

# Rockwall Independent School District

## Virginia Reinhardt Elementary

### 2023-2024 Improvement Plan



# Mission Statement

Create a trusting learning environment that empowers our community to strive for personal and collective success by growing academically, socially and emotionally.

## Vision

We will be a group that is:

- Collaborative
- Compassionate
- Flexible
- Innovative
- Receptive
- Supportive
- Proactive
- Humble
- Seeking continuous professional growth

## Value Statement

- Utilize uniform assessments to track students' standard based skills (K-2) and mastery of essential standards (3-6)
- Promote a positive work environment by encouraging, motivating and supporting each other
- Utilize a variety of instructional strategies to promote engagement and success for all students
- Create an environment that promotes positive relationships with students and families
- Utilize district resources with purpose
- Teach students how to use their data to reflect and set goals for individual learning and growth

- Educators and students will embrace a growth mindset which includes a collective responsibility for growth
- Self-reflect to ensure we are teaching the whole child to the best of our abilities

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Virginia Reinhardt Elementary is engaged with our community, parents, staff, students, and district stakeholders. We serve 667 students in Pre-Kindergarten through 6th grade. Our campus is experiencing demographic changes due to growth in our area, the addition of a pre-kindergarten program and a transient population. Specific demographic information is included below based on data from the 2019-2020 TAPR report. Our current percentage of economically disadvantaged students is 27.8% based on PEIMS data from the 2022-2023 school year.

We have implemented a campus wide PBIS system as well as trained all staff in the use of restorative practices to support students' social emotional well-being and to help minimize discipline referrals. Our counselor supports this initiative through guidance lessons and small group counseling sessions.

Our mobility rate is 10.7% and this is attributed to an influx of rental properties in our zone, multiple apartment complexes and weekly rate hotels. We ensure that these students are quickly assessed and begin receiving targeted interventions.

Our attendance rate fluctuates between 95 and 96.7%. We have grade level and campus wide incentives in place to recognize those who are regularly in attendance. We work to keep parents informed about policies and expectations through our campus newsletter and parent education nights. Our assistant principal is dedicated to communicating with families who accumulate excessive absences or tardies and truancy is filed when necessary.

Ethnic distribution data can be found below.

<b>Economically Disadvantaged</b>	<b>133</b>	<b>27.8%</b>							
Non-Educationally Disadvantaged	454	77.3%							
Section 504 Students	48	8.2%							
English Learners (EL)	23	3.9%							
Students w/ Disciplinary Placements (2018-19)	0	0.0%							
Students w/ Dyslexia	44	7.5%							
Foster Care	1	0.2%							

<b>Economically Disadvantaged</b>	<b>133</b>	<b>27.8%</b>								
Homeless	2	0.3%								
Immigrant	9	1.5%								
Migrant	0	0.0%								
Title I	2	0.3%								
Military Connected	8	1.4%								
At-Risk	238	40.5%								
<b>Ethnic Distribution:</b>										
African American	36	6.1%								
Hispanic	107	18.2%								
White	384	65.4%								
American Indian	5	0.9%								
Asian	24	4.1%								
Pacific Islander	4	0.7%								
TMR	27	4.6%								
Sex:										
Female	282	48.0%								
Male	305	52.0%								

### Demographics Strengths

As a campus, we strive to embrace our students' cultural differences and leverage those differences to drive success in all student groups. Rockwall ISD follows a model of providing a dyslexia teacher, a SAGE teacher, an ESL teacher and an instructional coach for every campus. This allows us to ensure that students are supported effectively and their plans are implemented by highly qualified personnel.

# Student Learning

## Student Learning Summary

Virginia Reinhardt Elementary students consistently meet or exceed district averages on state and district assessments. Students in grades K-1 are assessed with mClass, DRA, universal screeners, and standards-based report cards. The same assessments are used for 2nd grade with the addition of Campus Common Assessments during the second semester.

Our 3rd-6th graders are assessed with ISIP, MAP testing, Campus Common Assessments, Curriculum Based Assessments, and STAAR testing. All grade levels work through their PLCs to develop common formative assessments, plan for systemically addressing Tier 2 students, and analyze data to drive instruction. We maximize instructional time by aligning to the district's minimum number of required instructional minutes per subject as well as a common intervention time that allows for flexible grouping and an opportunity for students who are absent/struggling.

