%	75%	44%	80%	72%	31%
Emergent Bilingual (EB)	89%	83%	56%	56%	22%	11%	67%	48%	24%
ESL	91%	79%	56%	67%	27%	13%	74%	53%	26%
Special Education	66%	48%	24%	64%	47%	28%	55%	31%	13%
At-Risk	93%	89%	62%	69%	67%	31%	84%	61%	18%
Gifted/Talented	100%	100%	70%	100%	100%	86%	100%	100%	100%

The chart below shows the percent of student groups at the Approaches/Meets/Masters levels for Math:

Grades 3–5 Mathematics Summary									
Subpopulation	Grade 3 Approaches	Grade 3 Meets	Grade 3 Masters	Grade 4 Approaches	Grade 4 Meets	Grade 4 Masters	Grade 5 Approaches	Grade 5 Meets	Grade 5 Masters
All Students	82%	61%	36%	86%	75%	45%	88%	70%	34%
Hispanic	87%	42%	16%	91%	61%	29%	81%	50%	20%
Economically Disadvantaged	84%	63%	40%	87%	71%	38%	90%	74%	43%
Emergent Bilingual (EB)	83%	50%	17%	67%	44%	17%	67%	43%	24%
ESL	82%	62%	17%	64%	53%	34%	74%	42%	26%
Special Education	54%	32%	14%	74%	53%	34%	61%	42%	23%
At-Risk	84%	65%	21%	82%	66%	37%	80%	64%	38%
Gifted/Talented	100%	78%	44%	100%	100%	86%	100%	76%	38%

Student Learning Strengths

Student Learning Strengths

Robertson Elementary demonstrated strong academic performance across all grade levels on the 2026 STAAR assessments. Notable strengths include:

3rd Grade

Reading Language Arts: 90% of students scored at Approaches Grade Level or above.
Math: 82% of students scored at Approaches Grade Level or above.

Masters Grade Level:

- Reading: 55% of students achieved mastery, a 26% increase from 2025.
- Math: 36% of students achieved mastery, a 15% increase from 2025.

4th Grade

Reading Language Arts: 85% of students scored at Approaches Grade Level or above.
Math: 84% of students scored at Approaches Grade Level or above.

Masters Grade Level:

- Reading: 40% of students achieved mastery, a 9% increase from 2025.
- Math: 39% of students achieved mastery, a 2% increase from 2025.

5th Grade

Reading Language Arts: 87% of students scored at Approaches Grade Level or above.

Math: 88% of students scored at Approaches Grade Level or above.

Science: 79.8% of students scored at Approaches Grade Level or above.

Masters Grade Level:

- Reading: 56% of students achieved mastery, a 19% increase from 2025.
- Math: 37% of students achieved mastery; a 7% increase from 2025.
- Science: 31.9% of students achieved mastery, a 127.85% increase from 2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2026 STAAR achievement data, there is a disparity amongst several student groups.

Root Cause: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.

Problem Statement 2 (Prioritized): Student performance data suggests a need to strengthen instructional practices that support consistent achievement between both reading and mathematics.

Root Cause: The absence of a high-quality instructional material (HQIM) adoption for Math has resulted in inconsistent instructional delivery and alignment across classrooms.

Problem Statement 3 (Prioritized): With a majority of students performing at the Meets and Masters levels, there is a need to strengthen Tier 1 instruction through rigorous, student-centered learning experiences that increase student discourse, hands-on learning, engagement, and ownership of the cognitive load to promote continued academic growth.

Root Cause: Instruction has primarily focused on ensuring grade-level proficiency, resulting in inconsistent implementation of Tier 1 practices that promote higher-order thinking, academic discourse, productive struggle, and student ownership of learning.

School Processes & Programs

School Processes & Programs Summary

School Processes & Program Summary

Curriculum & Instruction:

The curriculum, instruction, and assessment at Robertson Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS) and resources from the Katy ISD Curriculum & Instruction Department. The district uses High Quality Instructional Materials to create unit plans that support the instruction happening day-to-day. Our instructional model focuses on whole-group lessons aligned to state standards and district curriculum/pacing, differentiated small-group instruction/stations, independent work, and individual student conferring. The campus aims to incorporate solid instructional practices into lessons such as offering critical-thinking and student discourse opportunities, addressing common misconceptions, including collaborative and hands-on learning experiences, and creating cross-curricular connections.

