

Georgetown Independent School District

Village Elementary School

2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.	10
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.	14
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.	17
Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	18
Campus Funding Summary	22
Addendums	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a neighborhood school that became a Dual Language campus in 2015. There has been a lot of work done to bridge two separate communities into one. We are a Title I campus. Currently, we are 43.2% Hispanic, 48.9% White, leaving a very small percentage of Black, Asian, Native Hawaiian and Indian. 40% of our students are economically disadvantaged. 19.08% of our students receive Special Education services, 12.06% Dyslexia, and about 5% receive either 504 and GT services.

Demographics Strengths

We have seen strong, diverse connections within our community. Spanish-dominant parents are willing to engage with teachers and administrators regarding their students' academic, behavior, and emotional needs. Some English-dominant parents are making the effort to connect with Spanish-dominant parents by setting up play-dates outside of school for their children. In general, parents are becoming more present and engaged in the school environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Village needs to continue to generalize the trends that are emerging in the bridging of cultures. **Root Cause:** A neighborhood school became a Dual Language campus in 2015, drawing students from three other campuses.

Student Learning

Student Learning Summary

Based on campus data (MAP, mClass), Village has continued to see student growth in reading. However, we have generally seen a decline in the area of math. Student data and classroom observations suggest a major contributor to this decline is limited academic English vocabulary in that content area, and a general lack of math fact fluency.

Student Learning Strengths

Village has great strength in reading comprehension. Students have a love for reading. Students are also very curious and generally collaborative, willing to engage in challenges and open to new approaches to learning. This can be attested to practices such as reading labs as well as strong collaboration between classroom teachers and our librarian through PLCs and beyond.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to be strategic in tier 2 intervention in reading and math. **Root Cause:** Tier 2 intervention strategies have been too broad, leaving some students with limited knowledge of essential standards.

School Processes & Programs

School Processes & Programs Summary

Our campus team has worked collaboratively to establish a culture in which decisions are made with multiple perspectives in mind, as well as intentional alignment to our district mission, vision, and beliefs. Our master schedule has been created with student learning and staff collaboration in mind. Consistent communication formats have been established, such as the "Village Weekly," a newsletter to staff, and "Stingray News," our community newsletter. All of these structures serve to support meaningful implementation of curriculum, growth in instructional strategies, and clarity for moving forward as a campus. The area in which we see a need for change is in tier 2 instruction, and our work will be centered around professional growth and intentional implementation of effective strategies.

School Processes & Programs Strengths

For several years now, PLCs have been effective in fostering meaningful collaboration and instructional decision. Village has a solid MTSS process in place that has been clearly established and communicated. We will now leverage both of these strengths in our efforts to re-establish tier 2 expectations while maintaining the collaborative nature of our staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2 intervention has been ineffective in supporting student growth in specific standards. **Root Cause:** Teachers have grown accustomed to the mindset that Tier 2 leads to Tier 3, which leads to probable testing for specialized instruction.

Perceptions

Perceptions Summary

We strive to make every decision by aligning to our GISD mission, vision, and beliefs. We put the needs of students above the comfort of adults. We welcome volunteers such as reading partners, PTA, Education Foundation, mentor programs, and high school pals. Village gathers perception data from students, staff, and parents through surveys designed to inform areas of strength and need. Students are invited to engage in Pricipal's Advisory Committee, parents are invited to focused conversations with the principals, and staff experience an open door approach to leadership.

Perceptions Strengths

Village celebrates the diversity that comes with being a Dual Language campus, and has established a culture where dual language and monolingual staff team up in order to provide the best opportunitites for all students. Students and staff report positive perceptions about Village, stating they feel safe, valued, and cared for at school. Parents feel welcome on campus and have avenues by which to engage by providing feedback or volunteering at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students perceive that other students are not kind to one another. **Root Cause:** Students do not have the desire or skills to navigate conflict with one another.

Priority Problem Statements

Problem Statement 1: Village needs to continue to generalize the trends that are emerging in the bridging of cultures.

Root Cause 1: A neighborhood school became a Dual Language campus in 2015, drawing students from three other campuses.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to be strategic in tier 2 intervention in reading and math.

