

Georgetown Independent School District

Village Elementary School

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning, Growth and Progress

Student Learning, Growth and Progress Summary

Village Elementary spent the 23-24 SY implementing systems to support our student learning. We have been able to identify our grade level essential intervention standards (EIS) and make data-informed decisions when navigating the MTSS process, all while using the GISD curriculum documents. This work has been supported through weekly PLCs, planning times, and common formative assessments (CFAs). Consistent data collection throughout the year allowed students to move between tiers promptly, What sets Village apart is our dedication to making student-centered decisions based on the data

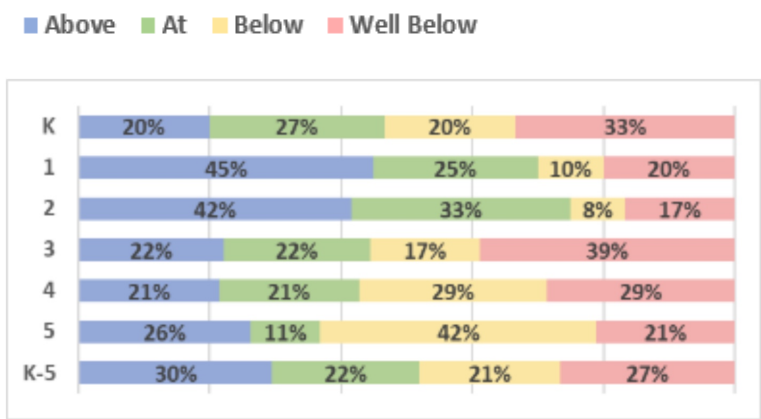
From an assessment lens, you can see that reading scores are on the high end when you look at MClass and STAAR. We are proud to report that 84.6% of students at Village scored approaching or higher on the Spring 2024 STAAR assessment. As you break down our data for Reading STAAR in the Spring of 2024 you can see the following:

GRADE 3	Approaches	Meets	Masters
Reading	78% (SPED - 50%)	49%	24%
Math	70% (SPED - 37%	46%	16%
GRADE 4			
Reading	85% (SPED - 53%)	625	25%
Math	68% (SPED - 27%)	39%	15%
GRADE 5			
Reading	91% (SPED - 67%)	71% (SPED - 42%)	46% (SPED - 8%)
Math	84% (SPED - 53%)	59% (SPED - 20%)	27% (SPED - 7%)

We are proud of what our students and teachers accomplished this past year on our Reading STAAR, but we focus on ensuring that no one goes backward and we continue to make gains.

If you were to look at our campus through the MClass lens, you would see that 65% of our students are on grade level in reading.

Here is a snapshot of our Emergent Bilingual population at the EOY:

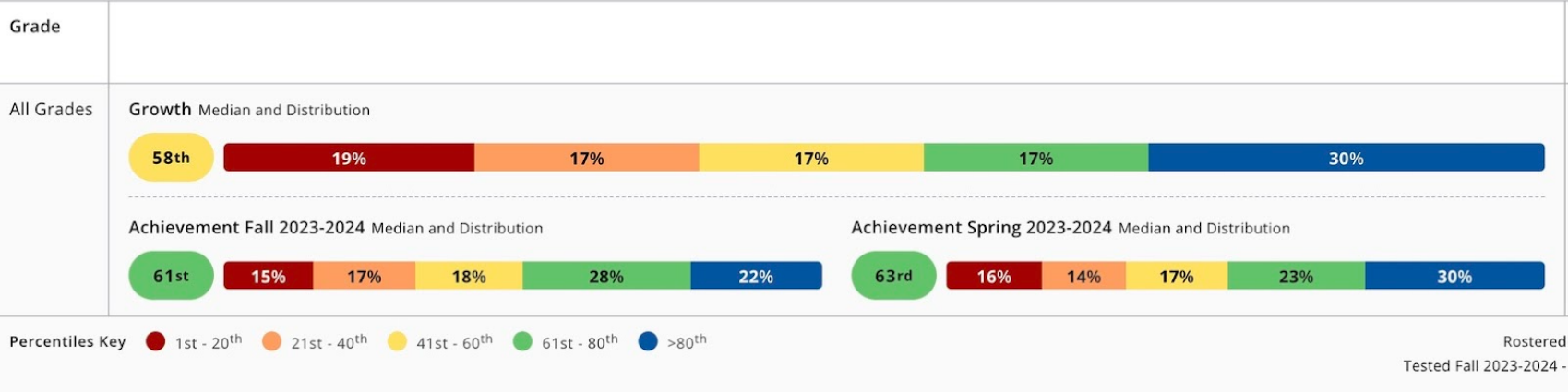


Being a dual-language campus we have the responsibility to our emergent bilingual students and others to do what we can so that they are that much closer to being bi-literate and will have a positive impact on our community. The gains we made in 1st and 2nd grade are impressive and will put us that much closer to getting our students where they need to be by 3rd grade. For many emergent bilingual students growth is slow and steady due to reading and writing in both their L1 and English. You can see from 3rd-5th grade that our numbers don't reflect the same outcomes as our 1st and 2nd grade teams. This is because 2 years ago our district made a decision to redesign our dual-language approach. This student-centered decision seems to be paying off for our students.

Village Elementary only showed a 2-point gain in achievement according to EOY MAP data.

Growth and Achievement Overview

Village Elementary | Math K-12



As you break down this data, 70% of our students were at or above the national average according to our EOY MAP data. As you can see from the above graphic the average growth for our campus is sitting at 58%

STAAR scores for Village were good enough to surpass or equal the district averages, but we finished near the back of the pack in 4th grade. 44.6% of our emergent bilinguals were able to score meets & above on the 23-24 STAAR math assessment. Overall, we strive to prepare our students for testing and provide them with ample opportunities to work on testing stamina and practice applicable testing strategies.

Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): Village Elementary was able to see high achievement on the STAAR reading assessment, while still struggling with the written portion of the assessment. Overall, we have 50 ECRs scored as a zero.

Root Cause: Vertical alignment and teaching practices were not consistent when it came to the extended constructed response section of the test.

Problem Statement 2 (Prioritized): Our math scores were able to surpass or equal that of the district, but we fell short in the meets & masters category when compared to the region.

Root Cause: Our low average growth across the campus was detrimental, but the 4th grade had a record low 37% average growth even though their average achievement in MAP is sitting at the 65th percentile mark.

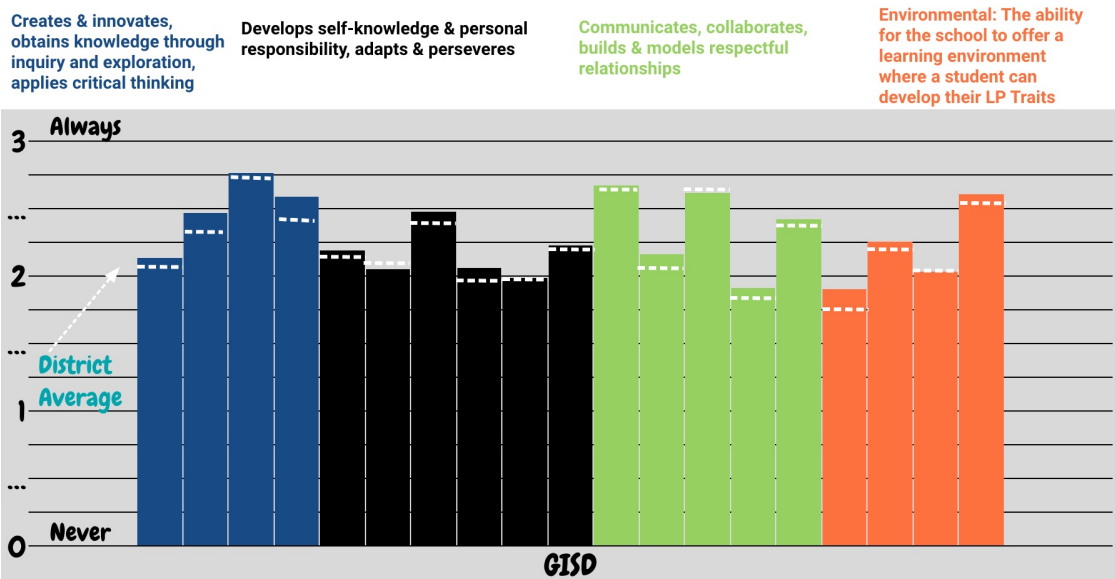
Problem Statement 3 (Prioritized): Our math STAAR scores did not reflect our ability to read.

Root Cause: Although our reading is showing growth we haven't consistently had a math focus in fluency and common academic vocabulary.