To support the work of administering high-quality instruction, the campus builds in time before each grading period for grade level teams to engage in long-range planning in order to map out daily lessons aligned to upcoming TEKS-based units. In addition to this, teams meet twice weekly to plan for data-driven small group instruction and to internalize lessons together as a team. The Instructional Coach meets with teams weekly to support this process.

The district utilizes TEKS, STAAR, Campus-Based Assessments, MAP, and a variety of formative and summative tools to meet the diverse needs of all learners. Formative assessments, including campus-based tests, will be used to guide instruction and develop differentiated lessons for specific students. At strategic times throughout the instructional calendar, the Instructional Coach guides teachers through the data disaggregation process in order to make informed decisions about instruction and differentiation. The leadership team will monitor campus data and meet with teachers to analyze data and create action plans.

Teacher Leaders (Team Leaders/Model Teachers):

Each team has a designated team leader to serve as a liaison between the staff and the administrators. Team leaders also serve as mentors for their teammates. Additionally, Robertson will have 2 model teachers in each grade level next year, for a total of 12 model teachers. These teachers will receive ongoing support and training from C&I throughout the school year. The model teachers will be used for campus learning walks and can guide other teachers on instructional practices.

Professional Learning:

The majority of staff earns a minimum of 6 professional learning hours during the summer. The campus leadership team will facilitate on-campus professional learning in August which will cover topics related to campus priorities. Sessions will cover expectations, resources for instruction, Special Education processes, behavior management, new ELPS, and campus safety. Teachers will also have time to work with their PLC groups for long-range planning. Professional learning throughout the school year is a combination of job-embedded learning and supplemental training opportunities offered through PDR sessions. Additionally, the coach will offer coaching cycles, learning walks, modeling, etc as needed. New teachers to the profession will take part in the Katy ISD Mentorship program. Teachers new to Robertson will be matched with a campus buddy (in addition to their team leader) to help support their first year on campus. Additionally, the Instructional Coach will support teachers in need through offering coaching cycles, learning walks, modeling, etc.

Intervention:

The Instructional Coordinator serves as both the MTSS Coordinator and the Accelerated Learning Coordinator. The roles are designed to ensure students receive appropriate intervention services throughout the school year. Teachers collaborate with the Instructional Coordinator and other support staff to develop individualized intervention plans and appropriate accommodations (as needed). This process is done through scheduled "Kid Chats" completed throughout the year to monitor student progress. If students need Tier 2 or Tier 3 support or academics, they can receive supplemental "pull out" instruction from one of three Academic Support teachers on campus. Tier 2 support typically consists of 30 minute sessions 2-3 days per week. Tier 3 support is more intensive and might include 4-5 sessions per week. Academic Support staff works with students during the designated small group time set for each grade level/content area. Ongoing progress monitoring is an essential part of the intervention process and data is collected by the classroom teacher and academic support staff. The Instructional Coordinator also manages the implementation of the accelerated instruction for students who did not meet the passing standard on STAAR (in accordance with HB1416). Accelerated instruction can be provided from classroom teachers or academic support teachers (or a combination).

Social-Emotional Learning & School Culture:

The counselor oversees the PurposefulPeople program on campus that is facilitated during morning meetings that are built into the master schedule. This program is designed to explicitly teach positive character traits such as Honesty and Responsibility. All classrooms are equipped with "safe spaces" designed to teach the skill of self-regulation to students. Our counselor spends much of her time providing targeted classroom lessons to promote desired behavior on campus.

Discipline Management:

In addition to following the Katy ISD Student Code of Conduct and Discipline Management Plan, Robertson utilizes a proactive classroom management model called CHAMPS. This model is designed to be used throughout all locations of the campus (classroom, gym, lunch, hallways, etc). Additionally, Robertson utilizes a school wide positive reinforcement system called PBIS (Positive Behavioral Interventions and Support) to encourage the use of positive behavior.

