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## **Overview and Background**

Robertson Elementary School is committed to ensuring high levels of learning for all by intentionally aligning instruction, culture, and leadership to function as a true learning organization. Grounded in Article V: Organizational Transformation of the Visioning Document, Robertson has moved beyond compliance-driven practices and isolated initiatives toward coherent systems defined by shared purpose, engagement, ownership, and belonging.

At Robertson, transformation is not an initiative, it is evident in what students and adults do every day. Learning experiences are intentionally designed to foster rigor, voice, creativity, and connection, ensuring that students are active participants in their learning while educators continuously refine practice in service of student success.

## **Focus Areas (Visioning Document Alignment)**

Robertson's transformation work is anchored primarily in **Article V: *Organizational Transformation***, with emphasis on creating a learning organization where engagement, leadership, and shared responsibility drive improvement. This focus is evident in how the campus prioritizes:

- Student ownership, voice, and belonging
- Educators as designers of engaging learning experiences
- Innovation, risk-taking, and collaboration
- Systems that support continuous reflection and improvement

These focus areas guide decision-making across instructional, cultural, and leadership practices, ensuring alignment between vision and daily practice.

## **Work**

Robertson's work reflects intentional design rather than isolated programs. Professional Learning Communities serve as the foundation for instructional improvement, where teachers take collective ownership of student outcomes by collaboratively planning instruction, analyzing evidence of learning, and responding with targeted intervention and enrichment.

Educators craft and facilitate engaging learning experiences that emphasize discourse, productive struggle, and application of learning. This work extends beyond daily lessons to authentic,

student-centered opportunities. Each year, students participate in Broadway-style musical productions, taking on roles as performers, stage crew, lighting crew, and program designers, developing collaboration, leadership, and creativity in real-world contexts.

Student belonging and leadership are strengthened through the campus-wide House System, which includes Pre-K students and staff. Through House Huddles, service projects, and weekly Robertson wRAP Up assemblies, students build relationships, emerge as leaders, and contribute to a positive campus culture. House Ambassadors lead service initiatives such as food and coat drives and promote belonging across the campus.

Innovation and engagement are further supported through Innovation Days held twice each year, including the Robertson Thanksgiving Day Parade and Robertson State Fair. These experiences encourage creativity, collaboration, and risk-taking as students design and share their learning.

Robertson's partnership with the PTA enhances learning through immersive, TEKS-aligned room transformations such as grocery stores, campsites, coffee shops, candy stores, and operating rooms. Teachers and PTA members collaborate to ensure these environments deepen engagement and support academic learning.

Students also expand their understanding of the evolving world through coding and artificial intelligence, strengthening problem-solving, critical thinking, perseverance, and digital literacy. Student voice is further elevated through passion-driven opportunities such as the Robertson U Podcast, launched with the support of a parent partner.

## Results

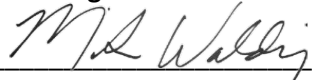
As a result of this work, learning at Robertson looks and feels different. Students demonstrate increased ownership, engagement, and willingness to take academic risks. They see themselves as capable learners, leaders, and contributors to their school community.

Educators function as collaborative professionals who continuously refine instruction and design learning experiences that foster rigor, voice, and connection. The campus culture reflects strong relationships, shared accountability, and a commitment to growth.

Together, these outcomes reflect a sustained shift in mindset and practice, where engagement, ownership, and learning drive the work rather than compliance, resulting in meaningful organizational transformation and high levels of learning for all.

**Nominator:** Dr. Whitney Briggs, Principal, PI 14

**Superintendent Signature and Endorsement:**

Signature 

Date: 1/30/2026

**Dr. Mike Waldrip, Superintendent Frisco Independent School District**