## Preliminary Ratings for the 23-24 school year:

### Overall Accountability Rating: **B**

Domain 1 Achievement Prediction: 88

Domain 2A Growth Prediction: 80

Domain 2B Relative Performance Prediction: 74

Domain 3 Closing the gaps Prediction: TBD

## Student Learning Strengths

Virginia Reinhardt Elementary is currently a B rated campus. Data trends support that instruction is aligned to state/district standards and that students in need of additional support are provided specific, targeted interventions with a focus on student growth measures. Our student groups (specifically eco dis, SPED and EB) have demonstrated improvement in the last two years and our Tier 2 and 3 percentages are decreasing as well.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Lack of improvement in the relative performance of our Economically Disadvantaged student group in 2023. **Root Cause:** Lack of focus on this specific group when analyzing data and planning for early intervention. Less evidence of school readiness skills.

**Problem Statement 2 (Prioritized):** Our percentage of Tier 2 and Tier 3 students is consistently above the district average. **Root Cause:** Our staff needs support and training to increase capacity and effectiveness of Tier 1 instructional practices and strategies with a specific focus on our economically disadvantaged students.

**Problem Statement 3 (Prioritized):** The following student groups did not meet the "grade level performance" goal set by the state in math: African American, students receiving special education, and eco-disdvantaged. **Root Cause:** Teachers need to be more effective at delivering differentiated lessons and assessments that include clear objectives and activities designed to meet the specific needs of students with dis

# School Processes & Programs

## School Processes & Programs Summary

Virginia Reinhardt Elementary is committed to recruiting, hiring and retaining highly qualified teachers. All of our teachers are teaching in their area of certification. We abide by a rigorous interview process that includes a panel of administrators, coaches and classroom teachers. They are provided with opportunities to develop their leadership capacity by facilitating PLCs, serving as team leaders, leading professional learning and serving on SBDM committees. We provide role clarity and expectations at the beginning of each school year. Teachers regularly analyze data through PLCs to determine which instructional practices are effective, where additional support is needed and how to reassess to ensure student success. In August, we dedicate time to set SMART goals for the upcoming year based on data from the previous year. Then, PLCs meet with coaches to determine a course of action and checkpoints to evaluate progress towards the goal. Our common intervention times allow us to provide enrichment opportunities for learning extensions while providing targeted instruction for struggling learners. Our counselor provides guidance to every class once a month with lessons centered around our campus wide focus on character and SEL. We spotlight colleges and careers through our monthly birthday club celebrations along with a college and career week where parents are invited to share about their careers and educational experiences. Our students are provided with opportunities to participate in robotics, coding club, Battle of the Books, Better Together Council, Leadership Roles (attendance tracker, flag patrol, art helper), Running Club and other activities that are facilitated by staff members and parent volunteers.

## Curriculum, Instruction, and Assessment

The Rockwall ISD Curriculum and Instruction Department works diligently to create and provide a guaranteed and viable curriculum for students to have equal access to curriculum in every classroom on every campus. Teachers at Reinhardt Elementary utilize the RISD Unit Overview documents, Pacing Guides, Year at a Glance documents, Eduphoria Forethought, Campus Common Assessments and Campus Benchmark Assessments. Teachers are invited to write curriculum at the district level. Administrators, instructional coaches, and teachers utilize instructional performance data during bi-weekly PLC meetings to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery. School structures (PLCs, instructional rounds, staff meetings, campus & district training) provide teachers with meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources. Administrators, instructional coaches, and teachers effectively analyze multiple sources (Prior year STAAR results, DRA/EDL, ISIP monthly reports, ESTAR/MSTAR results, Unit Assessment Results, Progress Reports, Report Cards, Attendance %'s, CBA results) of disaggregated data to drive instructional, intervention, and enrichment decisions.

The Rockwall ISD Virginia Reinhardt Elementary Title I Education Flexibility (Ed-Flex) waiver will be presented to the School Board for approval on October 18, 2021 by the Curriculum and Instruction Department. This waiver allows educators the flexibility to use federal program funds in ways that may result in significant gains in student performance. We are applying for this waiver for Reinhardt Elementary in order for their staff to design and implement programs in ways that best meet their students' needs using Title I, Part A, funds. This Statewide Programmatic Waiver of Schoolwide Eligibility will be valid for one year. After the one-year waiver is implemented, the campus may continue to implement a school wide program for as long as the campus remains an eligible Title I, Part A attendance area.