Root Cause 2: Tier 2 intervention strategies have been too broad, leaving some students with limited knowledge of essential standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier 2 intervention has been ineffective in supporting student growth in specific standards.

Root Cause 3: Teachers have grown accustomed to the mindset that Tier 2 leads to Tier 3, which leads to probable testing for specialized instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students perceive that other students are not kind to one another.

Root Cause 4: Students do not have the desire or skills to navigate conflict with one another.

Problem Statement 4 Areas: Perceptions

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: Professional Learning, PLC Agendas, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work together to identify Essential Intervention Standards in content areas. Strategy's Expected Result/Impact: Every student will receive intervention or enrichment in the essential intervention standards. Staff Responsible for Monitoring: Grade level teachers, interventionists, Learning Design Coach, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will maintain progress monitoring data for all students. Strategy's Expected Result/Impact: Teachers will be able to quickly identify and speak to the need for intervention or enrichment for each student.	Formative			Summative
	Oct	Jan	Apr	July

<p>Staff Responsible for Monitoring: Teachers, LDC, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Student Learning, Growth and Progress

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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: Major Change - See attached addendum "Village Strategic Change Decision Chart."





Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: __% improvement on Math and Reading STAAR scores.
EOY MAP student growth data.
Student-created Learner Profile descriptors, teacher observations, and student self reflection data.

Strategy 1 Details	Reviews			
Strategy 1: Students will receive targeted feedback, set goals, and track progress on Learner Profile growth. Strategy's Expected Result/Impact: Students will demonstrate growth in the Learner Profile attributes. Staff Responsible for Monitoring: Teachers, LDC Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will model and direct teach Learner Profile attributes. Strategy's Expected Result/Impact: Students will understand and be able to speak to the Learner Profile attributes Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Every teacher will use formative assessment data to drive instruction. Strategy's Expected Result/Impact: Instruction will intentionally meet the specific needs of students, leading to student growth. Staff Responsible for Monitoring: Teachers, LDC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Full time para-professional - 211 Title I, Part A - \$33,204.60	Formative			Summative
	Oct	Jan	Apr	July
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Learner Profile survey will demonstrate improvement in student perception of environment through the question, "at my school, kids are kind to each another."





Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will participate in professional learning focused on trauma informed behavior support strategies. Strategy's Expected Result/Impact: Stronger, more trusting bonds between students and teachers will lead to a decrease in discipline referrals. Staff Responsible for Monitoring: LDC, counselor, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conduct weekly Social Contract check-ins with their class in order to provide feedback and opportunities to self-reflect. Strategy's Expected Result/Impact: Students will hold one another accountable to the agreements on the Social Contract.	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: EOY staff survey: At least 80% of staff will report that they are satisfied with their job.

Strategy 1 Details	Reviews			
Strategy 1: Every staff member will have a role to play on an action team that impacts the campus. Strategy's Expected Result/Impact: Staff members will recognize their connection to, and impact on the big picture of our campus. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Every staff member will have individual opportunities to provide feedback and receive coaching with an administrator. Strategy's Expected Result/Impact: Staff members will know their perspective is valuable and their growth is a priority. Staff Responsible for Monitoring: Campus administrators. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: Student SEL survey data

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will work with GISD leadership to develop a better secure entry for the campus. Strategy's Expected Result/Impact: Smoother entry to campus that is both welcoming and secure. Staff Responsible for Monitoring: Campus administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will participate in professional learning focused on trauma informed behavior support strategies. Strategy's Expected Result/Impact: Stronger, more trusting bonds between students and teachers will lead to a decrease in discipline referrals. Staff Responsible for Monitoring: LDC, counselor, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff induction plan, staff turnover data





Strategy 1 Details	Reviews			
Strategy 1: Teacher interviews will include discussion around the attributes of the GISD Learner Profile, and questions will be aligned to the GISD vision, mission, and beliefs. Strategy's Expected Result/Impact: New hires will be exposed and personally connected to the vision, mission, and beliefs of GISD from the beginning. Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Desicions made at the campus level will be intentionally aligned to GISD mission, vision, and beliefs. Strategy's Expected Result/Impact: Campus staff will develop a deep understanding of the GISD mission, vision, and beliefs as they see their positive impact on our school. Staff Responsible for Monitoring: Campus administrators. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: EOY parent perception survey will show at least 70% agree or Strongly agree with the statement: "The school keeps me well-informed about my child's progress in school."