Instructional Leadership Team:

The ILT consists of administrators (Principal & 2 Assistant Principals), the Instructional Coordinator, the Instructional Coach, and the School Counselor. The ILT meets weekly to review relevant data, prioritize campus needs, and develop plans to address areas of concern. This year, the ILT agenda is being updated to be more consistent with data analysis/action plans, staff support, and culture building. Administrators will also meet separately to review and address topics including discipline, attendance, and T-TESS calibration.

School Processes & Programs Strengths

School Processes & Program Strengths

Robertson Elementary views the following as strengths of our processes and programs:

- High expectations for professional learning and ongoing growth for all staff
- Job-embedded professional learning through the use of the Instructional Coach
- A collaborative and responsive MTSS system focused on meeting individual student needs
- Administrators visit classrooms frequently and provide "bite-sized" feedback
- Active PTA and ongoing partnerships between the school and community

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is an opportunity to strengthen alignment between Professional Development and Reinforcement (PDR) and the campus's instructional priorities to maximize impact on instructional practices and student learning.

Root Cause: A consistent, collaborative process for planning PDR sessions using campus leadership input, student performance data, and instructional practice data is still being developed.

Perceptions

Perceptions Summary

Perceptions Summary

KISD Perceptions of Bullying and Safety Survey

KISD students in grades 4-12 participated in this survey in February/March of 2026. 76% of SERE students said they feel safe at school. This is an increase from the past 2 years. 76% reported they'd never been bullied during the year, which is also an improvement from prior years. The biggest area of concern on the survey is bus safety.

Staff Engagement

The Satchel Pulse Culture and Climate Survey is sent to staff members approximately every 6 weeks throughout the school year. The SERE survey data from 2025-2026 shows there were 84 active users. The highest pillars were "Meaningful Work" and "Culture Fit". The lowest pillar was **Career Development**.

The leadership team works to recognize staff in various ways throughout the school year. Some of these include: campus calendars, edible treats, digital shout-outs, hand-written notes, parking spot drawings, etc. Staff retention indicates that most staff members feel supported and valued.

Community Partnerships & Engagement

At Robertson, we strive to maintain a strong connection with our parents and community stakeholders. We have a strong, active, and supportive PTA that we work collaboratively with on a continuous basis. Parent volunteer opportunities include Multicultural Night, Grandparents Night, the Auction Gala, Mother/Son or Mother/Daughter & Father/Son or Father/Daughter Night (rotates each year), Winter and Friendship Parties, Field Day, Watch Dogs, VIPS, PIE, and KEYS mentoring. These opportunities are promoted on the PTA website in addition to the campus eNews. Parents are communicated with via the Parent Remind, weekly campus eNews, the PTA website, and teacher communication. The SERE Facebook page will be revamped next school year to serve as an additional source of engagement.

Parent Feedback

The last parent survey was administered in 2025. Administrators plan to send a survey this school year to get updated feedback.

Campus Programs and Activities:

Robertson has many student programs including: Choir (4th and 5th Grade), Kindness Crew (3rd-5th Grades), Reed Deed Run (4th Grade), and Safety Patrol (4th and 5th Grade).

Perceptions Strengths

Perception Strengths

The following Perceptions strengths have been identified:

- Overall, most students report feeling safe on campus.
- Students report less instances of bullying on campus compared to previous years.
- Most staff feel they engage in meaningful work on campus.
- The PTA continues to be active and involved in campus events
- Students have access to a variety of extra-curricular activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is an opportunity to strengthen family engagement by creating welcoming, inclusive experiences that encourage participation from a broader representation of the Robertson community.

Root Cause: Communication about engagement opportunities can be expanded through a variety of channels to increase family awareness and participation. Additionally, changes in the campus population over recent years have influenced patterns of parent involvement and volunteer participation.

Priority Problem Statements

Problem Statement 1: Based on 2026 STAAR achievement data, there is a disparity amongst several student groups.

Root Cause 1: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: With a majority of students performing at the Meets and Masters levels, there is a need to strengthen Tier 1 instruction through rigorous, student-centered learning experiences that increase student discourse, hands-on learning, engagement, and ownership of the cognitive load to promote continued academic growth.

