

**Georgetown Independent School District**  
**Village Elementary School**  
**2021-2022**



# 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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# Goals

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

**Performance Objective 1:** Authentic learning experiences will show alignment between TEKS (student learning objectives/standards), designed units, and what is being observed in the classroom.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Training new staff members in the use of the design process and Schlechty design qualities.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Literacy and Math labs throughout the year will be a coaching model to support teachers with implementation of our frameworks.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> LDCs and coordinators will model lessons for grade level teachers
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Staff will do peer-observations throughout the school year to glean from each other's strengths and continue vertical alignment.

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

**Performance Objective 2:** Student agency will increase over time from students asking what is expected to students being able to articulate what they're learning and why.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> The counselor will provide in-class lessons for each grade level around properly advocating for their emotional and social needs.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Students will be recognized for their growth in the learner profile attributes as measured through teacher observations and the learner profile rubric.

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

**Performance Objective 1:** Promote partnership between family, community and campus.

**Evaluation Data Sources:** Data from feedback opportunities such as climate survey and face-to-face communication between school staff and our community.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Activate communication initiative that shares the Village and GISD stories across a broad range of platforms and highlights student work and connections to the Learner Profile.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Teacher action team will facilitate the Hispanic heritage showcase and support the continued celebration of the diverse culture on our campus.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Built in time with new Village staff to reflect on teaching practices
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> All materials being sent to parents will be sent in both English and Spanish.

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

**Performance Objective 1:** In response to COVID-19- Our campus staff and parent surveys will show that all stakeholders see practical evidence of valuable health and safety measures taken at Village.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> The campus design team will continually collaborate on the creation and implementation of our Campus Plan in response to COVID-19.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Campus design team will implement strategies to provide the proper environment for social distancing and other safety measures; these include signage for multiple student entrances/exits, lanyards for securing masks when outdoors and active, and drawstring bags for the hands-free carrying of art/music/library supplies to and from classes on campus.

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

**Performance Objective 2:** Empower all learners on our campus through the availability of leadership opportunities such as the design team, leadership team, and campus committees, as well as opportunities to lead learning opportunities.

**Evaluation Data Sources:** Participation in campus committees. Professional learning opportunities provided on-campus by campus faculty and staff.

Strategy 1 Details
<b>Strategy 1:</b> Students will be recognized for growth in the attributes of the Learner Profile, and will have opportunities to get involved in leadership roles on our campus.



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

**Performance Objective 3:** Village will be a learning organization where every member contributes to the development of independent learners. Village will be one team that collaborates to set clear, common goals that drive every decision.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Redefining PLC built-in time to focus on team building
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Campus faculty and staff members will provide on-campus professional learning opportunities.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Vertical action teams will meet to discuss common vocabulary and view the school experience through the lens of a student.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Staff will do peer-observations throughout the school year to glean from each other's strengths and continue vertical alignment.
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> Built-in MTSS meetings/time will be utilized for digging into student data and analyzing needs as a team to better prepare for MTSS and show student growth.
<b>Strategy 6 Details</b>
<b>Strategy 6:</b> Every Village new team members will be provided a mentor teacher based on the teachers' needs, whether new to teaching or new to Village.

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

**Performance Objective 1:** Cultivate a value for diversity through the increase in professional learning opportunities.

**Evaluation Data Sources:** Professional learning opportunities facilitated by teacher action teams. Artifacts that demonstrate value for diversity from students and staff. Empathy interview and survey data will demonstrate acknowledgement of a safe environment for all.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Teacher action team will facilitate the Hispanic heritage showcase and support the continued celebration of the diverse culture on our campus.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> SEL cohort 3 - our campus will attend ongoing PL with a focus on social emotional learning and it's impact on authentic school experiences.

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

**Performance Objective 2:** Create opportunities to address physical, mental and emotional wellness.

**Evaluation Data Sources:** Guidance and Counseling Curriculum, Capturing Kids' Hearts, and discipline data.

Strategy 1 Details
Strategy 1: All staff will be trained in and implement strategies from Capturing Kids' Hearts.

# Village ES

## Early Literacy Board Outcome Goal (DRAFT)

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	2023	2024	2025 (Target)
40%	COVID	42% (34%)	44%	46%	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%	61%	-	-	-	*	29%	31%	*	29%	49%	47%
	2023	-	41%	62%	-	-	-	*	37%	39%	*	37%	53%	51%
	2024	-	51%	62%	-	-	-	*	48%	50%	*	48%	58%	57%
	2025	-	63%	63%	-	-	-	*	63%	63%	*	63%	63%	63%

## Early Numeracy Board Outcome Goal (DRAFT)

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	2023	2024	2025 (Target)
45%	COVID	46% (30%)	47%	49%	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
		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)	-	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%	62%	-	-	-	*	29%	37%	*	29%	54%	41%
	2023	-	44%	63%	-	-	-	*	37%	44%	*	37%	57%	47%
	2024	-	53%	63%	-	-	-	*	48%	53%	*	48%	60%	55%
	2025	-	63%	63%	-	-	-	*	63%	63%	*	63%	63%	63%