Strategy 1 Details	Reviews			
Strategy 1: Essential Intervention Standards are communicated to families throughout the year. Strategy's Expected Result/Impact: Families will understand the focus area at any given moment, and know how to support their student's growth from home. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Families will be invited to participate in Principal Connection opportunities, such as specific conversations around topics of interest over coffee, etc. Strategy's Expected Result/Impact: Families will feel more connected and informed. Staff Responsible for Monitoring: Campus administrators. Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: EOY parent perception survey will show at least 70% agree with the statement: "The school encourages me to be an active partner with the school in educating my child."

Strategy 1 Details	Reviews			
Strategy 1: Families will be invited to participate in Principal Connection opportunities, such as specific conversations around topics of interest over coffee, etc. Strategy's Expected Result/Impact: Families will feel more connected and informed. Staff Responsible for Monitoring: Campus administrators. Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will provide timely campus information in person at multiple evening events throughout the year. Strategy's Expected Result/Impact: Parents will have a deeper understanding of the culture of the campus as well as the alignment of the campus to GISD Strategic Direction. Staff Responsible for Monitoring: Campus administrators Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent perception survey data

Strategy 1 Details	Reviews			
Strategy 1: Front office norms will be re-established for anytime someone enters the campus. Strategy's Expected Result/Impact: Parents and community members will be confident in procedures needed to enter campus and participate in school events. Staff Responsible for Monitoring: Campus administrators and front office staff Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Families will be invited to participate in Principal Connection opportunities, such as specific conversations around topics of interest over coffee, etc. Strategy's Expected Result/Impact: Families will feel more connected and informed. Staff Responsible for Monitoring: Campus administrators. Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details		Reviews			
Strategy 3: Campus administration will provide timely campus information in person at multiple evening events throughout the year. Strategy's Expected Result/Impact: Parents will have a deeper understanding of the culture of the campus as well as the alignment of the campus to GISD Strategic Direction. Staff Responsible for Monitoring: Campus administrators Title I: 4.2		Formative			Summative
		Oct	Jan	Apr	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Full time para-professional		\$33,204.60
Sub-Total					\$33,204.60

Addendums

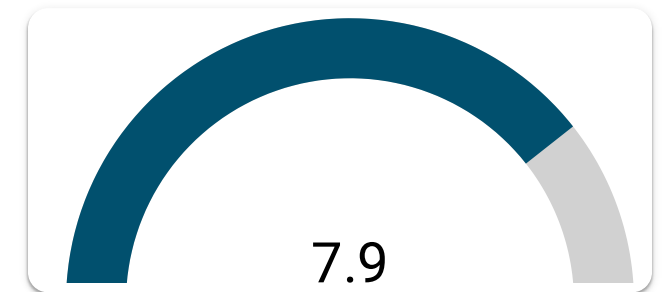
How to use this document Click HERE			
Priority Area	Student Learning, Growth and Progress		
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	At Village, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile so that we can give meaningful feedback to students and parents.		
2023-2024 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
PLCs, Guiding Coalition, MTSS Process, Professional Learning, Staff Meetings	Observations, walkthroughs, t:l		Make sure master schedule, meetings and agendas are aligned to priorities. Model common vocabulary that will guide thinking, such as: instead of "math interventionist," "math specialist." We are all math interventionists. Administration is funding intentional professional learning around setting essential intervention standards.
Running records of kids, progress monitoring sheets of all students	Observations, walkthroughs, t:l	There needs to be a shift in thinking around instruction/intervention before we can change strategies.	
MAPs, MClass, DRA, EDL	Observations, walkthroughs, t:l	Inconsistent practices across grade levels.	Set consistent norms across grade levels. Establish accountability partners.
Formative assessments driving instruction	Observations, walkthroughs, t:l	Limited opportunities to go over data for our common assessments.	PLC agendas intentionally provide time for this work.
Grade level-appropriate self-reflection on the Learner Profile attributes	Observations, walkthroughs, t:l	Limited opportunities to go over data for our common assessments.	PLC agendas intentionally provide time for this work.
Parent survey response to feeling informed	EOY Parent Survey	Only pockets of teachers are providing this opportunity	Set clear expectations regarding providing opportunities for student self-reflection on Learner Profile.
Book of Village	Review of document	Only 55% of parents feel they are well informed about their child's progress.	Set clear expectations regarding parent communication, including specific academic updates.
		Some areas are vague. Need to add clarity.	Admin team and campus hub will collaborate to bring clarity through a thorough editing process.
2023-2024 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		