## Personnel

All Virginia Reinhardt teachers meet the standard set forth by "Every Student Succeeds Act" and instructional paraprofessionals are highly qualified. Recruitment of certified, highly qualified, and effective personnel is an on-going process rather than a singular or time-phased event. Systems are in place aimed at providing orientation and ongoing support for new teachers.

Virginia Reinhardt Elementary provides Special Education services through resource, in-class support and Behavior Academic and Social Emotional support classes.

TIER 2 and TIER 3 students in need of intervention are provided support by classroom teachers, intervention support staff, SPED, ESL and dyslexia.

Gifted students are supported by a SAGE teacher. All teachers are required to complete annual GT training and our GT students are clustered in specific classes.



Virginia Reinhardt Elementary offers incentives to students who have perfect attendance. Students are recognized at school celebrations for perfect attendance and preferred behavior.

Campus administrators are actively involved in all areas of campus improvement and culture.

### **Professional Development**

Campus administration works to build capacity with team leaders regarding current initiatives and adopted teaching strategies. The district makes a concerted effort for all staff to be trained regarding effective instructional practices. In general the campus culture expects biweekly PLC's for all grade levels. During this time, teachers discuss concerns as well as create meaningful changes to instruction to meet the needs of all learners. Data is reviewed regularly in order to monitor progress. Data such as Campus Common Assessments, district benchmarks, writing on demand, Universal screeners, formative assessments, iSIP and MAP data are all used as appropriate data for the time of year it is allowed. Instructional Coaches are available to work with teachers regarding effective teaching strategies, TEKS alignment, student progress monitoring and intervention, planning and decision making.

### **Technology**

Reinhardt Elementary has made great strides in the world of technology and education. The administration, staff, and teachers believe that technology must be an ever-increasing and integral part of the educational process. Reinhardt Elementary has one main computer lab. The computer lab is used by every grade levels on an as-needed basis.

Our campus has 1 shared cart containing 30 ipads. Each classroom on campus has an interactive flat panel and 10 chromebooks that are used daily to further enhance the education of every child. The following items that can be checked out from the district: Google Expeditions, Spheros, and GoPro cameras.

### **School Processes & Programs Strengths**

We have built capacity in our teams to facilitate PLCs effectively by setting weekly agendas, analyzing data and addressing the 4 questions that will guide instruction to ensure student success. We have implemented a PBIS system that includes classroom and grade level reinforcers, celebrates students who are (Respectful, Organized, Capable, Kind, Engaged, Truthful, Sincere) and builds community in our school.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Student groups (SPED and Eco Dis) are not showing adequate growth based on district and state assessment data. **Root Cause:** Lack of focus on these groups when planning and analyzing data.

# Perceptions

## Perceptions Summary

Virginia Reinhardt Elementary continually works to maintain a safe environment for young learners built on the cornerstone of relational capacity. Positive behavior interventions and supports (PBIS) help to strengthen our ability to create a culture of leaders for academics as well as appropriate social behaviors. The staff at Reinhardt Elementary work collaboratively with students and parents to provide behavior support where needed. Every student and every situation is taken on a case-by-case basis, considering mitigating factors and PBIS strategies will be most likely to improve the behavior and success of the student. Disciplinary policies, procedures, and practices are proactive, restorative and continually evaluated and adjusted based on student/family need.

## Perceptions Strengths

Virginia Reinhardt Elementary offers a comprehensive approach to developing a strong culture supportive of our mission and vision while maintaining a positive climate. The diverse population at Virginia Reinhardt Elementary brings richness to our school by providing a depth of individual differences from our students and families.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We have seen an increase in students making threats to self or others and physically/verbally aggressive behaviors. **Root Cause:** Growing need to support students with SEL and behavioral needs and our student body as a whole.

# Priority Problem Statements

**Problem Statement 1:** Student groups (SPED and Eco Dis) are not showing adequate growth based on district and state assessment data.

**Root Cause 1:** Lack of focus on these groups when planning and analyzing data.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** We have seen an increase in students making threats to self or others and physically/verbally aggressive behaviors.