Root Cause 2: Instruction has primarily focused on ensuring grade-level proficiency, resulting in inconsistent implementation of Tier 1 practices that promote higher-order thinking, academic discourse, productive struggle, and student ownership of learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is an opportunity to strengthen family engagement by creating welcoming, inclusive experiences that encourage participation from a broader representation of the Robertson community.

Root Cause 3: Communication about engagement opportunities can be expanded through a variety of channels to increase family awareness and participation. Additionally, changes in the campus population over recent years have influenced patterns of parent involvement and volunteer participation.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student performance data suggests a need to strengthen instructional practices that support consistent achievement between both reading and mathematics.

Root Cause 4: The absence of a high-quality instructional material (HQIM) adoption for Math has resulted in inconsistent instructional delivery and alignment across classrooms.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is an opportunity to strengthen alignment between Professional Development and Reinforcement (PDR) and the campus's instructional priorities to maximize impact on instructional practices and student learning.

Root Cause 5: A consistent, collaborative process for planning PDR sessions using campus leadership input, student performance data, and instructional practice data is still being developed.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Goals

Revised/Approved: July 30, 2026

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

Performance Objective 1: By the end of the 2026-2027 school year, Robertson Elementary will achieve the following student performance outcomes:

- 90% or more of students in every tested grade level and student group will perform at or above the Approaches Grade Level standard on all applicable STAAR assessments.
- 80% or more of students will perform at the Meets or Masters Grade Level standard on all applicable STAAR assessments.
- 85% or more of students will demonstrate expected or accelerated academic growth as measured by STAAR Domain II (Student Progress).
- 70% or more of students will close identified achievement gaps as measured by STAAR Domain III (Closing the Gaps).
- 70% or more of students will meet the criteria for Post-Secondary Readiness as measured by STAAR Domain IV.

High Priority

Evaluation Data Sources: 2027 STAAR Data/Accountability

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier I Instruction Through High-Quality Planning -Teachers will collaboratively internalize lessons during PLCs using district instructional materials. -Teachers will intentionally plan student-centered learning experiences that include hands-on learning, academic discourse, wait time, and higher-level questioning. -Campus leadership will provide weekly feedback through formal/informal classroom walkthroughs and instructional coaching. Strategy's Expected Result/Impact: -Lesson plans consistently reflect student-centered instructional strategies. -Students are actively engaged in rigorous learning and demonstrate ownership of their thinking. -Walkthrough data shows increased implementation of student-centered instructional practices. Staff Responsible for Monitoring: Assistant Principals, Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Strengthen Student Achievement Through Intentional Planning of Differentiated Small-Group Instruction -Teachers will analyze formative and summative assessment data during PLCs to identify priority TEKS. -Teachers will intentionally plan differentiated small-group instruction based on identified TEKS and individual student needs. -Student progress will be monitored regularly, and instruction will be adjusted based on evidence of learning. Strategy's Expected Result/Impact: -Small-group instruction is aligned to identified student needs and priority TEKS. -Students demonstrate mastery of targeted skills through formative assessments. -Increased student growth and improved performance on district and state assessments. Staff Responsible for Monitoring: Assistant Principals, Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on 2026 STAAR achievement data, there is a disparity amongst several student groups. Root Cause: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.
Problem Statement 3: With a majority of students performing at the Meets and Masters levels, there is a need to strengthen Tier 1 instruction through rigorous, student-centered learning experiences that increase student discourse, hands-on learning, engagement, and ownership of the cognitive load to promote continued academic growth. Root Cause: Instruction has primarily focused on ensuring grade-level proficiency, resulting in inconsistent implementation of Tier 1 practices that promote higher-order thinking, academic discourse, productive struggle, and student ownership of learning.

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

Performance Objective 2: HB3: The percentage of Robertson Elementary 3rd grade students who achieve Meets and above in Reading will increase to 80% by July 2027.

HB3 Goal
Evaluation Data Sources: STAAR Reading, Campus Based Literacy Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers in Kindergarten through 3rd Grade will use applicable data from TX KPM, TPRI, Amira, or 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, small group data binder, and instructional delivery. 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on 2026 STAAR achievement data, there is a disparity amongst several student groups. Root Cause: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.