Georgetown ISD Parent Survey 2023

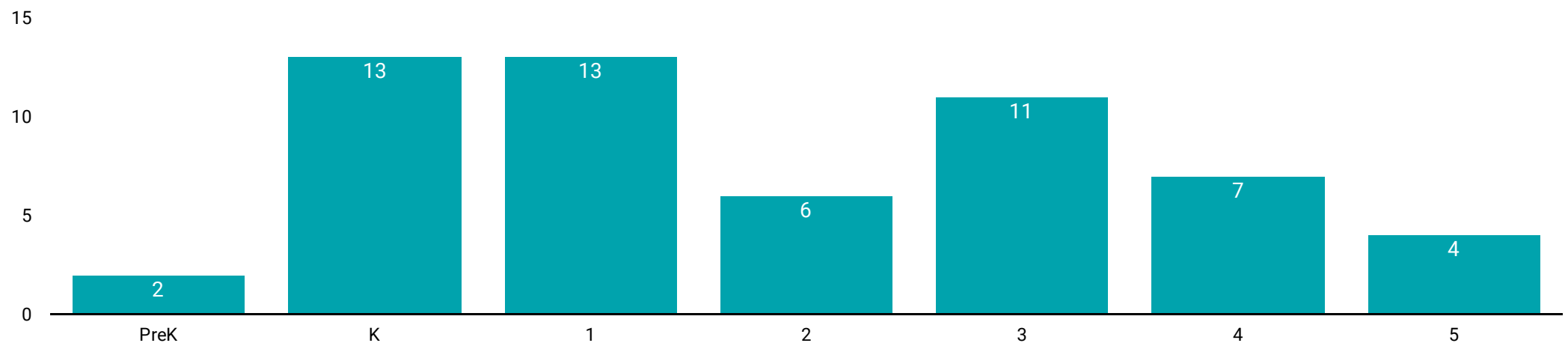
Village Elementary School

Completed Surveys
56



How likely is it that you would recommend your student's school to a friend or colleague? (On a scale of 1-10)