Student and Staff Well-Being

Student and Staff Well-Being Summary

As you look at our Student Experience survey, you can see that we are above the district average on most of the data points. We take pride in knowing that we've cultivated a safe learning environment for our Stingrays.



At Village, we ensure that we cover being safe, respectful, and responsible. Through our partnership with Emergent Tree, Capturing Kids Hearts, and the use of our Learner Profile our primary goal has been to provide a safe learning environment for our students. We incorporate brags and focus on classroom rewards and grade-level rewards when they fill up their brag boards. All "brags" are centered around being safe, respectful, and responsible. Consistent praise and affirmations are just one way we help to make our campus a safe place for our students. Most of our staff is formally trained in Capturing Kids Hearts and this allows us to do temperature checks on each one of our students as they arrive on campus.

90% of our staff mostly agree or completely agree that their work is satisfying and 91% feel like their work is valued. At Village, the Principal, Assistant Principal, and Counselor all share an office. The idea behind this is to demonstrate that we are a team and we are all here to support our staff, students, and community. Village staff is aware that we have an open door policy and that anytime is okay to reach out to us if they have a need or something we can support them in. At Village, we have a social committee that helps us celebrate birthdays, weddings, children's graduations, the birth of children, and even mourn the loss of loved ones. We do our best to provide a home away from home and support each other throughout the school year.

We currently celebrate our staff on a monthly basis through district celebrations such as Teacher of the Month and Team Member of the Month. Our students are given affirmations throughout the week through our "brag" slips to fill up their classroom board.

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): Although we have a great sense of community on campus, we don't celebrate our accomplishments enough as a campus.

Root Cause: The root cause is we only recognize students at the end of the year, and for staff, you only get formal recognition if you are our Teacher or Teammate of the Month.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

During the 2023-24 school year Village Elementary was fully staffed. Mostly, teachers and staff stay at Village and have no reason to leave. For the employees that do leave, it's due to promotion or family relocation. Once this happens we tend to make decisions based on what's best for kids as we shuffle people around. Various reasons for staff/teachers leaving Village:

- Birth of a child
- Inability to pass a state-certified exam
- Campus programs moved to another campus
- working closer to home - We had two staff members that lived in Hutto & Pflugerville and although they loved Village the tollroad fees were something they were not able to sustain.

Village Elementary provides a high level of support to our teachers and staff. We have weekly PLCs to support our staff in combing through data, constructing common formative assessments, and focusing on best teaching practices as they move from standard to standard. On Thursdays, those new to GISD can sit down with our LDC and unpack units while developing their lesson plans. All others are welcome to attend or set up appointments. Those struggling with certain practices or concepts can sign up and have someone come in to model a teaching practice so that they may grow in this area. The administration is always available to meet through call, text, or simply swing by their office. A clear open-door policy is put in place. The administration shares an office with the campus counselor to model collaboration and it allows our staff to come to one location in the hope that they get their needs addressed.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1 (Prioritized): We don't recognize our staff & teachers as much as we should.

Root Cause: We only recognize our staff & teachers monthly. Teacher of the Month and Team Member of the Month.

Community and Connectivity

Community and Connectivity Summary

Village Elementary families found it difficult to navigate skyward and read the student's progress on the report cards. Everything from SPED progress reports to report cards are digital and if a parent, to include our EB families new to the country, don't know how to navigate skyward they can't navigate the online platform. To navigate this problem we offered parent-community engagement opportunities and invited district personnel to talk to our families. The standards-based report card was hard to read for many families and they were unable to understand what acceptable progress was. The report card language was friendly to educators, but not to our families.

At Village, we were able to communicate MAPs and MClass via hardcopies. Through continuous phone calls and parent conferences, we were able to sit down with those that had concerned and walk them through the progress their children were making.

Due to being a neighborhood school, I feel the relationships our campus developed with parents and the community as a whole have been amazing. Almost 1/2 of our students walk home and this allows us to have face-to-face discussions with many parents and to greet them every day. Our PTA is actively involved and we have regular attendance of parents choosing to come in and eat with their children. At events such as Grandparents Day & Thanksgiving, we average more than 200 visitors in a single day. This past school year two PTA parents were able to reunite our Watch D.O.G.S. program and we had close to 100 participants. The partnership built with these moms and dads was fantastic as well as the fact that they were providing an additional layer of security to our campus.

Various ways we connect with our parents and community are through our weekly Stingray News, invitations to parent huddles (held in our library), and an uptick in our social media presence. Our communication is said to be helpful and allows us to participate in city-wide events like Bike & Roll to School.

