

**Georgetown Independent School District**  
**Ford Elementary School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/25/2022)			Count	Percent
Gender				
Female			<a href="#">275</a>	51.50%
Male			<a href="#">259</a>	48.50%
Ethnicity				
Hispanic-Latino			<a href="#">112</a>	20.97%
Race				
American Indian - Alaskan Native			<a href="#">5</a>	0.94%
Asian			<a href="#">4</a>	0.75%
Black - African American			<a href="#">12</a>	2.25%
Native Hawaiian - Pacific Islander			0	0.00%
White			<a href="#">368</a>	68.91%
Two-or-More			<a href="#">33</a>	6.18%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/25/2022)			Count	Percent
Dyslexia (Dyslexia-Indicator-Code = 1)			<a href="#">53</a>	9.93%
Gifted and Talented (Gifted-Talented-Indicator-Code = 1)			<a href="#">53</a>	9.93%
Regional Day School Program for the Deaf (Reg-Day-Sch-Prog-Deaf-Code = 3)			0	0.00%
Section 504 (Section-504-Indicator-Code = 1)			<a href="#">32</a>	5.99%
Special Education (SPED) (Special-Ed-Indicator-Code = 1)			<a href="#">59</a>	11.05%
Bilingual/ESL				
Emergent Bilingual (EB) Emergent-Bilingual-Indicator-Code = 1			<a href="#">11</a>	2.06%
Bilingual (Bilingual-Program-Type-Code= 2,3,4,5)			0	0.00%
English as a Second Language (ESL) (ESL-Program-Type-Code= 2,3)			<a href="#">9</a>	1.69%
Alternative Bilingual Language Program (Alternative-Language-Program-Code-CD = 01)			0	0.00%
Alternative ESL Language Program (Alternative-Language-Program-Code-CD = 02)			<a href="#">1</a>	0.19%
Title I Part A				
Schoolwide Program (Title-I-Part-A-Indicator-Code = 6)			0	0.00%
Targeted Assistance (Title-I-Part-A-Indicator-Code = 7)			0	0.00%
Targeted Assistance Previously Participated (Title-I-Part-A-Indicator-Code = 8)			0	0.00%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
Title I Homeless (Title-I-Part-A-Indicator-Code = 9)	0	0.00%
Neglected (Title-I-Part-A-Indicator-Code = A)	0	0.00%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
At-Risk (At-Risk-Indicator-Code = 1)	<a href="#">138</a>	25.84%
Foster Care (Foster-Care-Indicator-Code = 1,2)	<a href="#">4</a>	0.75%
IEP Continuer (IEP-Continuer-Indicator-Code = 1)	0	0.00%
Immigrant (Immigrant-Indicator-Code = 1)	<a href="#">3</a>	0.56%
Intervention Indicator (Intervention-Strategy-Indicator-Code = 1)	<a href="#">139</a>	26.03%
Migrant (Migrant-Indicator-Code = 1)	0	0.00%
Military Connected (Military-Connected-Student-Code = 1,2,3,4,5,6)	<a href="#">99</a>	18.54%
Transfer In Students (Student Attribution Code = 6)	<a href="#">4</a>	0.7491%
Unschooler Asylee/Refugee (Unschooler-Asylee/Refugee-Code = 1, 2)	0	0%
Economic Disadvantage		
Economic Disadvantage Total (Economic-Disadvantage-Code = 01,02,99)	<a href="#">57</a>	10.67%
Free Meals (Economic-Disadvantage-Code = 01)	<a href="#">47</a>	8.80%
Reduced-Price Meals (Economic-Disadvantage-Code = 02)	<a href="#">9</a>	1.69%
Other Economic Disadvantage (Economic-Disadvantage-Code = 99)	<a href="#">1</a>	0.19%
Homeless and Unaccompanied Youth		

## Demographics Strengths

The student population is very new students regardless of ethnicity, race, or diverse abilities. Most grade level class sizes are smaller than district and state averages. Most students remain at Ford Elementary for most of their elementary school years. This provides the opportunity for students to build a solid foundation in literacy and math skills to build upon for more rigorous work in the upper elementary years. Ford has a caring, committed teaching staff that strives to put the needs of our students first. Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS. Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Fords Total Enrollment decreased by about 25 students but the Economically Disadvantaged population has increased by 4 percent. **Root Cause:** Changes in the demographics of the city of Georgetown, TX

# Student Achievement

## Student Achievement Summary

Ford Elementary has systems and structures in place that permit teachers the ability to plan, collaborate and teach. For example, PLC meetings are incorporated into the schedule to ensure planning, team building opportunities, and modeled instructional strategies to enhance lesson delivery. Intervention and enrichment is embedded in the edaily schedule for all students. Teachers are provided a common planning time daily to design and plan for the needs of their students.

