

**Georgetown Independent School District**  
**Village Elementary School**  
**2018-2019 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Village has a student population of just over 550 students. Kindergarten, 1st, and 2nd grades offer dual language courses, while bilingual classes are currently offered in Pre-K through 4th grade.

School Population (2017 - 2018 Fall PEIMS file loaded 04/28/2018)	Count	Percent
Student Total	<a href="#">555</a>	100%
Pre-Kindergarten Grade	<a href="#">39</a>	7.03%
Kindergarten Grade	<a href="#">88</a>	15.86%
1st Grade	<a href="#">107</a>	19.28%
2nd Grade	<a href="#">97</a>	17.48%
3rd Grade	<a href="#">83</a>	14.96%
4th Grade	<a href="#">69</a>	12.43%
5th Grade	<a href="#">72</a>	12.97%

Student Demographics (2017 - 2018 Fall PEIMS file loaded 04/28/2018)	Count	Percent
Gender		
Female	<a href="#">283</a>	50.99%
Male	<a href="#">272</a>	49.01%
Ethnicity		
Hispanic-Latino	<a href="#">226</a>	40.72%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	<a href="#">6</a>	1.08%

Black - African American	<a href="#">20</a>	3.60%
Native Hawaiian - Pacific Islander	<a href="#">1</a>	0.18%
White	<a href="#">272</a>	49.01%
Two-or-More	<a href="#">30</a>	5.41%

Other Student Information (2017 - 2018 Fall PEIMS file loaded 04/28/2018) Count Percent

At-Risk	<a href="#">295</a>	53.15%
Economically Disadvantaged	<a href="#">215</a>	38.74%
Title I Homeless( <a href="#">*Special Notes*</a> )	0	0.00%
Immigrant	<a href="#">15</a>	2.70%
Limited English Proficient (LEP)	<a href="#">135</a>	24.32%
Migrant	0	0.00%
Military Connected	<a href="#">24</a>	4.32%
Foster Care	<a href="#">9</a>	1.62%

### Demographics Strengths

The demographics of Village have remained consistent since the implementation of the dual language program. The addition of this program greatly enhanced the diversity of Village, including the representation of sub-populations in various campus programs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our economically disadvantaged and English learner student populations under perform on state assessments when compared to the campus as a whole. **Root Cause:** The implementation of the bilingual and dual language programs is still relatively new to Village. These programs need continued support through professional learning, resource allocation, and accountability.

## **Student Achievement**

### **Student Achievement Summary**

Village Elementary MET STANDARD on the Texas Education Agency 2018 Accountability Rating in all areas, including Student Achievement, School Progress, and Closing Gaps.

### **Student Achievement Strengths**

Village Elementary achieved distinction designations in the areas of comparative academic growth and postsecondary readiness.

## School Culture and Climate

### School Culture and Climate Summary

The culture and climate at Village is overwhelmingly positive, with most parents, students, and staff members expressing the positive "family" atmosphere of the school. Village is a Capturing Kids' Hearts school, and the strategies of CKH are implemented campus-wide contributing to this positive school culture. The faculty has communicated a desire to increase community involvement, and has made this a focus for the 2018-2019 school year. In addition, there is a desire to focus on increasing the participation of our non-English speaking families through school-wide events, parent involvement nights, and staff training.

### School Culture and Climate Strengths

Village staff are committed to building strong relationships with students and their families. Teachers communicate regularly with families through phone calls, conferences, emails, newsletters, and face-to-face conversations. Our counselor utilizes the Big Idea of the Month to encourage character development and build a sense of individual responsibility. Village also uses our Parent Liaison to increase our communication and strengthen relationships with all families.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The parents/guardians of our non-English speaking students are less involved on campus than our English speaking parents. **Root Cause:** We have a lack of bilingual staff both in the office and in our support and intervention programs. In addition, limited efforts have been made to increase the participation of these families.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

46 staff members collaborate to support the over 550 students at Village. This count includes classroom teachers, interventionists, special education teachers, gifted and talented, music, art, physical education, instructional aides, a counselor, and administration. All staff members are highly qualified. The Texas Teacher Evaluation and Support System (T-TESS) is implemented to provide feedback to staff and to document growth.

### **Staff Quality, Recruitment, and Retention Strengths**

Village has a teacher retention rate of over 90%, and most of the turnover can be attributed to retirement. Teacher involvement and morale is high.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The goal of curriculum, instruction, and assessment at Village is growth for all students. Lesson plans and activities are designed around GISD curriculum documents, TEKS, and individual student needs. District and state assessment data is tracked and evaluated by teachers, PLCs, RtI committees, and administrators to determine student needs and to designate instructional strategies. Formative assessments, Content Based Assessments (CBAs), and progress monitoring are additional methods utilized to monitor student learning.

### **Curriculum, Instruction, and Assessment Strengths**

Village teachers were actively involved in the writing of the new GISD curriculum documents, with representation from all grades k-5. Grade level teams utilized the Year at a Glance (YAG) and the curriculum documents to plan their instruction. Grade level teams meet weekly for planning, as well as for reflection on instruction and student data through PLCs.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** There is a lack of understanding regarding the progression of skills from kindergarten through fifth grade. **Root Cause:** New curriculum combined with a lack of opportunity for vertical planning.