- Parents and community members feel welcome and invited to GISD schools. Evidence of the following are listed below:
 - Lunch - parents can join their students every day
 - Campus-themed days - Texas Day, Engineering Day, Fall & Spring book fairs, Halloween parade, Thanksgiving feast w/ parents
 - Watch D.O.G.S. program
 - Campus Mentors
 - PALS program from GHS
 - Grade-Level Musicals
 - Title Nights
 - PTA Supported events and fundraisers.
 - Parent volunteers on campus

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1: Low attendance at our parent huddles

Root Cause: Only sending communication about events through email and language barriers.

Problem Statement 2: Lack of volunteers and participation from our emergent bilingual families.

Priority Problem Statements

Problem Statement 1: Village Elementary was able to see high achievement on the STAAR reading assessment, while still struggling with the written portion of the assessment. Overall, we have 50 ECRs scored as a zero.

Root Cause 1: Vertical alignment and teaching practices were not consistent when it came to the extended constructed response section of the test.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: Our math scores were able to surpass or equal that of the district, but we fell short in the meets & masters category when compared to the region.

Root Cause 2: Our low average growth across the campus was detrimental, but the 4th grade had a record low 37% average growth even though their average achievement in MAP is sitting at the 65th percentile mark.

Problem Statement 2 Areas: Student Learning, Growth and Progress

Problem Statement 3: Although we have a great sense of community on campus, we don't celebrate our accomplishments enough as a campus.

Root Cause 3: The root cause is we only recognize students at the end of the year, and for staff, you only get formal recognition if you are our Teacher or Teammate of the Month.

Problem Statement 3 Areas: Student and Staff Well-Being

Problem Statement 4: We don't recognize our staff & teachers as much as we should.

Root Cause 4: We only recognize our staff & teachers monthly. Teacher of the Month and Team Member of the Month.

Problem Statement 4 Areas: Staff Recruitment and Retention

Problem Statement 5: Our math STAAR scores did not reflect our ability to read.

Root Cause 5: Although our reading is showing growth we haven't consistently had a math focus in fluency and common academic vocabulary.

Problem Statement 5 Areas: Student Learning, Growth and Progress

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
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

Picture of Success: 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.

Strategic Objective 1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

HB3 Strategic Priority Area

Change Decision: Major Change

Desired State: Village Elementary will support high quality and standards aligned instruction and assessment in reading and math so that Village learners are on grade level and making academic growth.

At Village, 75% of our students will be on grade-level according to our MAP and MClass data in math and reading.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: EOY data? How are your teams doing with CFAs? Evidence of Desired State: At Village, 75% of our students will be on grade-level according to our MAP and MClass data in math and reading. Grade level teams are collaboratively creating standards aligned common formative assessments and using the data to inform instructional decisions. Problem Statements: Student Learning, Growth and Progress 1, 2, 3	Formative			Summative
	Oct	Jan	Apr	July
	On Track			

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Strategy 1: In writing, align the writing vertically. Professional learning around writing strategies such as R.A.C.E. and grading writing samples. In writing, we will collaborate to create a feedback system for students and guide our staff into using one style, a common rubric. This will allow us an opportunity to identify an exemplar writing sample to base our feedback on. Writing across content areas will be a common practice. It's the writing teacher's job to teach

students how to write, and everyone else's responsibility to provide opportunities to write.

Staff Responsible: Classroom Teacher; LDC

Collaborating Departments: Teachign and Learning

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: In reading, we will use GISD resources, including Amplify to support those who may be missing some foundational skills. In our What I Need (WIN) time we will use science text to cover our non-fiction EIS standards. We will be using our 3-reads protocol to break down word problems in math.

Staff Responsible: Classroom Teacher; LDC

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3: In Math, our primary focus will be on fluency. Due to our hyperfocus on reading we anticipate that this will have a positive impact on our overall scores when dealign with word problems.