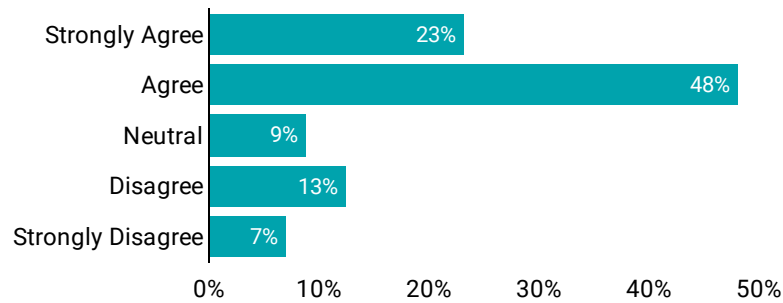
Completed Surveys by Grade Level



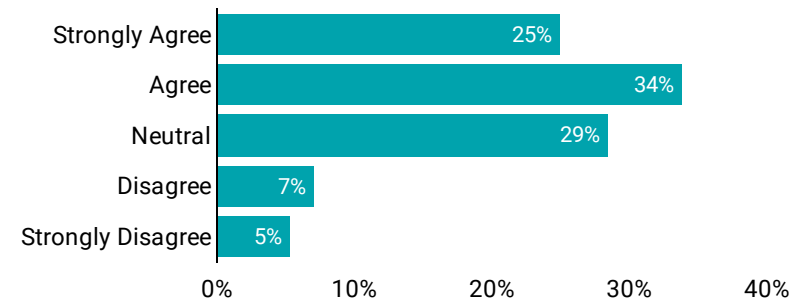
2023 GISD Parent Survey

Strategic Priority Area 1: Student Learning, Growth and Progress

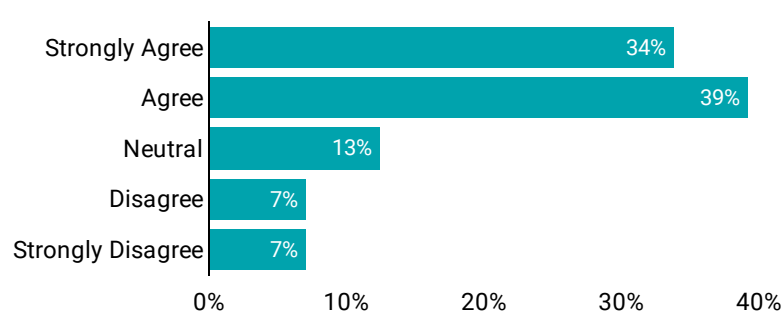
My child is appropriately challenged by the school academic curriculum.



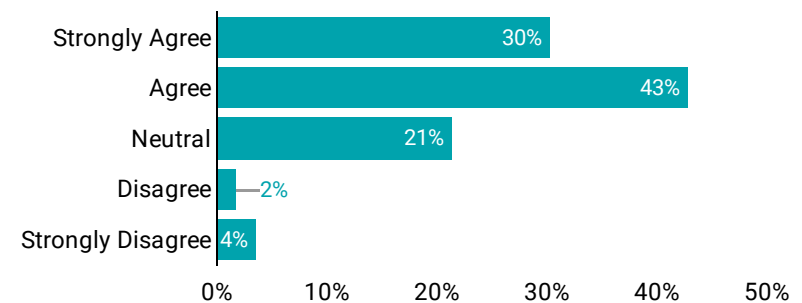
My child is being adequately prepared for future success (including college/career/life ready).



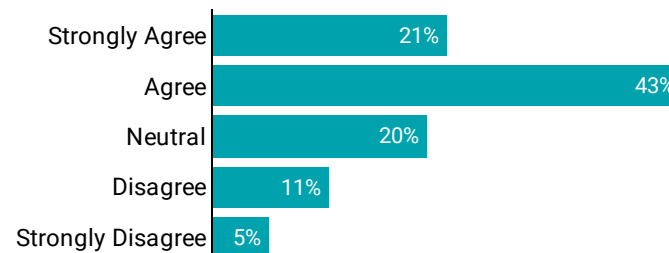
The school provides support for my child's unique learning needs.



My child is being well-prepared for the next school year.



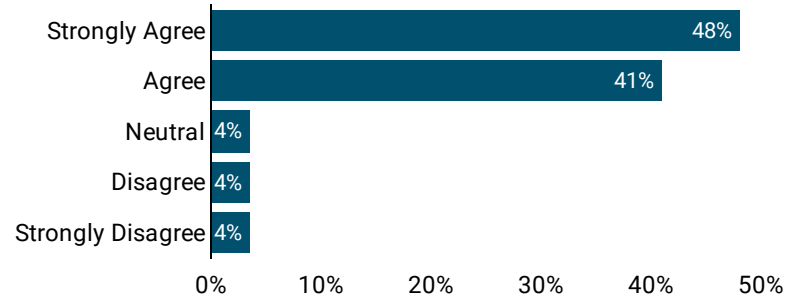
My child receives useful feedback about their work.