**Root Cause 2:** Growing need to support students with SEL and behavioral needs and our student body as a whole.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Lack of improvement in the relative performance of our Economically Disadvantaged student group in 2023.

**Root Cause 3:** Lack of focus on this specific group when analyzing data and planning for early intervention. Less evidence of school readiness skills.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our percentage of Tier 2 and Tier 3 students is consistently above the district average.

**Root Cause 4:** Our staff needs support and training to increase capacity and effectiveness of Tier 1 instructional practices and strategies with a specific focus on our economically disadvantaged students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The following student groups did not meet the "grade level performance" goal set by the state in math: African American, students receiving special education, and eco-disadvantaged.

**Root Cause 5:** Teachers need to be more effective at delivering differentiated lessons and assessments that include clear objectives and activities designed to meet the specific needs of students with dis

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## 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

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Virginia Reinhardt Elementary will establish an instructional environment that encompasses best practices for Tier 1 instruction and a guaranteed and viable curriculum that results in students demonstrating adequate growth on district and state assessments resulting in meeting or exceeding our current rating.

**Performance Objective 1:** By June 2024, we will increase the number of students meeting or exceeding progress on the STAAR test to achieve a scaled score of 90 or higher.

**Evaluation Data Sources:** 2023-2024 STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a master schedule that maximizes instructional time and includes weekly PLC meetings, to discuss student performance and plans for intervention/enrichment and best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agendas Tracking Data Reflection</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Instructional Coach to improve classroom teachers' proficiency in using best practices of Tier 1 instruction through a co-teach/coaching model that will have a direct impact on all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Modeling Co-Teaching Increase Student Achievement Small Group Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Instructional Coach - 211 - Title I Funds - \$65,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development opportunities that support the implementation of effective instructional strategies and engaging lessons in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement Small Group Instruction Increased Classroom Rigor and Engagement</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Coach - 211 - Title I Funds - \$65,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunities for teachers to participate in instructional rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> Scheduled instructional rounds</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teaching Staff, Instructional Coach</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Vertical team meetings will be held each term to align instruction, establish common vocabulary and review essential standards from K-6.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased grade level performance</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, instructional coaches</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The Campus Improvement Plan will be monitored in December, February and April by the campus leadership team to adjust goals, make tweaks to our plan, and evaluate our progress toward each goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership team.</p> <p><b>Title I:</b> 2.4, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide teachers with extended planning times in order to unpack units and plan in collaboration with Instructional Coaches. <b>Strategy's Expected Result/Impact:</b> Increase achievement and teacher competency <b>Staff Responsible for Monitoring:</b> Admin	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Recruit and retain highly qualified teachers. Support first year and new to RISD staff through the BEST program and/or campus mentors. <b>Strategy's Expected Result/Impact:</b> Increase instructional capacity <b>Staff Responsible for Monitoring:</b> Admin ICs	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Virginia Reinhardt Elementary will establish an instructional environment that encompasses best practices for Tier 1 instruction and a guaranteed and viable curriculum that results in students demonstrating adequate growth on district and state assessments resulting in meeting or exceeding our current rating.

**Performance Objective 2:** By June 2024, we will increase our overall STAAR performance in all Domains to achieve a scaled score equivalent to a 90 or higher.

**Evaluation Data Sources:** 2023-2024 STAAR Results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of Number Talks and daily problem solving with fidelity in all math classrooms to increase student achievement of all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue implementation of small group instruction including guided math, math workshop, and investigative approach to increase student achievement of all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> student performance, classroom observations, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> administrators, instructional coach</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze and track students who did not meet the progress standard on 2023 STAAR and provide students with accelerated instruction (HB1416) and systemic intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students meet growth measure for 2024 STAAR testing</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Analyze and track student data for students who met or mastered grade level standard on STAAR 2023 and provide extension opportunities to continue to maintain or exceed previous level.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR results for the 2024 year</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers SAGE teachers</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continued implementation of the workshop model using district curriculum including small group instruction (guided reading/strategy groups), literacy stations, and intervention/extension to increase achievement of all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> teachers ICs admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Virginia Reinhardt Elementary will enhance the quality of instruction and increase student learning/engagement by effectively integrating technology.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Improve achievement on STAAR science test by monitoring science MAP data, providing intervention and implementing district curriculum.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Virginia Reinhardt Elementary will establish an instructional environment that encompasses best practices for Tier 1 instruction and a guaranteed and viable curriculum that results in students demonstrating adequate growth on district and state assessments resulting in meeting or exceeding our current rating.