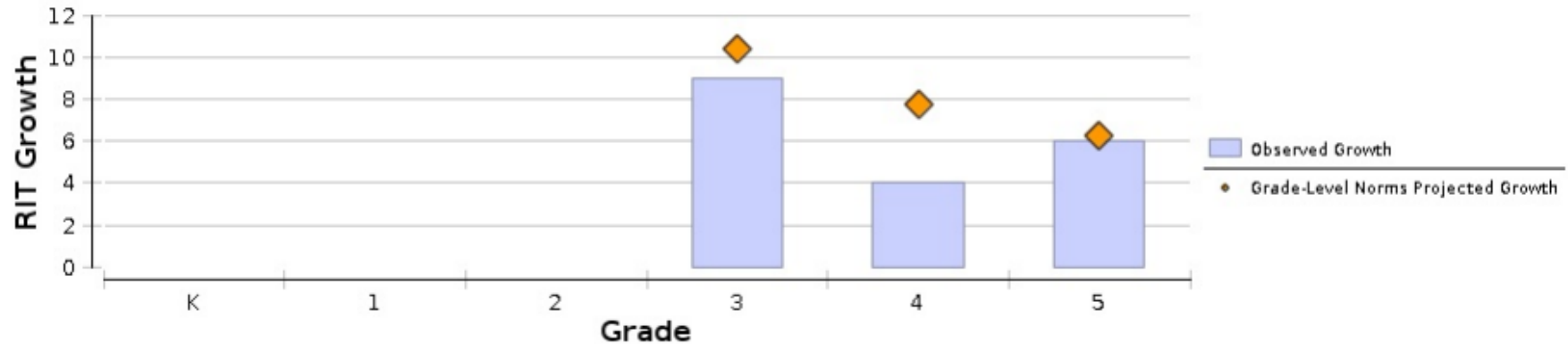
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant
Subject Area - Reading																				
2022	89%	75%	91%	89%	100%	N/A	100%	77%	88%	89%	66%	91%	N/A	89%	89%	89%	74%	94%	N/A	89%
2021	83%	80%	75%	85%	100%	N/A	100%	100%	81%	85%	N/A	N/A	N/A	83%	54%	87%	53%	88%	N/A	83%
2019	89%	100%	78%	92%	100%	N/A	67%	90%	88%	89%	N/A	N/A	N/A	89%	73%	91%	64%	96%	N/A	89%
Subject Area - Math																				
2022	82%	50%	73%	86%	100%	N/A	100%	69%	85%	80%	57%	91%	N/A	82%	60%	84%	55%	91%	N/A	82%
2021	77%	80%	66%	79%	100%	N/A	100%	82%	82%	72%	N/A	N/A	N/A	77%	48%	80%	44%	82%	N/A	77%
2019	82%	75%	69%	86%	N/A	N/A	67%	90%	88%	75%	N/A	N/A	N/A	82%	62%	84%	62%	88%	N/A	82%

## Ford Elementary

Language Arts:  
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	86	194.4	13.6	89	202.9	13.4	82	9	0.9	10.4	-0.96	17	86	35	41	41
4	78	209.2	9.8	97	213.5	11.2	90	4	0.8	7.7	-1.79	4	78	31	40	38
5	89	213.8	10.0	92	219.4	10.5	90	6	0.6	6.2	-0.35	36	89	49	55	51

