

Georgetown Independent School District
Village Elementary School
2022-2023 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
Goals	7
Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.	8
Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.	15
Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.	18
Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.	21
Campus Funding Summary	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 43.89% Hispanic, 48.69% White, leaving a very small percentage of Black, Asian, Native Hawaiian and Indian. 41% of our students are economically disadvantaged. 11.79% of our students receive Special Education services, 9.39% Dyslexia, and a 5% receive either 504 or GT services.

Demographics Strengths

Through four years of intentional work toward bridging of cultures, we have seen strong, diverse connections emerging within our community. Spanish-dominant parents are more 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. Spanish-dominant parents are beginning to show an interest in participating in PTA.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Village needs to generalize the trends that are beginning to emerge 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

Students continue to adapt to the huge technology demand; this does have some effect on student testing outcomes. In light of this, our students are showing growth as they take standardized state tests as well as district assessments. MTSS data has shown tier one instruction to be effective in Reading Language Arts. We attribute this success in part to our scripted curriculum. Tier one instruction in Math has emerged as an area of need, as we have found that many students do not have fluency in their math facts.

Student Learning Strengths

Our campus has shown RLA as an area of strength in both state and local assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We need to be intentional in our tier 1 practices, especially in math. **Root Cause:** Students appear to have missed some foundational math skills during their time in remote learning.

School Processes & Programs

School Processes & Programs Summary

As a campus, we engage in collaborative learning and working through a variety of structures within the organization. Examples are

- Monday PLC
- Tuesday: Monthly MTSS (Tier I & II, 2nd Tuesday; Tier III, 2nd Tuesday after school)
- Wednesday: Scheduled ARDs (overflow Tues/Fri)
- Friday: 504s in the Connection Room (unless virtual)
- Once a week: Team Time

In addition, our Campus Leadership Team meets monthly, followed by a campus-wide staff meeting the next week. We provide students with extracurricular opportunities such as UIL Academic, SeaPerch, Honor Choir, Student Council, and more.

School Processes & Programs Strengths

Village has a strong culture of collaboration, and our intentional scheduling thereof has a positive impact on staff and students. The multiple perspectives present during decision-making processes, and a team-centric approach to problem-solving are a huge asset. We have 1:1 technology for our students, and most teachers integrate technology in a way that enhances the learning process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some teachers rely too heavily on technology, while others do not integrate it enough. **Root Cause:** Over-reliance may result from the remote learning experience, and lack of integration may result from limited experience.

Perceptions

Perceptions Summary

Staff, parent, and student surveys are used throughout the school year to gather feedback. Parent and staff participation has been high; however, this past year, our student participation was lower than in past. We are systematic in our interviewing process, which ensures that the committee shares the decision-making to hire new staff members. We teach students our Village Core Values, which cover how to be safe, respectful, and responsible in school, and teachers have "Brag Boards" which provide positive reinforcement for students.

Perceptions Strengths

A small group of English-dominant parents volunteer many hours to help teachers and our librarian, as well as to participate in the work of our PTA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spanish-dominant parents are not volunteering on campus. **Root Cause:** Multiple fears related to culture assimilation.





Priority Problem Statements

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).





Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: New staff induction will include a focus on our GISD Learner Profile, and how it is included in many parts of our work. This includes, but is not limited to, tracking growth and student recognition. Strategy's Expected Result/Impact: Village staff will continue to understand and value student growth in the attributes of our Learner Profile as communicated through staff surveys. Staff Responsible for Monitoring: Administration and LDC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with time to reflect on their own Learner Profile growth; students who are exemplary in certain Learner Profile attributes will be recognized with a student award. Strategy's Expected Result/Impact: Students will: -Understand and be able to speak to the Learner Profile attributes as collected through teacher reports. -Track their growth in one or more attribute of the Learner Profile through feedback from teachers and self-reflections. Staff Responsible for Monitoring: Admin, LDC Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will implement weekly SEL lessons as led by our campus SEL Team with the support of the GISD SEL team. Strategy's Expected Result/Impact: Students will increase their ability to recognize the feelings of their peers. -Teachers will support student awareness of how to recognize when their peers are in the Red or Blue ----Quadrant of the Mood Meter -Learn and practice how to look and listen to their peer's emotions as well as identify the qualities of a respectful relationship on a 3-week rotation -Teachers will attend one Academic Mindfulness training at a time convenient for the campus Staff Responsible for Monitoring: Campus administration and SEL Team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 3: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, Amplify, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, Amplify, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Village will hire and train a new teachers' assistant that will push in to the built-in grade-level academic intervention and enrichment block in order to support small group instruction. Strategy's Expected Result/Impact: Students will receive more targeted instruction based on their needs during small group intervention, resulting in growth reported through MAP Growth Assessment. Staff Responsible for Monitoring: Administration and Learning Design Coach, classroom teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Funding Sources: Support Salary - 211 Title I, Part A - 211.E.11.6129.00.107.3.30.000 - \$32,000	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Our campus Learning Design Coach will facilitate ongoing teacher learning and implementation of any new curriculum resources such as "Do the Math" as well as digital supports such as "Zearn." Strategy's Expected Result/Impact: Teachers will successfully implement new resources which will result in student growth. Staff Responsible for Monitoring: Admin, LDC Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: Professional Learning Community & Multi-Tiered System of Supports meetings will provide learning data around which teachers can collaborate to share their instructional strengths around specific content, units, and/or skills, as well as identifying target areas for their instruction. Strategy's Expected Result/Impact: Teacher collaboration will leveral instructional strength for the benefit of students, resutling in academic growth as measured by MAP Growth Assessment. Staff Responsible for Monitoring: Admin, LDC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Math Labs will provide teachers with time to observe, implement, and receive immediate feedback on new instructional strategies. Strategy's Expected Result/Impact: Student growth as measured by MAP Growth Assessment. Staff Responsible for Monitoring: Admin, LDC Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
Strategy 5: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 4: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)





Strategy 1 Details	Reviews			
Strategy 1: Village will hire and train a new teachers' assistant that will push in to the built-in grade-level academic intervention and enrichment block in order to support small group instruction. Strategy's Expected Result/Impact: Students will receive more targeted instruction based on their needs during small group intervention, resulting in growth reported through mClass assesement. Staff Responsible for Monitoring: Administration and Learning Design Coach, classroom teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Funding Sources: Support Salary - 211 Title I, Part A - 211.E.11.6129.00.107.3.30.000 - \$32,000	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Our campus Learning Design Coach will facilitate ongoing teacher learning and implementation of new resources such as the KAT Method for reading instruction. Strategy's Expected Result/Impact: Student growth will be seen in reading comprehension, specifically the identification of Main Idea, which will be reported by teachers and through assessments such as mClass and STAAR. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: Professional Learning Community & Multi-Tiered System of Supports meetings will provide learning data around which teachers can collaborate to share their instructional strengths around specific content, units, and/or skills, as well as identifying target areas for their instruction. Strategy's Expected Result/Impact: Teacher collaboration will leveral instructional strength for the benefit of students, resutling in academic growth. Staff Responsible for Monitoring: Admin, LDC Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 5: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: New teachers will learn to implement strategies from Schlechty design qualities as well as Capturing Kids' Hearts in order to personalize instruction to meet their needs. Strategy's Expected Result/Impact: Students will receive instruction and show their learning in a style that aligns to their individual needs, resulting in student higher student engagement as measured by teacher checks for understanding. Staff Responsible for Monitoring: Admin and LDC Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Village Campus Leadership team will collaborate with GISD staff to learn about personalized learning. Strategy's Expected Result/Impact: Our small group of leaders will be prepared to lead some basic learning around personalized learning for our campus. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
Strategy 3: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker ____x a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 6: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
Strategy 1: Village Campus Leadership team will collaborate with GISD staff to learn about competency-based learning. Strategy's Expected Result/Impact: Our small group of leaders will be prepared to lead some basic learning around competency based learning for our campus. Staff Responsible for Monitoring: Admin, LDC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)





