

Georgetown Independent School District
Village Elementary School
2016-2017 Campus Improvement Plan

Mission Statement

*Inspiring and empowering every learner to lead, grow, and serve

Vision

*Home of the most inspired students, served by the most empowered leaders

Core Beliefs

The GISD learner will.....

- Communicate, collaborate, and apply critical thinking.
- Create and innovate.
- Obtain knowledge through inquiry and exploration.
- Adapt and persevere.
- Develop self-knowledge and personal responsibility.
- Build and model respectful relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Village Elementary has a current enrollment of 556 students in grades Pre-Kindergarten through Fifth Grade. Our school's boundary includes students in the western part of Georgetown and is located at 400 Village Commons Boulevard. Village's population percentages are as follows: 46.6% White, 38.1% Hispanic, 0.06% two or more races, 0.005 Asian, 0.02 African American, and 0% American Indian/Alaskan Native. Village has 43% of our students on free and reduced lunches, 52% categorized at-risk, 0.04% Gifted and Talented, 26% LEP, and 0.07% receiving Special Education services. Attendance rates average 95%.

Demographics Strengths

Village has strong attendance rates which help with student achievement scores and provides consistency in educational opportunities. Parents are concerned with their children's education and provide support for the school and teachers.

Demographics Needs

The following needs will be addressed:

- Attendance Rates
- Cultural Awareness
- At-Risk Factors
- Intervention Strategies

Student Achievement

Student Achievement Summary

Data indicates that students at Village are continuing to make progress. Students at Passing Level or above on 2016 STAAR were: 89% Reading, 89% Math, 91% Writing, and 81% Science. Our campus met STAAR Standards on Student Achievement, Student Progress, and Closing Performance Gaps indicators. Village was also well above the target scores in the Performance Index Report and received Distinction Designation for the Top 25% in Student Progress.

Student Achievement Strengths

88% of Village students consistently meet standards on state STAAR Assessments. Students also perform well on District Benchmarks and Checkpoints. Teachers constantly assess data from testing, daily assignments, and classroom participation in order to adjust instruction to meet the needs of all students. PLC and RtI planning sessions allow teachers and interventionists time to collaborate on various methods to improve instruction,

Student Achievement Needs

- Scores of Economically Disadvantaged students in the areas of Writing, Reading, and Math. (achievement gap)
- Scores of Special Education students in the areas of Writing, Reading, and Math.
- Scores of Hispanic students in the areas of Writing, Reading, and Math.
- Level III Advanced Performance

School Culture and Climate

School Culture and Climate Summary

Overall there is an excellent school culture and climate regarding students, staff and parents at Village Elementary. Survey results from May 2013 indicate parents strongly agree that administrators, teachers, and staff are effective and provide a safe environment for their children. Parents are also satisfied with academic rigor, discipline procedures, and school activities. Teachers indicated on the survey that they feel supported in the areas of behavior and academics. Our staff strives to create a welcoming environment for parents, students and visitors. Staff involvement with curriculum and school management decisions promote collaborative efforts and increased participation in achieving common goals. The campus runs smoothly as routines and organizational expectations are established and followed by staff and students.

School Culture and Climate Strengths

Village staff strives to provide positive communication and interaction with parents that contributes toward developing meaningful relationships. Teachers consistently relay academic and behavioral information to parents through phone calls, conferences, emails, and newsletters. Fall conferences yielded 95 to 100% participation rates. Currently twelve teachers are trained with the Capturing Kids Hearts model and are successfully implementing strategies in their classrooms. We are also utilizing the Big Idea of the Month to encourage character and build a sense of individual responsibility. Village currently has a Parent Liaison to bridge communication and cultural needs of our parents.

School Culture and Climate Needs

- Consistent Behavior Expectations
- Parent to School Communication and School to Parent Communication
- Community Relations and Mentoring Opportunities
- Transportation to attend campus activities and after school events

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

62 staff members are dedicated to teaching and supporting the 556 students enrolled for the 2016-2017 school year. Included in the staffing count are the classroom teachers, literacy team, special education teachers, gifted and talented, music, art, physical education, dyslexia specialist, instructional aides counselor, and administration. All staff at Village elementary are highly qualified and serve students in their certified areas. The Texas Teacher Evaluation and Support System (T-TESS) is utilized to provide feedback to staff as well as continuous walk-through documentation. There are 10 teachers on campus that are certified to teach students in our bilingual program. Currently, seventy-four percent of the staff holds a bachelor's degree with 10% having earned a master's degree.

