

Georgetown Independent School District
Village Elementary School
2020-2021 Village 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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Goals

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

Performance Objective 1: Design and activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards to include remote learning platforms.





Evaluation Data Sources: Curriculum Management Plan, GISD Written Curriculum, Curriculum-Based Assessments, MAPs data, DRA.

<p>Strategy 1: Expand the use of Schlechty Design Qualities .</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped and prepared to design instruction that is aligned to the motives and interests of their students. Students will be more engaged in learning activities resulting improved student learning outcomes as determined by local formative and summative assessments as well as student engagement surveys.</p> <p>Staff Responsible for Monitoring: Principal, Learning Design Coach, Design Team.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: Teachers will analyze Learning Profile experiences in the classroom well as data from MAPs, DRAs and curriculum-based assessments to guide instruction in efforts to close academic gaps for our Hispanic, African American, economically disadvantaged, English language learners, and students receiving special education services, in reading and math. The percentage of students in each subpopulation meeting grade level in reading will increase by 10%, while the percentage meeting grade level in math will increase by 5%.</p> <p>Strategy's Expected Result/Impact: Instructional practices will be the result of a collaborative effort, data-driven and responsive to individual student experiences in the classroom, resulting in growth and improved performance for all students.</p> <p>Staff Responsible for Monitoring: Principal, Learning Design Coach, Design Team</p> <p>Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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.

<p>Strategy 1: All staff will be trained in and implement strategies from Capturing Kids' Hearts.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to their teachers, staff members and school, resulting in higher academic performance and fewer behavioral interventions.</p> <p>Staff Responsible for Monitoring: Principal, Learning Design Coach, Design Team</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Community and parent involvement will increase as connections are made through the communication initiative.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

<p>Strategy 1: The campus design team will continually collaborate on the creation and implementation of our Campus Plan in response to COVID-19.</p> <p>Strategy's Expected Result/Impact: Students and staff will have a safe environment in which to learn, where health and safety protocols will be followed.</p> <p>Staff Responsible for Monitoring: Administration team, learning design coach, and nurse.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: This will limit exposure, allow for proper hand-washing, and eliminate the need to share supplies in special classes.</p> <p>Staff Responsible for Monitoring: Administration, Learning Design Coach, Nurse</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

<p>Strategy 1: Campus faculty and staff members will provide on-campus professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Essential leadership skills will be developed as campus staff provide professional development that is specific to campus need.</p> <p>Staff Responsible for Monitoring: Administration team, learning design coach</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Student participation in organizations and groups, artifacts that demonstrate student attainment of Learner Profile attributes.</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

<p>Strategy 1: Teacher action team will facilitate the discovery of the many cultures represented on our campus.</p> <p>Strategy's Expected Result/Impact: Campus teachers and students will feel valued and recognized for their unique perspective. These perspectives will inform decisions.</p> <p>Staff Responsible for Monitoring: Administration team</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

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	2022	2023	2024	2025 (Target)
40%	COVID	42%	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
2019 (Baseline)	-	21%	60%	-	-	-	*	17%	19%	*	17%	41%	38%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	26%	61%	-	-	-	*	22%	24%	*	22%	45%	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	2022	2023	2024	2025 (Target)
45%	COVID	46%	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
2019 (Baseline)	-	26%	62%	-	-	-	*	17%	26%	*	17%	48%	31%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	31%	62%	-	-	-	*	22%	31%	*	22%	51%	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%