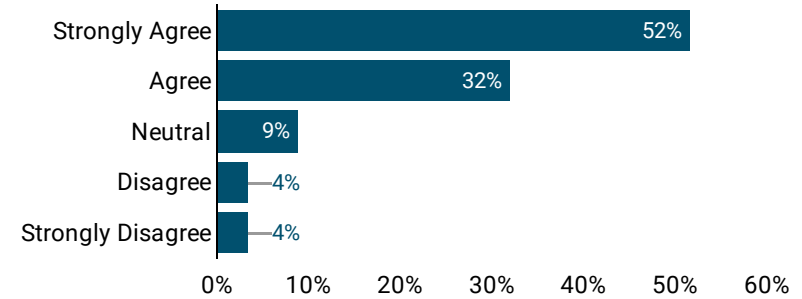
2023 GISD Parent Survey

Strategic Priority Area 2: Student and Staff Well-Being

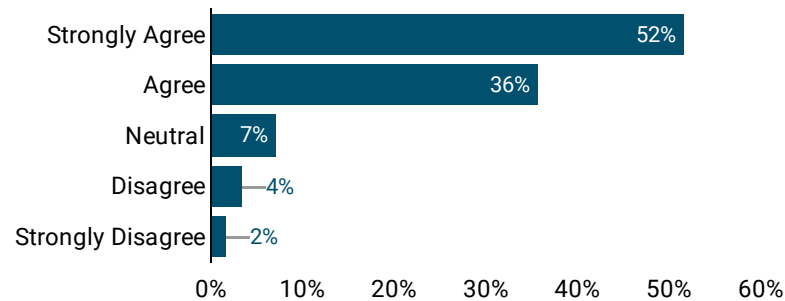
My child has a sense of belonging at their school.



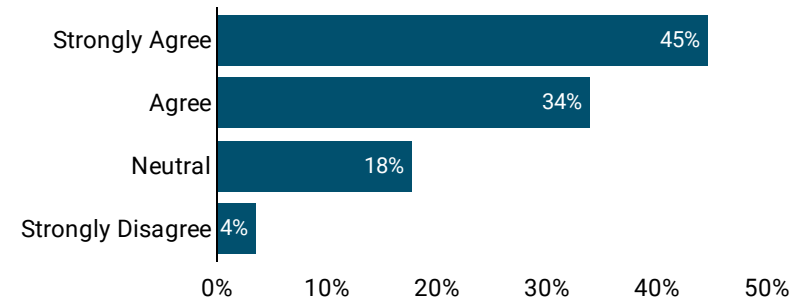
My child looks forward to going to school.



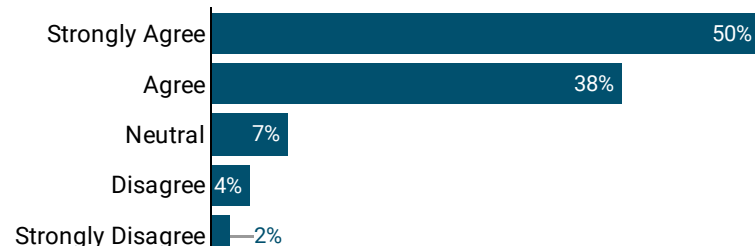
Adults at my child's school treat my child with respect.



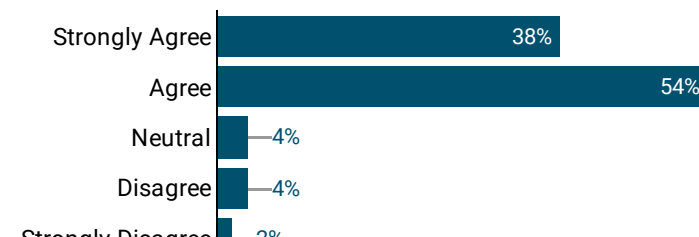
The school is responsive to my family's culture and language.



My child feels connected to the adults at their school.



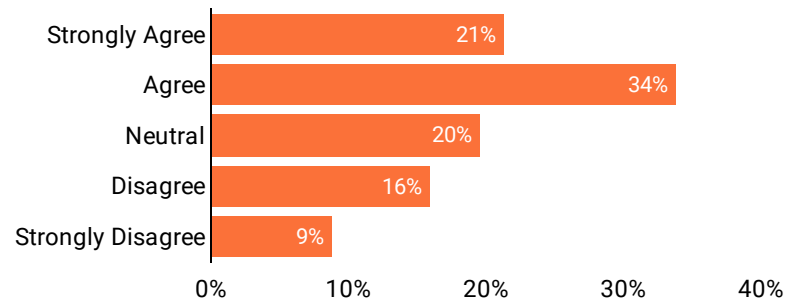
My child's school is a safe place to learn.