## Parent and Community Engagement

### Parent and Community Engagement Summary

The Village staff make an effort to provide families and the community with at least one opportunity each month for involvement through special events, classroom activities, or family nights. The community engagement committee is charged with designing and implementing activities to increase family and community involvement in the school. The Village student council also worked to raise money for community charities. Our PTA is active and continues to increase membership. Staff participation in the PTA is 100%.

### Parent and Community Engagement Strengths

Teachers regularly communicate with families through phone calls, emails, and classroom/grade level newsletters. The principal also sends out weekly School Messengers and information is shared with families through Tuesday folders. All school events are well attended by parents and guardians, and we also benefit from parents eager to volunteer on campus. The community also volunteers time on our campus through programs such as the Read with Me and Walk with Me programs.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The community, including parents and guardians, have had limited involvement in the development of the campus improvement plan. **Root Cause:** School administrators and a core group of teaching staff have been responsible for the development of the plan in the past.

## School Context and Organization

### School Context and Organization Summary

Village Elementary has an enrollment of approximately 550 scholars spanning from PPCD/PreK - 5th Grade grade. The Village master schedule is designed around protecting core instructional time, while still allowing 45 minutes daily of enrichment/intervention time. Scheduling is a collaborative effort to ensure that all students receive the supports and interventions they need in order to master essential skills and the high priority learning standards (HPLS's). Grade level teams meet to discuss curriculum and student data in order to adjust instruction and meet the needs of all students. Campus behavior expectations, including the implementation of the Capturing Kids' Hearts program, are taught and routinely reinforced. Weekly updates are sent to both staff and families with information regarding school events and educational opportunities for both students and parents.

### School Context and Organization Strengths

Instructional time is maximized at every grade level in order to ensure growth for all students. In addition to protected time for planning and Response to Intervention (RtI) committee meetings, each grade level is given a 45 minute block of time every 6 instructional days to focus on specific units of study, instructional strategies, and/or data analysis through PLCs. Village teachers continue to have a "whatever it takes" attitude toward serving our students. Collaboration and mutual respect are cornerstones of the Village culture.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Providing necessary interventions for all students is a challenge, particularly for students in the dual language program, due to instructional design. **Root Cause:** Limited bilingual intervention staff as well as competing schedules between English-only and dual language classrooms.

**Problem Statement 2:** Appropriate staffing is becoming and increasing issue as our bilingual student population increases. **Root Cause:** Lack of quality certified bilingual teachers to serve as classroom teachers and interventionists.

# Technology

## Technology Summary

Each Village classroom teacher has a document camera, and Epson Projector, and a laptop. Village has Chromebooks available for students with a 1:2 device to student ratio. Teachers are eager to incorporate technology into their classrooms and their lessons. Multiple computer programs are utilized in the classrooms, and many teachers have participated in Google training in order to further enhance technology integration in their classrooms.

## Technology Strengths

Village teachers continue to be eager to learn new techniques for bringing technology into their classrooms. Those teachers who have received more professional learning and/or are more with using technology in the classroom are always willing to support their colleagues through both formal and informal trainings. In addition the technology committee is tasked with bringing additional technology resources and experiences to our teachers and students.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Training for students in the use of technology is the responsibility of the classroom teachers. **Root Cause:** There has been a lack of training provided for students by trained and experienced technology staff.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- 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 for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

# Goals

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

**Performance Objective 1:** Student achievement, as measured through 2019 STAAR assessments, will increase over 2018 performance in reading, math, writing, and science.

**Evaluation Data Source(s) 1:** Curriculum Based Assessments (CBAs), common assessments, DRAs, Running Records, BoY and MoY MAPS assessments, STAAR results.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Instructional staff will use the curriculum documents, year at a glance, and identified high priority learning standards to design engaging lessons.	Administrators Teachers Interventionists	Students work product will involve choice and interest, while demonstrating mastery of HPLS.				
2) Grade levels will meet in PLCs with interventionists, administrators, and other faculty to discuss instructional strategies, analyze data, reflect on student learning, and plan for intervention and extension.	Administrators Teachers Interventionists Support staff	Instruction will include opportunities for student choice while also ensuring appropriate interventions and extensions are offered.				
3) Teachers and administrators will ensure high quality instruction that leads to an improvement in student attendance.	Administrators Teachers PIEMS clerk	Student attendance will increase campus-wide				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 2:** Village instructional staff will use the GISD Learner Profile to guide the instructional strategies utilized to deliver the adopted curriculum.

**Evaluation Data Source(s) 2:** PLC meetings, student work, CBA data, student, parent, and staff survey data.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Village instructional staff will refer to the GISD Learner Profile while meeting in grade level and vertical teams to ensure all lessons are preparing students for success.	Administrators Teachers Interventionists	Evidence of the GISD Learner Profile will be found in all lessons and units of study.				
2) Grade level PLCs will share lesson designs and instructional strategies that highlight the aspects of the GISD Learner Profile	Teachers Interventionists Support staff	Increased use of Learner Profile-aligned instructional strategies in all classrooms as a result of PLC collaboration				

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

**Performance Objective 3:** Village students will play an active role in the individual goal setting and data collection process.