### Language Arts: Reading

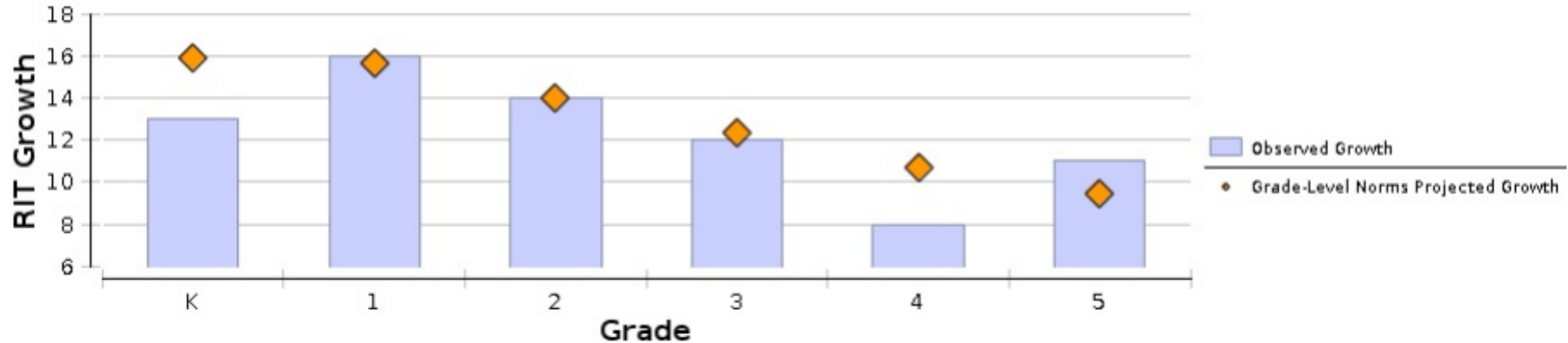


## Ford Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	70	144.0	10.3	86	157.0	12.5	66	13	1.2	15.9	-1.40	8	70	35	50	47
1	91	164.0	12.1	82	179.9	12.6	81	16	0.7	15.6	0.12	55	91	52	57	51
2	88	181.1	9.9	90	194.6	10.3	87	14	0.6	14.0	-0.22	41	88	44	50	47
3	85	193.4	10.9	84	205.8	11.5	83	12	0.6	12.4	0.02	51	85	47	55	50
4	79	205.4	9.9	84	213.8	11.6	74	8	0.6	10.7	-1.26	10	79	31	39	41
5	88	214.7	10.9	81	225.5	10.3	84	11	0.5	9.5	0.60	73	88	57	65	62

### Math: Math K-12



### Student Achievement Strengths

Domain 1: Student Achievement has been our strongest domain. Reading STAAR passing percentages for all students show an increase from 2021 school year of 6%. Math STAAR passing percentages for all students show an increase from the 2021 school year of 5%.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Based on race/ethnicity students are not meeting the targeted goal performance standard (meets) in the tested content area of math. **Root Cause:** Teachers need additional professional development in explicit instruction and scaffolding skills in numeracy development.

# School Culture and Climate

## School Culture and Climate Summary

The Ford culture reflects a collaborative environment where students, teachers, and campus administration are respected and collaborative. As a campus, the focus is on collaboration and communication regarding the campus as a whole. Our goal is to create a positive and safe learning environment by promoting a safe, secure and collaborative environment for students. We will continue to utilize Capturing Kids Hearts and Emergent Tree positive behavior school wide system, and district SEL supports to support this culture. Due to the COVID-19 pandemic, we did not have volunteers and visitors on campus the first semester of the 2021-2022 school year.

## School Culture and Climate Strengths

The campus has high participation and success in extracurricular activities. The campus provides several opportunities for parent involvement through extracurricular activities, events and teacher assistance/volunteering. Ford is a safe and positive learning environment for all members. Teachers have opportunities to be involved in campus level decision-making, Campus Committees and grade level PLC meetings. Students feel comfortable and like coming to school. We have a strong commitment to parental communications through weekly newsletters, website and social media. Students have many opportunities to develop strengths and interests through a variety of extra-curricular clubs offered to all students. Ford has strong parental and community involvement with multiple opportunities for parents to support their students at school. Community partnerships with the Ford PTA contributes to student success and an inviting school atmosphere.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** During the 2021-2022 school year, parent involvement/engagement was down compared to previous years. **Root Cause:** Implications of COVID and the ability of parents to be on campus for a year and a half.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Ford Elementary has made every effort to recruit, develop and retain highly qualified teachers and staff who can work in a turnaround environment. Purposeful ongoing professional development has been implemented to increase the overall quality of instruction, develop highly effective teachers and improve student achievement. At Ford, various supports are provided. They are as follows:

Ongoing professional development is provided to impact long term success for teachers and academic student achievement.

Support is provided from experienced colleagues through our Learning Design Coach

Teachers receive continuous support through ongoing coaching and modeling effective strategies and best practices from the Curriculum Team and teacher leaders.

New teachers are paired with an experienced mentor teacher as well as support from learning design coaches and content specialists.

## Staff Quality, Recruitment, and Retention Strengths

Retention rate for teachers has been maintained consistently for a period of two years at 90%.