Staff Quality, Recruitment, and Retention Strengths

Staff turnover is minimal at Village. Teacher moral and interaction is high.

Staff Quality, Recruitment, and Retention Needs

-Professional Learning

-New Teacher Mentoring

-Gomez and Gomez Training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students needs are addressed through lesson plans and activities aligned with both TEKS and GISD guidelines. District and State assessment data is tracked and evaluated by individuals, teams, and RtI committees to determine student need and instructional strategies. Formative Assessments, Content Based Assessments, and consistent Progress Monitoring are additional methods teachers and support staff use to assess student learning.

Curriculum, Instruction, and Assessment Strengths

Village teachers follow TEKS and the GISD Year at a Glance (YAG) documents for planning and instruction. Data is utilized to gather information for individualization of instruction. Grade level teachers plan together throughout the week and are consistent with objectives, activities, and skills. Vertical planning is also provided to increase collaboration across grade levels and with interventionists.

Village students performed well on the STAAR with the following strengths:

% at Advanced:

3rd Reading=46% 4th Reading=39% 5th Reading=48%

4th Math=33% 4th Math=41% 5th Math=44%

4th Writing=34%

5th Science=12%

Curriculum, Instruction, and Assessment Needs

- Science Instruction
- Resources to meet individual needs of students
- Higher Level Thinking Skills
- Enrichment Opportunities for all students
- Supplemental materials for classes

Family and Community Involvement

Family and Community Involvement Summary

Opportunities for family and community involvement is provided at least one time per month during the school year. Campus Climate Committees determine strategies to attract involvement then plan events to center around the academic needs of our students. Many events focus on our Fine Arts programs that strengthen student commitment and confidence. The Village Student Council also promotes events that raise money for various community charities. Our PTA is active and has steadily increased its membership over the past several years. Staff participation in PTA is 100%

Family and Community Involvement Strengths

Village communicates school activities to our parents through weekly School Messengers from the principal, grade level newsletters, and Tuesday Folders. Texas Day, Science Day, M.A.R.E. Museum, Egg Drop, Fine Arts Night, Veteran's Day Celebration, Book Fairs, Fifth Grade Business Fair, Fall and Spring Cookouts, and Awards Ceremonies are a few of our events that are well attended by our parents. Parents also volunteer to be Back Pack Buddies, Mentors, Room Parents, and Reading Buddies. The staff shows their appreciation throughout the year but also honors these hard workers with a Volunteer Breakfast in the Spring.

Family and Community Involvement Needs

- Information about available technology and applications they can utilize at home.
- Opportunities for our bilingual parents to participate in school activities.
- Information and Communication in both English and Spanish.
- Parent Information Nights

School Context and Organization

School Context and Organization Summary

The Master Schedule reflects adequate time allotments for core subjects in all areas. Grade level teams meet to discuss curriculum and student data in order to adjust instruction to fit the needs of their students. Campus Behavior Expectations are taught and routinely reinforced. Posters are displayed throughout the building with written goals and objectives. Weekly Updates are sent to all parents regarding school events and educational opportunities.

School Context and Organization Strengths

Instructional time is maximized in every grade level. Additionally, each grade level team has one 45 minute PLC/RtI planning block each week. During this time, teachers and interventionists discuss assessment data, student needs, enrichment activities, and plan lessons that address student weakness and strengths. Each grade level has a 45 minute block scheduled into their day for intervention and enrichment activities based on the needs of the students. Village teachers have a "Whatever it Takes" attitude about serving our students in the best ways possible. Collaboration and mutual respect is evident among our staff.

School Context and Organization Needs

- Intervention Strategies
- Enrichment Activities
- Increased Collaboration Time
- PLC Training

Technology

Technology Summary

Each teacher on campus has a document camera, an Epson Projector, one classroom computer and an iPad. Village also has 2 full computer labs, 26 Laptop computers with a cart to house them, 30 Smart Boards, 15 Chromebooks and an additional sets of five iPads per grade level. Teachers are excited about the use of iPads to enhance instruction through workstations, groups, and whole class instruction. Village teachers use IStation, Think Through Math, Learning.com, Brain Pops, United Streaming, and various other educational applications to instruct their students. The Third Grade Language Arts teachers will pilot Blended Learning in their classrooms this year.

