

Frisco Independent School District

Robertson Elementary





2025-2026 Focus Areas/Key Questions/Goals



Focus Area 4: Differentiated Instruction and Assessment

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





Initial Status: Major Change

Goal 1 Details	Reviews			
Goal 1: 100% of students will participate in at least one small group lesson per week in the areas of reading and math to support their individual growth.	Formative			Summative
	Nov	Feb	June	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Focus Area 5: Positive Culture

Key Question 1: Do we systematically address educational, social, behavioral, and emotional needs?

Initial Status: Major Change

Goal 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Goal 1: Robertson Elementary will systematically address student academic needs to ensure 100% of our students make one year's growth in one year's time in reading. Evidence of Success: 100% of students at Robertson Elementary will make at least one year's growth in reading as measured by the DRA assessment. Staff Responsible: Instructional Leadership Team, Classroom Teachers, Special Population Teachers and Staff				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Strategy 1: The Coaching Triad will create a data tracking wall to track individual student DRA scores.

Resources: Individual pictures of students, DRA data, bulletin board paper, materials to hang pictures, DRA assessments

Professional Learning: Campus based professional development looking STAAR Scores, desegregating data of students who did not make growth goals for the previous year.

Monthly growth meetings targeted on specific data tracking questions and resources.

Communication Plan: Data tracking plans communicated through campus clarifying documents, and discussed at beginning of the year Professional Development and during bi-weekly Data Meetings.

Date(s) / Timeframe: Beginning in September looking at BOY data.

Concluding in May looking at EOY data.

We will be updating and discussing student movement and growth during bi-weekly grade level data meetings.

Collaborating Departments: District MTSS Department

Staff Responsible: Instructional Leadership Team

Grade Level Teams

Evidence: BOY, MOY, and EOY DRAs for every student

Progress monitoring sheets

Action Steps: Create baseline for where students begin

Monitor and move based on student growth after MOY assessments are completed and after EOY assessments are completed.

Strategy 2: Student Data Progress Monitoring with sheets and data binders

Resources: Resources for this strategy include grade level progress monitoring sheets, physical binders for data, data tracking sheets.

Professional Learning: Teachers received professional development prior to the school year where they were able to review STAAR data, learn about progress monitoring sheets, and review sub-populations and other important areas of consideration.

Communication Plan: Data tracking information was presented by the Principal, Assistant Principal, and Instructional Coach prior to the start of the school year. Teachers are reminded of this through clarifying documents and ongoing communication from the above parties throughout the year.

Date(s) / Timeframe: September 2025 through May 2026

Collaborating Departments: District MTSS department

Staff Responsible: Classroom teachers, Instructional Leadership Team, Resource Teachers, Special POPS, etc.

Evidence: Grade level progress monitoring sheets will be used as evidence for this strategy.

Action Steps: Teachers will update their progress monitoring sheets as needed throughout the year, and will be given time and necessary communication in order to do so. Teachers will collaborate with their teammates on student data and information. Instructional leadership team will review progress monitoring and respond as necessary.

Strategy 3: WIN Time

Resources: Lesson plans
district resources

Professional Learning: Utilize professional development and dedicated planning time to collaboratively create effective student groups that support learning outcomes

Communication Plan: Engage in purposeful discussions during planning time and data talks to collaboratively improve instructional practices and support student learning

Date(s) / Timeframe: September - May 6th

Collaborating Departments: Campus
District MTSS committee

Staff Responsible: Teachers
all staff
Coaching Triad

Evidence: WIN time lesson plans
WIN time groups
Walkthroughs

Strategy 4: Monthly Campus Growth Meetings

Resources: Data binders, campus and district progress monitoring sheets, reading TEKS clarifying documents, Campus Growth Meeting Clarifying Documents

Professional Learning: Beginning of the year professional development on data and accountability

Communication Plan: Dates for meetings are located in the campus logistics guide

Date(s) / Timeframe: Monthly starting in September 2025 and ending in May 2026

Collaborating Departments: Campus

Staff Responsible: Campus Admin, Campus Coaches, Support Staff (Special Populations), Classroom Teachers

Evidence: Meeting Agendas
Progress Monitoring Sheets
Data Binders
Student Scores on Assessments
Campus Walkthroughs and Observations

Strategy 5: Name and Need Meetings

Resources: Name and need monitoring document, data binders, DRAs, progress monitoring sheets

Professional Learning: Beginning of the year professional learning

Communication Plan: Structure outlined in clarifying document, Emails sent the week prior to monthly name and need meeting with student focus. Dates listed in campus logistics guide.

Date(s) / Timeframe: Monthly morning meeting, starting September 2025 to May 2026

Collaborating Departments: Support Staff, ILT, Classroom teachers

Staff Responsible: Classroom teachers, ILT

Evidence: Progress monitoring sheets, campus walk throughs, data binders

Strategy 6: Quarterly District Reading Collaboratives

Professional Learning: The Reading Collaborative Meetings are Professional Development

Communication Plan: All dates sent out via district Teaching and Learning Department at the BOY.
Reminders included in Weekly Campus Bulletin and Coaching Newsletter

Date(s) / Timeframe: Quarterly throughout the 25-26 school year

Collaborating Departments: District Teaching and Learning Department

Staff Responsible: Classroom Teachers
Campus Admin
Coaching Triad

Evidence: Teacher Attendance
Collaborative Planning
Student Progress Monitoring
Walkthroughs and Observations

Strategy 7: Student Goal Setting

Resources: Goal setting form and essential standards in math and reading

Professional Learning: summer professional development and campus growth meetings to enhance instructional practices and promote student learning

Communication Plan: Goal setting folders go home every 9 weeks

The teachers and students conference on goals during designated goal setting time

Dates are on the campus logistics document and calendar invites

Date(s) / Timeframe: Entire school year

Collaborating Departments: Teachers

Coaching Triad

Campus Admin

Staff Responsible: Classroom Teachers

Coaching Triad

Campus Admin

Evidence: Goal crushers board

Student Scores