Evaluation Data Sources: Board Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Village Campus Leadership team will collaborate with GISD staff to learn about Community-Based Accountability. Strategy's Expected Result/Impact: Our small group of leaders will be prepared to lead some basic learning around CBAS for our campus. Staff Responsible for Monitoring: Admin, LDC ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.





Strategy 1 Details	Reviews			
Strategy 1: Any evening events hosted on campus will include a way for parents and community members to get to connect, including "Meet the Teacher" having a community showcase and Literacy and STEAM night having teacher/staff panels. Strategy's Expected Result/Impact: Parents and community members will engage in our work as reflected by volunteers present on campus. Staff Responsible for Monitoring: Admin, Campus Design Team, Campus Leadership Team Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Monthly, our campus will host an event called "Coffee with the Principals" for parents and community members to engage in conversation and provide feedback on our work. Strategy's Expected Result/Impact: Engagement by parents and community members will increase as evidenced by parent campus visits, increased PTA membership, and increased volunteer requests. Staff Responsible for Monitoring: Admin Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details		Reviews			
Strategy 3: All PTA information will be translated in order to make involvement accessible to all parents. Strategy's Expected Result/Impact: Increased engagement from multilingual families, as reflected by feedback such as the title night survey in Spanish. Staff Responsible for Monitoring: Admin Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	Aug
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>					

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.





Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
Strategy 1: Our Campus-wide Leadership Team will meet monthly to collaborate and provide feedback on current needs, whether new strategies or problem-solving. Strategy's Expected Result/Impact: Every decision will be informed by the multiple perspectives of key stakeholders on our campus. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: We will host a montly Principals' Advisory Committee, which will consist of students, where they will share lunch and conversation around topics of common interest with our principal and assistant principal. Strategy's Expected Result/Impact: Students will have an intentional time set aside connect with administrators - providing them with more of a voice and ownership of our campus culture. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
Strategy 1: Emerging leaders will head up one of our campus action teams, each of which tackles a focus areas such as student behavior, Social Emotional Learning, and the celebration of cultures. Strategy's Expected Result/Impact: Emerging leaders will learn to work with multiple perspectives on each action team in order to guide them toward optimal solutions for each focus area. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
Strategy 1: Every teacher will have the opportunity to serve on one of our campus action teams, each of which tackles a focus area. Strategy's Expected Result/Impact: The multiple perspectives on each action team will provide optimal solutions for each focus area. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
Strategy 1: We will communicate how our stakeholders embody our GISD Mission by telling our story throughout the year, whether through our newsletter or on social media platforms. Strategy's Expected Result/Impact: Our community will engage in our newsletter or social media posts, leading them to recognize the great work that is happening in our school, as reported by community surveys as well as communication reports and social media interactions. Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Weekly teacher spotlights and teachers of the month will showcase GISD Mission aligned work. Strategy's Expected Result/Impact: As staff receives accolades and recognition for their GISD Mission aligned work, the opportunities to spotlight such work will increase, as shown in the narratives that accompany such recognition. Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
Strategy 1: New teachers will learn to implement strategies from Schlechty design qualities as well as Capturing Kids' Hearts in order to personalize instruction to meet their needs. Strategy's Expected Result/Impact: Students will receive instruction and show their learning in a style that alligns to their individual needs, resulting in higher student higher student engagement as measured by teacher checks for understanding. Staff Responsible for Monitoring: Admin and LDC Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Support Salary	211.E.11.6129.00.107.3.30.000	\$32,000.00
1	4	1	Support Salary	211.E.11.6129.00.107.3.30.000	\$32,000.00
Sub-Total					\$64,000.00