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

Performance Objective 3: HB3: The percentage of Robertson Elementary 3rd grade students who achieve Meets and above in Math will increase to 61% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR Math, Campus Based Assessments, KLAs

Strategy 1 Details	Reviews			
Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from 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, small group data binder, and instructional delivery. 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on 2026 STAAR achievement data, there is a disparity amongst several student groups. Root Cause: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.

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

Performance Objective 4: By the end of the 2026-2027 school year, Robertson Elementary teachers will implement the district-adopted math curriculum with fidelity.

High Priority

Evaluation Data Sources: Formal/Informal Walkthroughs, PLC's, Collaboration with Instructional Coach

Strategy 1 Details	Reviews			
Strategy 1: Plan, Rehearse, Implement, Reflect -Teachers will plan with their PLC and Instructional Coach to ensure lesson plans utilize new district resource. -Teachers will collaboratively internalize math lessons during PLCs for more effective instructional outcomes. -Teachers will implement the district-adopted math curriculum with fidelity. -Campus leadership will monitor implementation through classroom walkthroughs, PLC observations, and instructional coaching. -Teachers will reflect on implementation and make instructional adjustments as needed. Strategy's Expected Result/Impact: -Teachers consistently implement the district-adopted math curriculum with fidelity. -Lesson plans and classroom instruction align to curriculum expectations. -Walkthrough data demonstrates consistent implementation of the district math curriculum. Staff Responsible for Monitoring: Math Teachers, Assistant Principals, Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Student performance data suggests a need to strengthen instructional practices that support consistent achievement between both reading and mathematics. Root Cause: The absence of a high-quality instructional material (HQIM) adoption for Math has resulted in inconsistent instructional delivery and alignment across classrooms.

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

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  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: Implement a systematic data monitoring and reflection process.

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

Strategy 1 Details		Reviews			
Strategy 1: -Campus leadership will facilitate scheduled data meetings with each grade level at key assessment points throughout the year. -Grade-level teams will analyze student performance data, identify trends, and determine priority instructional needs. -Each data meeting will conclude with actionable next steps, instructional commitments, and timelines for implementation. -Campus leadership will monitor progress toward action steps through PLCs, classroom walkthroughs, and follow-up data reviews. Strategy's Expected Result/Impact: -Data meetings are conducted consistently throughout the school year. -Grade-level teams use assessment data to make informed instructional decisions. -Action plans are implemented, monitored, and adjusted based on student performance data. -Campus leadership maintains ongoing oversight of progress toward instructional goals Staff Responsible for Monitoring: Assistant Principals, Principal, Instructional Coordinator, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is an opportunity to strengthen alignment between Professional Development and Reinforcement (PDR) and the campus's instructional priorities to maximize impact on instructional practices and student learning. Root Cause: A consistent, collaborative process for planning PDR sessions using campus leadership input, student performance data, and instructional practice data is still being developed.

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 2: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By the end of the 2026-2027 school year, Robertson Elementary will implement a targeted professional learning system aligned to campus goals, student data, and instructional needs to strengthen teacher practice and support continuous improvement.

Evaluation Data Sources: PDR sessions, Coaching Cycles

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Implement intentional, data-driven PDR opportunities. -Develop a PDR plan aligned to campus instructional goals and identified needs from student performance and instructional data. -Collaborate with campus leadership to identify professional learning priorities and determine areas of support. -Provide targeted PDR sessions focused on strengthening instructional practices, including student-centered learning, intentional planning, and differentiated instruction. -Monitor implementation through classroom walkthroughs, teacher reflection, and feedback cycles. Strategy's Expected Result/Impact: -PDR sessions are intentionally aligned to campus instructional priorities. -Teachers receive professional learning that is relevant, timely, and connected to instructional needs. -Walkthrough data reflects increased implementation of targeted instructional practices. -Teachers demonstrate growth through reflection and feedback cycles. Staff Responsible for Monitoring: Assistant Principals, Principal, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is an opportunity to strengthen alignment between Professional Development and Reinforcement (PDR) and the campus's instructional priorities to maximize impact on instructional practices and student learning. Root Cause: A consistent, collaborative process for planning PDR sessions using campus leadership input, student performance data, and instructional practice data is still being developed.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: All teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: State Certification

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training and classes to have teachers complete their ESL certification within the first year of teaching at Robertson. Strategy's Expected Result/Impact: Obtain ESL certification Staff Responsible for Monitoring: ESL Teachers, Administrations, KISD ESL Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on 2026 STAAR achievement data, there is a disparity amongst several student groups. Root Cause: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.