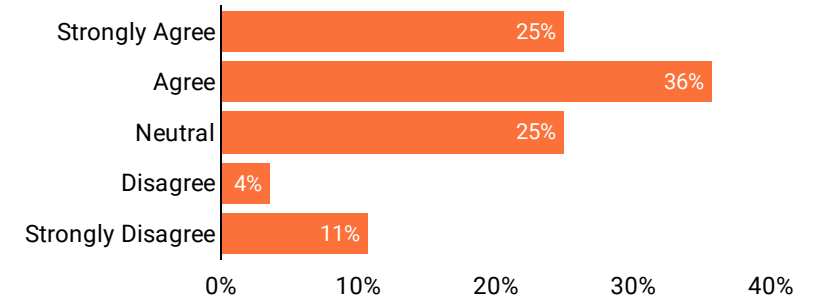
2023 GISD Parent Survey

Strategic Priority Area 4: Community and Connectivity

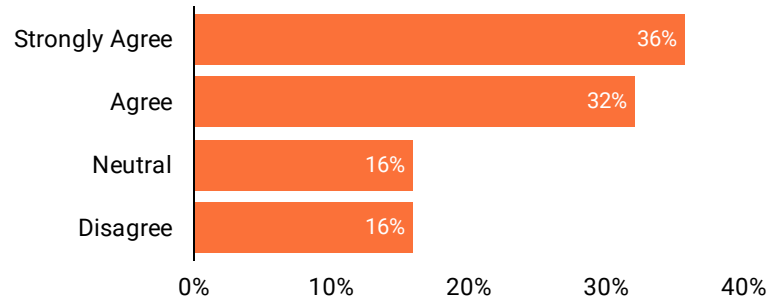
The school keeps me well-informed about my child's progress in school.



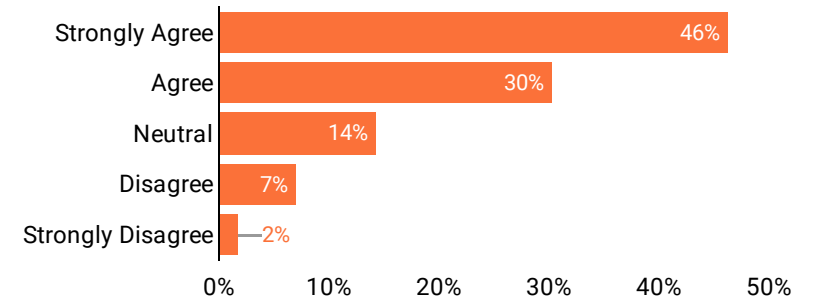
The school is very good at staying in touch with me regarding all aspects of their educational experience (e.g. letters, phone calls, or emails).



The school encourages me to be an active partner with the school in educating my child.



I feel welcomed and invited in my child's school.