Technology Strengths

Village teachers are eager to learn new techniques to utilize technology into their classrooms. Teachers collaborate with one another to share applications and instructional strategies. Grade level teams organized technology TEKS into lesson plans that will be followed throughout the year. The computer labs are also used for RtI, TEKS, projects, and instructional needs.

Technology Needs

- Additional iPads, Smartboards and Chromebooks
- Technology Applications
- Blended Learning Training
- Professional Learning opportunities for intentional integration in the classroom

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

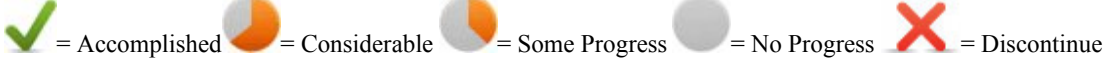
Goals

Goal 1: We will ensure that our students are served by the most exceptional staff.

Performance Objective 1: All Village Staff will meet the qualification for certification in the State of Texas.

Evaluation Data Source(s) 1: Human Resources Documentation

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) All teachers will maintain Texas certifications that reflect their teaching field and assignment.	4, 5, 8	Administration Human Resources	SBEC Documentation				
							

Goal 1: We will ensure that our students are served by the most exceptional staff.

Performance Objective 2: Village Staff will be provided professional learning opportunities to enhance teaching methods and promote higher level thinking skills.

Evaluation Data Source(s) 2: Walkthroughs, Student Performance, T-TESS Evaluations, PLC collaboration

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Teachers will be provided opportunities to participate in the following Professional Learning: -Gomez and Gomez Dual Language -Words Their Way -Blended Learning -Guided Reading -Lesson Design -Project Read -Envision Math	4, 5, 8	Administration	Assessment Data, Teacher Feedback				

Goal 2: We will actively seek all available funding to accomplishment mission and objectives.

Performance Objective 1: Improve annual budget process.

Evaluation Data Source(s) 1: Improve revenue by increasing the daily average attendance rates resulting in additional state funding.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Students with Perfect Attendance will be recognized during campus Awards Assemblies. Students with Perfect Attendance for the entire school year will be invited to Breakfast with the Principal in May.	1, 2	Administrators Teachers PEIMS Secretary	Increased number of students receiving attendance awards.				
2) Attendance Secretary and Administrators will implement the series of notifications and communications to parents regarding student absences.	1, 2	Administrators Teachers PEIMS Secretary	Increased percentage for attendance rates				
3) Provide opportunities for students to involved with PALS, mentors and volunteers that provide positive role models and increase involvement in school activities.	1, 2	Counselor Administrators Teachers	Increased student attendance				
							

Goal 3: We will inspire and invite community and corporate engagement.

Performance Objective 1: Village Elementary will provide campus-wide events which encourage the participation of inter-generational and ethnically diverse groups to participate.

Evaluation Data Source(s) 1: Participant feedback, attendance numbers

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Village will host campus activities that encourage families and the community to attend the event, volunteer, and gain information. These events include: -Egg Drop -Fall and Spring Cookout -Fine Arts Night -Walk to School Day -Awards Presentations -Veteran's Day Program -Thanksgiving Feast -Career Day -Science/Math Night -M.A.R.E. Museum -Grandparent's Breakfast -Texas Day	1, 6	Administration, Teachers, Support Staff	Attendance Event Survey Feedback				
2) Village will partner with PTA to host the following events that are targeted toward family and community involvement: -Jingle Bell Run -Mother/Son Night, -Daddy/ Daughter Dance -Bike to School Day -Spring Carnival -Reflections -Alex's Lemonade Stand	1, 6	Administration	Parent and PTA Involvement Feedback Attendance				
							

Goal 3: We will inspire and invite community and corporate engagement.

Performance Objective 2: Village Elementary will strengthen two way communication opportunities between school and home.