Staff Responsible: Classroom Teacher; LDC

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
<p>Problem Statement 1: Village Elementary was able to see high achievement on the STAAR reading assessment, while still struggling with the written portion of the assessment. Overall, we have 50 ECRs scored as a zero. Root Cause: Vertical alignment and teaching practices were not consistent when it came to the extended constructed response section of the test.</p> <p>Problem Statement 2: Our math scores were able to surpass or equal that of the district, but we fell short in the meets & masters category when compared to the region. Root Cause: Our low average growth across the campus was detrimental, but the 4th grade had a record low 37% average growth even though their average achievement in MAP is sitting at the 65th percentile mark.</p> <p>Problem Statement 3: Our math STAAR scores did not reflect our ability to read. Root Cause: Although our reading is showing growth we haven't consistently had a math focus in fluency and common academic vocabulary.</p>

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

- Change Decision:** Minor Change
- Desired State:** At Village, we will recognize students in their learner profile progress monthly. We will routinely discuss and reflect on our learner profile attributes.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently, we recognize students at the end of each school year. We focus on our learner profile attributes at the beginning of every year to get them familiar with them. Each month we highlight one through morning announcements. Evidence of Desired State: Monthly recognition for students and bi-weekly recognition for staff. This will be celebrated monthly with a breakfast ceremony.	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<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>				

Strategy 1: Increase parent & student communication and bring awareness to our monthly focused LP trait.

- Staff Responsible:** All staff
- Collaborating Departments:** N/a

Strategy 2: Village will be intentional about the reflection of the monthly LP trait.

- Staff Responsible:** All Village Staff; Announcement Crew
- Collaborating Departments:** N/a

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 3: GISD students are prepared for postsecondary education and the workforce.

Change Decision: Maintain

Desired State: At Village, we will promote GISD fairs, events, and extra-curricular activities to give our students and community a variety of exposure to different vocations.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Village will continue to promote GISD fairs, events, and extra-curricular activities to give our students and community a variety of exposure to different vocations. Evidence of Desired State: frequent posts on social media consistent parent communication and feedback career fair	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<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>				

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

- Change Decision: Major Change
- Desired State: Village will routinely discuss campus and classroom data in our PLCs so that we can effectively communicate each student's growth to their parents/guardians.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Parents can find the progress of students' growth online through Skyward Family Access. Village sends a hard copy of the MAP and MClass data at the BOY, MOY, and EOY progress checks. Evidence of Desired State: Parents will find easy access to what their student are learning and their current progress.		Formative			Summative
		Oct	Jan	Apr	July
		On Track			
<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>					

Strategy 1: Through weekly parent newsletters, our community will be able to identify the work their children are focused on (lesson plan) and what the Essential Intervention Standards are for any particular unit.

- Staff Responsible: Classroom Teachers; LDC
- Collaborating Departments: Teaching & Learning.

Strategy 2: Village classroom teachers will have student-designated portfolios, with work samples from each content area. This will provide clarity when having discussions with parents about a child's grade on our GISD standards-based report cards.

- Staff Responsible: Classroom Teachers; LDC; Admin
- Collaborating Departments: Teaching & Learning

Strategy 3: Village students will set goals for themselves. One will be on a personal level and the other will be a student growth goal.

- Staff Responsible: Classroom Teachers, Admin
- Collaborating Departments: n/a

Strategic Priority Area 2: Student and Staff Well-Being

Picture of Success: 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.

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

Change Decision: Minor Change

Desired State: Village will recognize positive and respectful behaviors for students routinely throughout the week. Village will have a culture reflective of a safe, respectful, and responsible campus climate.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Village currently uses various Emergent Tree and Capturing Kids Hearts strategies to ensure everyone has a safe learning and work environment. Evidence of Desired State: Village will have campus-wide celebrations in response to teams/grade-levels filling up their brag boards on campus. We will also recognize Learner Profile attributes in our students (every month).		Formative			Summative
		Oct	Jan	Apr	July
		On Track			
<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>					

Strategy 1: Village will routinely look at the Tier 1 Classroom fidelity checklist to ensure we are being safe, respectful, and responsible. This will allow us to document the use of our CKH strategies and focus on the student as a whole.

Staff Responsible: All Village Staff

Collaborating Departments: Campus Student Operations

Strategy 2: Village will have campus-wide celebrations based on brag boards to celebrate our students being safe, respectful, and responsible - while following their classroom social contracts. We will also celebrate Learner Profile attributes monthly.

Staff Responsible: Administration, Teachers & Staff

Collaborating Departments: n/a

TEA Priorities:





Recruit, support, retain teachers and principals

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Minor Change

Desired State: Village will recognize staff members through affirmations and recognition programs for all of their hard work.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: We are currently recognizing teachers/staff once a month through our district Teacher of the Month/Teammate of the Month program. Evidence of Desired State: Village will continue to recognize our TOM & TMM, but at the same time celebrate growth when discussing data in PLCs and demonstrating the GISD Learner Profile. Administration at Village will also give consistent, timely feedback after classroom walkthroughs with a strong focus on affirmations.		Formative			Summative
		Oct	Jan	Apr	July
		On Track			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Strategy 1: Administration will provide timely feedback after walkthroughs to help staff members grow in their craft.