Goal 4: 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 partner with families and the community to establish and maintain a safe, supportive, and positive learning environment that promotes student well-being and high achievement for all students.

Evaluation Data Sources: PTA Membership/Volunteers, Parent Survey Data, Family Event Attendance

Strategy 1 Details		Reviews			
Strategy 1: Communicate with parents through the use of campus Facebook page, campus website, campus and classroom weekly newsletters, progress reports, report cards, parent conferences, phone calls, emails, PBIS, and REMIND. Strategy's Expected Result/Impact: -Increased family and community participation in campus events and engagement opportunities. -Families report feeling informed, valued, and connected to the campus. -Stronger partnerships support student achievement, belonging, and overall well-being. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June
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. 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, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

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. Strategy's Expected Result/Impact: Promote collaboration and opportunities for engagement between staff, parents, and emergent bilingual students. Staff Responsible for Monitoring: ESL staff Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Advertise and provide event flyers for Title III Series- Parent Engagement: Enhancing Educational Supports for EB Students. Strategy's Expected Result/Impact: Promote collaboration and opportunities for engagement between staff, parents, and emergent bilingual students. Staff Responsible for Monitoring: ESL Staff Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on 2026 STAAR achievement data, there is a disparity amongst several student groups. Root Cause: There is an opportunity to strengthen the use of student performance data to inform small-group instruction and provide timely, targeted support for identified student needs.
Perceptions
Problem Statement 1: There is an opportunity to strengthen family engagement by creating welcoming, inclusive experiences that encourage participation from a broader representation of the Robertson community. Root Cause: Communication about engagement opportunities can be expanded through a variety of channels to increase family awareness and participation. Additionally, changes in the campus population over recent years have influenced patterns of parent involvement and volunteer participation.

Goal 5: 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: The faculty and staff of Robertson Elementary will partner with families and the community to establish and maintain a safe, supportive, and positive learning environment that promotes student well-being and high achievement for all students.

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. 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 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
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. Strategy's Expected Result/Impact: Students will be able to apply the knowledge and skills to deal with day to day situations. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: There is an opportunity to strengthen family engagement by creating welcoming, inclusive experiences that encourage participation from a broader representation of the Robertson community. **Root Cause:** Communication about engagement opportunities can be expanded through a variety of channels to increase family awareness and participation. Additionally, changes in the campus population over recent years have influenced patterns of parent involvement and volunteer participation.

Goal 5: 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. Strategy's Expected Result/Impact: FitnessGram Data Staff Responsible for Monitoring: PE Coaches	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: 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. Strategy's Expected Result/Impact: Promote a positive culture for students and staff and decrease bullying incidents. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



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%	63%	80%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	66%	67%	80%	81%	81%
		Met Internal Goal	-	No	Yes			

MET 2029 Goal in 2026

			# 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
Robertson: Targets	3rd Grade Reading Meets or Above	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 Actual	69	48%	52	58%	55	75%	0		32	69%	1	100%	19	84%	55	35%	73	49%	36	44%
		2026 Target										79%										54%
		2026 Actual	25	68%	38	87%	46	78%	0		22	86%	1	100%	10	80%	28	46%	26	77%	18	83%
		Met Target										Y										Y
		2027 Target		78%														56%				

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%	56%	61%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	54%	55%	61%	62%	62%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2026

			# 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
Robertson: Targets	3rd Grade Math Meets or Above	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 Actual	69	43%	52	48%	55	64%	0		32	63%	1	100%	19	84%	55	27%	73	37%	36	36%
		2026 Target										73%										46%
		2026 Actual	25	64%	38	42%	46	54%	0		22	86%	1	100%	10	90%	28	32%	26	50%	18	50%
		Met Target										Y										Y
		2027 Target				52%		64%														