Evaluation Data Source(s) 2: Parent Conference Logs, Newsletters, School Messenger Feedback

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Parents will be made aware of school-wide events in English and Spanish through the following methods: -Weekly School Messenger Emails -Tuesday Folders -Village Website -Village Calendar -Weekly Grade Level Updates	1, 2	Principal Secretary Counselor Team Leaders	Parent Feedback Participation in Events				
2) Host events such as Science Day, Texas Day, Career Day, Science Fair and MARE that require parent volunteers to participate with the activities and learning centers.	1, 6	Entire Village Staff	Parent Feedback, Student Feedback, Visitor and Volunteer Sign-Ins				
3) Encourage parents to participate in Fall Parent Conferences.	1, 6	Administration, Teachers	Conference Summary Logs				
							






Goal 4: We will improve educational experiences utilizing relevant technology.

Performance Objective 1: Village teachers will utilize iPads, SmartBoards, Chromebooks, and computers to enhance lessons and share applications through team planning and faculty share sessions.

Evaluation Data Source(s) 1: Sign-in sheets from planning sessions and faculty meetings, walk-throughs, student projects, and teacher feedback.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) All students will produce four technology projects throughout the school year in order to develop higher-order thinking, decision making, problem solving, and collaboration skills.	1, 9	Administration, Teachers	Lesson Plans, Campus and District Assessments, Computer Lab Logs				
2) Teachers will implement and use technology support supplied by Reading Street and Envision Math.	1, 9	Administration, Teachers, Support Staff	Lesson Plans, Assessment Data				
3) Teachers will use on-line Science and Social Studies Resources.	1, 7, 9	Administration, Teachers, Support Staff	Lesson Plans, Assessment Data				
4) Teachers will utilize Brain Pops, United Streaming, Learning.com, Eduphoria, and iPad Apps to enhance student learning and data analysis.	1, 9	Administration Teachers Support Staff	Lesson Plans, Assessment Data				


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 1: By May 2017, 90% of all Village Elementary students will demonstrate mastery of grade level TEKS based on District assessments, Campus Assessments and STAAR data.

Evaluation Data Source(s) 1: District Assessment Data, Campus Assessment Data, STAAR Data

Summative Evaluation 1:

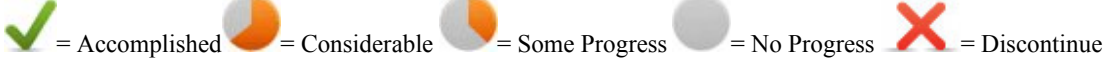
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Village teachers and support staff will utilize consistent strategies and vocabulary for reading, math, writing and science throughout the grade levels.	1, 2, 3, 4, 8, 9, 10	Administration, Teachers, Support Staff	Results of District Checkpoints and Benchmarks and STAAR Performance				
2) Instruction will focus on higher levels of Blooms Taxonomy, cooperative learning and student engagement.	1, 2, 3, 4, 8, 9, 10	Administration	Assessment Data				
3) Identify student needs and deliver targeted instruction during campus 45 minute SHINE Time. (RtI Block)	1, 2, 3, 4, 8, 9, 10	Administration, Teachers, Support Staff	Assessment Data				
4) Utilize ELPS strategies across the curriculum to aid ELL students with their learning.	1, 2, 4, 8, 9, 10	Administration, ELL Teachers	2013 TELPAS Report				
5) Third Grade Language Arts teachers will pilot Blended Learning using iStation.	1, 3, 8, 9	Administration, Teachers, District Blended Learning Leaders	Student Assessments, Teacher Feedback, Parent Support				
6) Engage all students in a positive, affirmative, challenging, and inclusive learning environment.	1, 2, 3, 8, 9	Administrators, District Content Coordinators, Teachers, Support Staff	Student Assessments, Teacher Feedback				
							

Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 2: Village will increase Level III Advanced Performance on STAAR to 50% in Reading, Math, Writing, and Science.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Train teachers on strategies to implement higher level thinking skills and student engagement activities to increase participation and understanding.	1, 4, 9	Administration, Academic Committees	Lesson Plans, Faculty Meeting Input, Assessment Data				
2) Provide instructional materials to meet the needs of all students.	1, 4, 9	Administration	Assessment Data				
3) Utilize PLC time and grade level planning to discuss best instructional strategies and TEKS implementation for advanced student performance.	1, 4, 9	Administration, Teachers, Support Staff	Assessment Data				
							


Goal 5: We will redesign our learning model to include customization and innovation at all levels.