**Performance Objective 3:** By June 2024, we will increase relative performance of our economically disadvantaged students to a scaled score of 80 or higher.

**Evaluation Data Sources:** 2023-2024 STAAR Results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze list of students who did not pass 2023 STAAR and plan for improvement through PLCs, intervention groups and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth as shown on STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, IC</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to support campus activities that enhance interest in literacy such as Battle of the Books, Summer Reading Challenge, Book Clubs, Little Free Library, and Bluebonnet Book Challenge to increase achievement of all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff participation in the activities</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Administrator</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Virginia Reinhardt Elementary will establish an instructional environment that encompasses best practices for Tier 1 instruction and a guaranteed and viable curriculum that results in students demonstrating adequate growth on district and state assessments resulting in meeting or exceeding our current rating.

**Performance Objective 4:** In May of 2024, as measured by EOY assessments, we will strengthen our literacy instructional framework to increase the number of students reading on grade level in grades K-2 to 90%.

**Evaluation Data Sources:** End of year 2023 mClass Reports  
 universal screeners  
 DRA levels  
 Tier 1 data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support the Library Media Specialist's action plans for building a community of readers</p> <ul style="list-style-type: none"> <li>* Principal's Book of the Month</li> <li>* Author Spotlights</li> <li>* Book Clubs</li> <li>* Battle of the Books</li> <li>* Birthday Club</li> <li>* Read Across America Week</li> <li>* Winter/Summer Reading Challenges</li> <li>* Bluebonnet Challenge</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased staff and student participation in the action plan activities.  <b>Staff Responsible for Monitoring:</b> Library Media Specialist, Admin Team</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Foundations and LLI as intervention resources to build and support a strong, phonetically based foundation for future reading success.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will track their own data to invite student driven, goal setting opportunities. <b>Staff Responsible for Monitoring:</b> Teachers, IC and Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Regularly analyze data (from screeners, formative assessments, mClass, istation) through weekly PLCs to guide instruction, monitor goal progress and adjust interventions. <b>Strategy's Expected Result/Impact:</b> Increased reading levels <b>Staff Responsible for Monitoring:</b> K-2 teachers Leadership Team	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Instructional coaches will plan collaboratively with teams weekly, co-teach, model and provide feedback to teachers in order to improve the quality of Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> students in K-2 reading on grade level <b>Staff Responsible for Monitoring:</b> teachers admin ICs	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Virginia Reinhardt Elementary will establish an instructional environment that encompasses best practices for Tier 1 instruction and a guaranteed and viable curriculum that results in students demonstrating adequate growth on district and state assessments resulting in meeting or exceeding our current rating.

**Performance Objective 5:** In May of 2024, as measured by EOY district assessments, 90% of students in grades K-2 will demonstrate on-grade level performance in math.

**Evaluation Data Sources:** TEKS assessments  
Imagine Math Data (1 and 2 only)  
Standards Based Report Cards





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of high yield strategies for math instruction to include: math workshop, number talks, and intentional and specific interventions (Do the Math, Imagine Math).</p> <p><b>Strategy's Expected Result/Impact:</b> increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators, instructional coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional coaches will plan with teams weekly, co-teach, model and provide feedback to teachers in order to improve the quality of Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> students meeting grade level expectations in math as measured by EOY screener</p> <p><b>Staff Responsible for Monitoring:</b> teachers ICs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Virginia Reinhardt Elementary will build a partnership between home and school in order to promote high attendance rates for all students.

**Performance Objective 1:** By the end of the 2023-2024 school year, Reinhardt Elementary will increase its attendance rate to 97.3% in order to place in Quartile 1 within our comparison group.