Staff Responsible: Administration

Collaborating Departments: Teacher & Learning

Strategy 2: Village will begin recognizing staff members bi-weekly for living our the GISD Learner Profile. We will also have a strong focus on celebrating classroom achievements during the day and at PLCs.

Staff Responsible: Admin, LDC, and Village Staff.

Collaborating Departments: n/a

TEA Priorities:

Recruit, support, retain teachers and principals

Strategic Priority Area 2: Student and Staff Well-Being

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

- Change Decision: Maintain
- Desired State: Every student who walks into Village feels safe and supported physically and psychologically.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: At this time, a majority of our staff is trained in CKH. Our campus counselor does regular SEL lessons with our classes and is available to talk when the need arises. Evidence of Desired State: Continuous SEL lessons All staff using CKH common practices Staff welcoming and greeting every morning and afternoon. Positive affirmations that can be reflected on the classroom bragboards.	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<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>				

Strategic Priority Area 3: Staff Recruitment and Retention

Picture of Success: 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.

Strategic Objective 1: GISD provides competitive compensation and benefits to employees.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 2: Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

- Change Decision: Maintain
- Desired State: Village Elementary will retain 100% of its staff members. Our only staff losses will be due to retirement after the 24-25 school year.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently, Village will hire highly qualified teachers. We attend district-wide hiring events and use social media to attract like-minded educators who would like to serve the Georgetown community. Evidence of Desired State: Village Elementary would like to have a 100% retention rate. If anyone does leave Village it should be due to the following: - promotion - relocation of family - service is no longer provided at Village - retirement	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<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>				

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Change Decision: Minor Change

Desired State: At Village, we will move towards a PLC model where teachers are able to facilitate their own grade-level PLCs. They will be able to have intentional team discussions surrounding data, MTSS decisions, build

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: At Village, we currently hold PLCs each week that are led by our LDC. Through these PLCs we make student-centered decisions based solely on data and what is best for the students. New learning practices and tools are discussed as needed. Evidence of Desired State: Our LDC and Administration will move from the position of a facilitator to a supporting role.	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<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>				

Strategy 1:

The Village Elementary LDC and administration will use a gradual release of responsibility approach as we slowly begin to empower our teachers/staff to lead their PLCs. Administration & LDC will still be there in a supporting role and be available for any questions.

Staff Responsible: Admin, LDC, and classroom teachers

Collaborating Departments: Teaching and Learning

TEA Priorities:

Recruit, support, retain teachers and principals

Strategic Priority Area 4: Community and Connectivity

Picture of Success: 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.

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

Change Decision: Maintain

Desired State: Village Elementary will implement GISD's practices for reporting progress with fidelity.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Village Elementary has always followed GISD policies when reporting progress and the ability for parents/community members to access information. Evidence of Desired State: Continue to follow GISD policies with fidelity. Continue to use social media as a communication platform	Formative			Summative
	Oct	Jan	Apr	July
	On Track			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: At Village, we will build relationships with each one of our families. Through these relationships, they will know that we put students first and our ultimate goal is to help every child grow and find their purpose.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Currently, at Village, we take pride in being there to greet our families every afternoon. As best as we can we greet everyone by name and make a conscious effort to acknowledge our parents. These relationships help us build our school culture and community and it's evident in our parent feedback and participation in our school. Evidence of Desired State: Greet every student by name Safe, secure, and welcoming check-in and out process Greet every visitor and check-in on how they're doing		Formative			Summative
		Oct	Jan	Apr	July
		On Track			
<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>					

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: Village will be a place where parents and community members feel safe and welcome when they step foot on our campus.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: At Village, we currently welcome parents, volunteers, and other community members every day to support our students and staff. Parents are welcome to eat with their students every day of the week. Evidence of Desired State: From our staff at morning arrival to our front office staff we will focus on customer service and show our parents and community that Village Elementary is a place where you feel like you belong.		Formative			Summative
		Oct	Jan	Apr	July
		On Track			
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div></div><div>100%</div></div> Accomplished <div><div></div></div> Continue/Modify <div><div></div></div> Discontinue					