**Evaluation Data Source(s) 3:** Data binders/folders, student-led conferences, CBA data, unit grades.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teachers will engage students in a cycle of goal setting and monitoring throughout the school year, culminating in the presentation of data to families during spring conferences.	Administrators Teachers Interventionists Support Staff Students	Students will understand how the setting and monitoring of goals can lead to increased growth and a deeper understanding of the curriculum.				
2) Individual student needs will be addressed with targeted interventions on a daily basis.	Administrators Teachers Interventionists Support staff	All students will demonstrate growth over the course of the year.				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

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

**Performance Objective 4:** Village will increase our student attendance rate to 97% for each 6 weeks reporting period to ensure students are in class learning.

**Evaluation Data Source(s) 4:** Attendance reports.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Staff will encourage being present daily. We will make phone calls home when students are absent and encourage them to come to class.	Teachers Admin PEIMS clerk	Student attendance rate of 97% for each 6 week reporting period.				
2) We will celebrate attendance every 9 weeks during the stingray rally. We will enter students into a drawing who have perfect attendance for 9 weeks for a prize.	Teachers Admin PEIMS Clerk	Student attendance rate of 97% for each 6 week reporting period.				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

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

**Performance Objective 1:** Village Elementary will host campus-wide events which encourage the participation of the community, parents, and students.

**Evaluation Data Source(s) 1:** Event survey feedback  
 Number of attendees per event (based on sign-in sheets)  
 Calendar of events

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Village will host monthly events for families in order to encourage increased parent and community involvement.	Administrators Community Engagement committee	Increased family and community involvement leading to an understanding of new curriculum, the GISD Learner Profile, and the positive impacts of our dual language program.				
2) Village will host events that encourage involvement of our non-English speaking families.	Administrators Teachers Parent Liaison	Parents and guardians will communicate an increased awareness of campus activities and a sense of belonging.				
3) Village faculty will partner with the PTA to host events that encourage family and community involvement	Administrators Teachers Support staff	Increased participation in PTA events. Increased opportunities for students to partner with the community.				

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

**Performance Objective 2:** Students will be provided opportunities to volunteer or donate to causes that benefit the community.

**Evaluation Data Source(s) 2:** Student feedback  
Participation rates

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Village faculty will partner with the community to identify causes and events that our students can support	Administrators Student Council sponsor Student Council	Increased student awareness of community involvement.				

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

**Performance Objective 3:** Village will strengthen two-way communication between home and school

**Evaluation Data Source(s) 3:** Parent conference logs

Newsletters

School Messenger feedback

Survey feedback

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Village staff will communicate with families in multiple formats including, but not limited to: -weekly update from the principal's office -grade level and/or classroom newsletters -Tuesday folders -Village website and calendar	Administrators Teachers Secretary Counselor	Increased community awareness of campus activities.				
2) Parents will be encouraged to attend both fall and spring conferences to discuss student growth with teachers.	Administrators Teachers	Increased parent/guardian awareness of student areas of strength and growth opportunities.				
						

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

**Performance Objective 1:** Teachers will be provided opportunities for leadership roles on campus and at the district level.

**Evaluation Data Source(s) 1:** Increased number of teachers in leadership roles

- Staff feedback
- Climate survey results
- Increased leadership opportunities

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Administrators will provide multiple leadership opportunities on campus to ensure all instructional staff have the chance to take on a leadership role.	Administrators Teachers	Increased ownership and buy-in for campus initiatives that move toward fulfilling the GISD vision, mission, and learner profile.				

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

**Performance Objective 2:** Teachers will be encouraged to pursue grant opportunities for innovative teaching strategies.

**Evaluation Data Source(s) 2:** Number of grants awarded  
Increased teacher participation in grant writing

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teachers will be supported in applying for multiple grant opportunities.	Administrators Teachers	Increase grant awards on campus that lead to innovative instructional strategies in classrooms and across campus.				

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

**Performance Objective 1:** Students will be provided opportunities to pursue areas of interest and develop strategies to implement learning.

**Evaluation Data Source(s) 1:** Student feedback

Student performance on tasks

Teacher feedback

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Village staff will provide multiple opportunities for student involvement beyond classroom instruction including but not limited to: SeaPerch Destination Imagination Honor Choir Fine and Performing Arts Student clubs	Administrators Teachers Interventionists Support staff	Increased student interest and engagement in extra curricular activities. Increased student awareness of the unique talents and strengths of their peers.				

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

**Performance Objective 2:** Village instructional staff will create formative assessments and analyze data in PLCs to personalize learning and ensure that higher levels of DOK (depth of knowledge) are being addressed.

**Evaluation Data Source(s) 2:** Formative assessments, common assessments, CBAs, MAP, BOY, MOY, and EOY assessments.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) 1) Vertical team meetings for math, reading, writing, science and social studies to help with alignment and integration of multiple disciplines.	Admin Interventionists Teachers	Students will get a personalized and individualized learning path to meet their needs.				