**Evaluation Data Sources:** 2023-2024 Attendance Reports, A2A attendance program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher communication via parent phone call or email for students with 3 or more consecutive absences.  <b>Strategy's Expected Result/Impact:</b> Increase Awareness and importance of attendance.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assistant Principal will communicate by phone or in person with families whose children have missed more than 10% of their school days.  <b>Strategy's Expected Result/Impact:</b> Documentation within A2A system and Skyward  <b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue using Attention to Attendance to track attendance rates, send letters to parents with updated absence counts and document communication to increase attendance of all students.  <b>Strategy's Expected Result/Impact:</b> Skyward daily reports, Excel file  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Office Assistant</p> <p><b>Title I:</b> 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Weekly conference between registrar and assistant principal about attendance issues and letter suppression to increase the attendance of all students. <b>Strategy's Expected Result/Impact:</b> Letter suppression in Attention 2 Attendance with documentation <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implementation of an attendance incentive program to motivate students to come to school. <b>Strategy's Expected Result/Impact:</b> Improved attendance rates <b>Staff Responsible for Monitoring:</b> Administrators, Registrar, Teachers  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Parent education about the importance of attendance, arriving on time and affects on student performance. <b>Strategy's Expected Result/Impact:</b> Keep parents informed of the importance of being in attendance <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I:</b> 2.6, 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 3:** Virginia Reinhardt Elementary will provide opportunities for all students to explore College and Career options regardless of background or life experience.

**Performance Objective 1:** Implement ways to teach students about the importance of higher education and how it can help students achieve their post-secondary goals.

**Evaluation Data Sources:** Plan created and implemented

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide 6th grade students with the opportunity to attend transition day on a MS Campus.  <b>Strategy's Expected Result/Impact:</b> Student Participation  <b>Staff Responsible for Monitoring:</b> Teachers, Counselor</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 6th Graders will participate in Leadership Day focusing on goal setting, academic success, developing character and perseverance.  <b>Strategy's Expected Result/Impact:</b> Student Participation at meetings  <b>Staff Responsible for Monitoring:</b> 6th Grade Teachers, Administrators, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Designate a career day during college week. Invite members of the community to share about their jobs and how they were able to acquire them.  <b>Strategy's Expected Result/Impact:</b> Career Day participant sign-in sheet  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use the monthly birthday club as an opportunity to teach students about college opportunities and discuss how college might be a requirement for the career of their choice  <b>Strategy's Expected Result/Impact:</b> College awareness and readiness</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

**Staff Responsible for Monitoring:** Administrators

**Title I:**  
2.5



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 4:** Virginia Reinhardt Elementary will create a school culture that values students, and promotes safety, health and emotional wellness, and positive interactions among staff, students and community.

**Performance Objective 1:** By June 2024, students, staff and community will be provided with opportunities to participate in activities that address the goals of the School Health Advisory Committee.

**Evaluation Data Sources:** Schedule of activities, participation logs





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate a family fitness activity into a family night event to increase family awareness of a healthy lifestyle.  <b>Strategy's Expected Result/Impact:</b> Participation log  <b>Staff Responsible for Monitoring:</b> Wellness Committee, Family Night Committee and PE Teacher</p> <p><b>Title I:</b> 2.5, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Emphasize good health and nutrition through school lunch program and the 21 Day Healthy Snack Challenge and Kids Heart Challenge to increase student awareness of a healthy lifestyle.  <b>Strategy's Expected Result/Impact:</b> Students making healthy food choices  <b>Staff Responsible for Monitoring:</b> Food services, Wellness committee, PE Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Virginia Reinhardt Elementary will create a school culture that values students, and promotes safety, health and emotional wellness, and positive interactions among staff, students and community.

**Performance Objective 2:** Establish and maintain an environment that invites, promotes and recognizes positive peer interactions, mutual respect and is free of bullying for all students.

**Evaluation Data Sources:** Schedule of activities

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide mentors and PALS for students in need of emotional support and positive peer interactions.  <b>Strategy's Expected Result/Impact:</b> Sign-In sheet for mentor and PAL attendance  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue a CHAMPS Golden Ticket system that recognizes and spotlights students for demonstrating kind, respectful behavior.  <b>Strategy's Expected Result/Impact:</b> A safe, supportive environment  <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Librarian, Specials Teachers, Support Staff</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will select a student of the week and a student of the month who exhibits the qualities of a leader, demonstrates kindness and respects others.  <b>Staff Responsible for Monitoring:</b> teachers, Counselor</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish Leadership Roles where students can apply for positions to serve throughout the building.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Hold Rocket Rallies at the end of each term to build school spirit and unify our campus. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize restorative practices to cultivate an environment that values relationships and supports social emotional learning. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Counselor focuses on accepting others and building relationships in guidance lessons during the first month of school, followed by lessons centered around our campus character code (ROCKETS) and the Better Together weekly resource for RISD. <b>Staff Responsible for Monitoring:</b> Counselor, teachers, support staff  <b>Title I:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Virginia Reinhardt Elementary will create a school culture that values students, and promotes safety, health and emotional wellness, and positive interactions among staff, students and community.