Feedback ▾

1. We love village and it has a sense of home feeling we love. We adored Ms seaback and Ms bizzell and we are really looking forward to next year with them with our youngest
2. We love Village! The teachers and staff have far exceeded our expectations. Ms. Knudsen, Ms. Fontenot, Ms. Seaback, Ms. Jenkins, Ms. Davies, Ms. Vaughan, Ms. Garza, Ms. Glenn, Nurse Acuna, Ms. Lambert, Ms. Brent, Mr. Dorhauer, Ms. Brown, Ms. Seaman, Coach Vickers, and Ms. Medina all hold a special place in our hearts. Village should serve as a model for other schools in GISD and Texas.
3. We have very much disliked the grading system for our 5th grader. The new grading system approaching standard and met standard is too broad and does not give us a good depiction of how our child is doing in school. We look forward to finally having regular grades in middle school. This has also left our child feeling unsure of how they will do academically in middle school and unconfident in that area. I recommend they do away with that grading system.
4. We have to stay on top of the school to make sure our child received an individualized education plan. They do the same thing for every child unless you complain that your child is bored. I understand that the teachers are extremely stretched thin, but they need to be provided the resources that they need in order to successfully execute the district's policies.
5. We are happy with all teacher for their hard work
6. Villiage Elementary amazing! The teachers are amazing! Our daughter is there for 4th and 5th grade. Our son will be at Benold Middle School next year. Thank you!
7. Translated: They need to share students' diagnoses with the adults involved in their environment. As well as each observation of something different to communicate it. I would love to be aware of my son's behavior in class or the activities he does or cannot do. I have tried to get my son back on the 504 plan but still no response.
8. This year has been a full 180 from last year. My child did not learn anything new until well after the holidays and did not enjoy or look forward to going to class. There were also issues of kids moving into and out of her class all year causing behavioral issues and emotional issues influencing friendships. The teachers also did not get information out about extracurricular activities or opportunities until they were well underway and students would be unable to join in on them. Contacting parents about issues with kids being a bit rowdy or wanting to run skip or play were also unwanted or needed and caused a lot of stress for the kids which could have been better handled. Behaviour systems also lacked any real structure and made things confusing for parents and kids alike. This year honestly felt like a science experiment using our kids as guinea pigs to try out alternative teaching techniques and it really failed them.
9. The teachers are wonderful! They really seem to care about the students and helping them grow. The extra care they give is amazing!
10. The only time Village elementary involves parents is on a volunteer basis. Many of us are disappointed that we couldn't participate in the field day with our children. There should be at least one day that we can go to the school to play with our kids outside rather than travel for afternoon field trips or holiday activities for a hour.
11. The culture at village is warm and welcoming. However, after attending, you learn and see that there is a long standing culture of cultivating relationships there amongst their teachers. Sometimes though this can be a downside, as they all seem to be too friendly. I don't think that teachers are held accountable for a lot of their actions and behaviors. I also think students of teachers at the school are not held accountable for their actions.
12. The administration at Village elementary really struggles to have hard conversations with their teachers in regards to their professionalism. Had several issues that could have been stopped but continued to happen throughout the year. Have taken these issues to Director of Operations.
13. Please remember that many families do not have a stay at home parent (or family member) who can come to events during the daytime. If you're going to do things like graduation at 1pm on a weekday (which a lot of working parents can't make in the first place!) at least give months of notice so that people who have the opportunity can try to take off work. This applies to so many events, and reduces the sense of community.

Village ES

	Early Literacy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 40% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024		2025 (Target)				
40%	COVID	42% (34%)	44% (67%)		46% (63%)			49%		51%				
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	-	21%	60%	-	-	-	-	17%	19%	*	17%	41%	38%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	26% (17%)	61% (49%)	-	-	-	-	22% (17%)	24% (13%)	*	22% (9%)	45% (34%)	42% (-)
	2022	-	33% (46%)	61% (78%)	-	-	-	-	29% (55%)	31% (50%)	*	29% (29%)	49% N/A	47% (67%)
	2023	- (50%)	41% (41%)	62% (79%)	-	- (100%)	-	-	37% (43%)	39% (50%)	*	37% (14%)	53% N/A	51% (63%)
	2024	-	51%	62%	-	-	-	-	48%	50%	*	48%	58%	57%
	2025	-	63%	63%	-	-	-	-	63%	63%	*	63%	63%	63%

	Early Numeracy Board Outcome Goal													
	The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 45% to 51% by August 2025.													
	Yearly Target Goals													
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)		2023 (Actual)			2024		2025 (Target)				
45%	COVID	46% (30%)	47% (53%)		49% (57%)			50%		51%				
	Closing the Gaps Student Groups Yearly Targets													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	-	26%	62%	-	-	-	-	17%	26%	-	17%	48%	31%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	31% (11%)	62% (50%)	-	-	-	-	22% (17%)	31% (6%)	-	22% (4%)	51% (30%)	36% (-)
	2022	-	37% (35%)	62% (69%)	-	-	-	-	29% (31%)	37% (21%)	-	29.% (29%)	54% N/A	41% (53%)
	2023	- (100%)	44% (41%)	63% (64%)	-	- (100%)	-	-	37% (20%)	44% (27%)	-	37% (14%)	57% N/A	47% (57%)
	2024	-	53%	63%	-	-	-	-	48%	53%	-	48%	60%	55%
	2025	-	63%	63%	-	-	-	-	63%	63%	-	63%	63%	63%