Performance Objective 3: 90% of Kindergarten, First, and Second Grade students will meet GISD Performance Standards.

Evaluation Data Source(s) 3: District Checkpoint and Benchmark Results

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) All Reading teachers will utilize engaging instructional strategies and technology to increase student mastery of grade level TEKS through Year at a Glance Documents and GISD Curriculum Standards.	1, 4, 8, 9	Administration, Teachers, Support Staff	State and District Assessment Data				
2) All Math teachers will utilize instructional strategies and technology to increase student mastery of grade level TEKS through the Envision Math Program, Year at a Glance Documents and GISD Curriculum Standards.	1, 4, 8, 9	Administration, Teachers, Support Staff	State and District Assessment Data				
3) Implement Intervention Plans for students needing additional and targeted instruction.	1, 4, 8, 9	Administration, Teachers, Support Staff	State and District Assessment Data				




✔ = Accomplished
 ● = Considerable
 ● = Some Progress
 = No Progress
 ✘ = Discontinue

Goal 6: Nurturing, safe, and orderly environments along with quality facilities will be provided for all students.

Performance Objective 1: Students will be taught and provided opportunities to develop social skills, character traits, and responsible decision making. Students will learn about being a productive member of a community through service opportunities.

Evaluation Data Source(s) 1: Student Feedback, Parent Feedback, Review of Discipline Referrals related to bullying

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) An assembly by Dennis Lee focusing on good character and positive choices will be scheduled.	1, 10	Principal	Student Feedback and Class Discussions				
2) Students will participate in... *Big Idea of the Month" Curriculum	1, 10	Administration, Teachers	Teacher follow-up and student response				
3) Students will learn about the Six Pillars of Character and implement strategies to utilize these traits. (Respect, Responsibility, Caring, Fairness, Citizenship, Trustworthiness)	1, 10	Administration, Teachers	Teacher follow up and student response. Discipline Data				
4) Teachers will be trained and implement Capturing Kids' Hearts strategies to improve student/teacher relationship building.	1, 10	All Teachers, Administration	Teacher follow-up, CKH Team Meetings, Student Response.				
5) Student Council will lead service opportunities throughout the year such as: -Cash for Candy to send donations to our Veterans -Nickels for Nails benefiting Habitat for Humanity -Village Grow Garden -Village School Store -Donation to County Animal shelter	1, 10	Teachers, Administration, Student Council Sponsors	Feedback from teachers, students, community members				
6) Village will partner with "The Delany" a facility for Senior Citizens, for community outreach opportunities.	1, 10	Administration, Teachers, Counselor	Feedback from Community Members and Student Involvement				
							

Goal 6: Nurturing, safe, and orderly environments along with quality facilities will be provided for all students.

Performance Objective 2: Students will be provided opportunities to increase awareness and develop skills to enable them to make healthy and safe choices.

Evaluation Data Source(s) 2: Review of Office Referrals, Review of Positive Incentive and Reward Programs, Evaluations of Campus Safety Drills

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	May	Aug
1) Village Staff and Students will participate in monthly fire and disaster drills.	1, 10	Campus Safety Committee, Assistant Principal	Documentation and Data from Drills				
2) Students will participate in at least three Classroom Guidance Lessons.	1, 10	Counselor	Discipline Referral Data, Student Feedback				
3) Students will receive recognition for demonstrating appropriate choices through daily Good Deed Tickets, Citizens of the Month, and Village Victory Visits.	1, 10	Administration, Teachers, Support Staff	Student Discipline Data, Student and teacher Feedback				
							

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Debra Barker	Principal
Administrator	Kim Sepulvado	Assistant Principal
Business Representative	Troy Hellmann	Business Owner
Classroom Teacher	Hilda Diaz	Bilingual Teacher
Classroom Teacher	Mandy Partida	Fourth Grade Teacher
Non-classroom Professional	Terri Brent	Counselor
Non-classroom Professional	Candy Hodge	PEIMS Secretary
Non-classroom Professional	Melissa Northcutt	Special Education Teacher
Parent	Lindsey McDaniel	PTA Member
Parent	Ashley Schroeder	PTA President