**Performance Objective 3:** Throughout the 2023-2024 school year Reinhardt Elementary will follow appropriate procedures to ensure the safety of all students and staff.

**Evaluation Data Sources:** Security incident documentation, Raptor Drill Management System

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize our Dads on Duty program to have dads (male role models) present on campus. They will serve in various capacities to build a rapport with students and provide additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Dads scheduled to be present on campus daily</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Secretary</p> <p><b>Title I:</b> 2.5, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize district provided SRO to ensure campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> No major safety concerns</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, District Security Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Schedule routine meetings of the Crisis Team to review procedures to follow during and after behavioral crises.</p> <p><b>Strategy's Expected Result/Impact:</b> Notes from meetings</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, BASE Lead Teacher</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Maintain and update Red Dot list and monitor with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop, implement and train staff on the SRP/EOP and safety plans for the campus. Follow 23-24 RISD drill schedule and requirements. Including weekly door audits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and safety.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Dec	Feb	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 4:** Virginia Reinhardt Elementary will create a school culture that values students, and promotes safety, health and emotional wellness, and positive interactions among staff, students and community.

**Performance Objective 4:** By June 2024, Reinhardt staff will provide multiple opportunities to interact positively and create partnerships with parents and the community.

**Evaluation Data Sources:** Schedule of activities, participation logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and staff will interact with parents and district stakeholders through campus wide events such as Family Engagement Nights, spirit nights, Curriculum Nights and conferences with families.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance logs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p> <p><b>Funding Sources:</b> Parent Ed - 211 - Title I Funds - \$1,400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide weekly communication to the parents that includes learning objectives and classroom expectations to increase interactive communication with families.</p> <p><b>Strategy's Expected Result/Impact:</b> Thorough and clear communication</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will utilize technology to increase timely communication with parents and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Electronic Rapper, Email blasts, Principal's Page, Social Media</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create surveys for staff, students and parents to collect input regarding the optimal functioning of the school. <b>Strategy's Expected Result/Impact:</b> Data collected from surveys <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrators will establish an open door policy in regards to communication with community and school stakeholders.	Formative			Summative
	Dec	Feb	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 4:** Virginia Reinhardt Elementary will create a school culture that values students, and promotes safety, health and emotional wellness, and positive interactions among staff, students and community.

**Performance Objective 5:** By June 2024, Reinhardt will support and embrace our students and celebrate cultural heritage.

**Evaluation Data Sources:** Observations: backgrounds of our volunteers, celebration of variety of cultures, participation of community members from various cultures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to seek out applicants with diverse backgrounds, that are more reflective of our student population, when professional positions become available.</p> <p><b>Strategy's Expected Result/Impact:</b> Our staff moving closer to matching the makeup of our student population</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use the morning announcements as a way to spotlight students who are participating in the district's Multi-Cultural event.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, AM Reinhardt Anchors</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Invite families to participate in a campus sponsored Multi-Cultural event.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ESL teacher</p> <p><b>Title I:</b> 2.5, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Designate a staff member to be our cultural ambassador with a focus on spotlighting the various cultures represented on our campus and cultural holidays throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and appreciation for differences</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 4:** Virginia Reinhardt Elementary will create a school culture that values students, and promotes safety, health and emotional wellness, and positive interactions among staff, students and community.

**Performance Objective 6:** Reinhardt campus leadership team will review the progress of our campus improvement plan regularly to be edited and revised as we see the need for improvement. The Campus Improvement Plan will be made available to parents and community in an understandable and uniform format and language on the campus and district website.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Analyze and track students who did not meet the progress standard on 2023 STAAR and provide students with accelerated instruction (HB1416) and systemic intervention.

# Plan Notes

## Goal 1,

Performance Objective 1, Strategies 2, 9 and 10 - What are the First Steps and SuccessMaker programs? First Steps is a math diagnostic tool that is used to assess student learning through a series of activities.

Is there an impact to the school budget for the use of each based on per-student usage?

In general, do any of the student intervention programs create incremental costs to the campus? If so, what is the budget for such programs? Is parental or volunteer involvement possible with any of the intervention programs?

Goal 1, Performance Objective 3 (25% of students will achieve Commended level) - Is this level easily attainable based on past results? Are there any more specific action steps that can be implemented?

Goal 4, Performance Objective 4 - Are there any other appropriate ethnic celebrations to commemorate, such as Cinco de Mayo? Maybe also add specifics around a prominent, centrally located display related to the observance.

<http://www.theatlantic.com/business/archive/2011/12/everything-you-know-about-education-is-wrong/249722/>

The above link is an excellent summary of a Harvard study that examined New York City charter schools. This will be useful as Rehinhardt undergoes rapid demographic changes. However, it also stands the education world on its head as it concludes that the usual resource-based emphasis (plenty of funding, highly-trained teachers, small classes) does not stand up to systems that focus on culture. Specifically, the study found that schools that focused relentlessly on academic goals produced better test scores vis a vis schools that focused on self esteem and emotional health. Teacher coaching, tutoring in small groups, frequent assessments, a culture of student achievement and high expectations combined to produce better scores. One conclusion, it's the culture that determines success.

Comprehensive Needs Assessment/Demographics--do we know the demographic makeup of this year's class?

Generally speaking, I would prefer to maximize instruction time--either individually or in groups. In addition, I'm sure we are encouraging excellence, and I don't know how that's done, but we should encourage excellence as well as honoring and recognizing student achievement.

Goal 1, Performance Objective 3--agree with above comment that 25% increase seems optimistic

Goal 4, Performance Objective 2--How much cost will be incurred in this training? This is going to decrease instructional time, tutoring, and teacher feedback in core subjects.

Goal 4, Performance Objective 4--If there is a multi-cultural night, make it part of a MR day that includes all ethnic groups. We have a significant Hispanic population as well as Asian, I would think.

Goal 3

The most significant questions/statements for this area of the Campus Improvement plan are :

Can we do perfect attendance drawings using donations from PTA?

Can we do a prize patrol for perfect attendance?

How do we keep students from leaving the school day early?

#### Goal 4

The most significant questions/statements for this area of the Campus Improvement plan are:

How are we going to continue to differentiate instruction in the classroom?

What are the lessons that we teach, that we do not realize the possible conflicts with the racial/socioeconomic viewpoints of our student population?

How can we most effectively help new students transition to Reinhardt?

The best ideas we have for how to support Goal 4 are:

Having Watchdogs follow their schedules and give communication to teachers about when they are coming.

Starting a Parent Ambassador program.

Starting a Reinhardt Welcome program for new families when they enroll.

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amanda Payne	Principal
District-level Professional	*** **	***
Administrator	Crystal Shaklee	Assistant Principal
Non-classroom Professional	Sarah Weaks	Instructional Coach
Classroom Teacher	Victoria Engel	Teacher
Paraprofessional	Laura Gardner	Instructional Assistant
Non-classroom Professional	Kelly Moore	SPED Resource Teacher
Parent	Kayla McDonald	Parent
Community Representative	*** **	Community Representative
Business Representative	*** **	Business Representative
Parent	Jennifer Herrera	Parent
Parent	Tracey Landry	Parent
Classroom Teacher	Stephanie Kirk	Teacher
Classroom Teacher	Kathryn Anderson	Teacher
Classroom Teacher	Danielle Ebeier	Teacher
Classroom Teacher	Rebecca Hensel	Teacher
Classroom Teacher	Kathleen Mathson	Teacher
Classroom Teacher	Jennifer Doss	Teacher
Classroom Teacher	Lauren Gaspard	Teacher
Classroom Teacher	Allison Fluck	Teacher
Classroom Teacher	Ashlee Knack	Teacher
Classroom Teacher	Julie Sidman	Teacher
Classroom Teacher	Brittany Spann	Teacher
Classroom Teacher	Tanya Hunt	Teacher
Classroom Teacher	David Liechty	Teacher

# Campus Funding Summary

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$65,000.00
1	1	3	Instructional Coach		\$65,000.00
4	4	1	Parent Ed		\$1,400.00
<b>Sub-Total</b>					<b>\$131,400.00</b>