Ongoing professional development and coaching is provided based on campus, academic or individual needs.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Georgetown ISD written, taught and tested curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. Ford utilizes a variety of technology programs to support instruction.. Our campus utilizes WIN time and an instructional interventionist to provide target instruction in both reading and math. Additionally, student specific Dyslexic, Gifted & Talented, ELL and Special Education instruction is provided during WIN time. The use of Lucy Calkins Units of Study, Heggerty, shared reading, guided reading, book clubs and read alouds are used to support English Language Arts and Balanced Literacy. Teachers are provided opportunities for ongoing professional learning and support to guide implementation of balanced literacy and guided math. The campus has a Learning and Design Coach, as well as a Digital Learning Coach to provide ongoing learning, coaching, and support in classroom instruction.

## Curriculum, Instruction, and Assessment Strengths

Ongoing support and Implementation of district wide curriculum.

District level support and training on balanced literacy instruction as well as Math Workshop.

Opportunities for collaboration among teams is supported through implementation of Professional Learning Communities with ongoing campus level coaching and training.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Ford Elementary and the PTA provide tremendous support to our campus and many opportunities for parents to become involved. Parents are encouraged to participate through PTA or directly through the campus. Many activities are scheduled throughout the year to encourage parent and community participation including: Meet the Teacher Night, Fall Parent Conferences, Open House, Grade Level Music Programs, Clubs, Veterans Program, Family Literacy and Math Night, Back to School Bash, Field Day, mentors and many other campus activities.

## Parent and Community Engagement Strengths

Ford is a very supportive of family and community involvement. PTA is very supportive and plays a critical role in the success of Ford Elementary. Ford continues to have community engagement through PTA, Education Foundation, local Sun City Volunteers, Churches, The Locker, and many other community organizations.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Due to Covid, we have experienced a decline in parent and community engagement.





# Priority Problem Statements

# Goals

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

**Performance Objective 1:** All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).





**Evaluation Data Sources:** Board Target Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All learners will build campus wide knowledge and common language around the learner profile. <b>Strategy's Expected Result/Impact:</b> By the end of the year learners will be able to apply the language of the learner profile in their everyday experiences. <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional staff and LDC's	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New staff training will include focus on the Learner Profile and how it is connected in the work teachers do daily. <b>Strategy's Expected Result/Impact:</b> More intentional planning and designing of work for students that prioritizes the learning profile attributes. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, and Teaching staff	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

**Evaluation Data Sources:** Board Target Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ford Students will be provided daily SEL lessons by the classroom teacher with support from the campus SEL team and the GISD SEL team. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to recognize and support students in the classroom who may need additional social emotional support. Students will be able to recognize and communicate their social and emotional needs and get individualized support for their needs. <b>Staff Responsible for Monitoring:</b> Classroom Teacher, Principal, Asst. Principal, SEL Team (Campus and District)	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 3:** 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

### HB3 Goal

**Evaluation Data Sources:** NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All math instruction will include a Number Sense Routine 3 days a week to support grade level numeracy skills. <b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate grade level numeracy skills (K-5) by the end of the school year. <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional staff and LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identified grade levels will participate in math labs to provide on the job training (in the moment) to teachers through modeling, collaboration and planning. Modeling will be provided utilizing current students in the teachers classroom. <b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate grade level numeracy skills (K-3) by the end of the school year. Teachers will provide stronger Tier 1 math instruction to support student growth in numeracy. <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional staff and LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All students will access and utilize ST Math (online program) as a Tier 1 support for 40 min per week, Zearn (online program) in Tier 2 for 60 min per week, and Tier 3 intervention students will utilize "Do the Math" for targeted intervention. <b>Strategy's Expected Result/Impact:</b> Students will show continuous progress and growth on mastery of grade level TEKS/standards. <b>Staff Responsible for Monitoring:</b> Classroom Math Teachers, Interventionist, Special Education Teachers, Administration	Formative			Summative
	Dec	Mar	May	Aug

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> PLC and MTSS meetings will provide collaboration and learning for teachers to strengthen their instructional skills and target specific needs of students. <b>Strategy's Expected Result/Impact:</b> Increase in Tier 1 instructional support as well as progress for all students. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Teachers, Learning Design Coach, Interventionist	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. <b>Strategy's Expected Result/Impact:</b> Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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





**Performance Objective 4:** 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

### HB3 Goal

**Evaluation Data Sources:** NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> K-2 will implement Heggarty program daily. <b>Strategy's Expected Result/Impact:</b> 100% of GISD students will demonstrate grade level literacy by the end of 5th grade by August 2025. <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional staff, LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All reading instruction will include balanced literacy daily and will be supported with training for teachers through the use of Literacy Labs. <b>Strategy's Expected Result/Impact:</b> Students will show growth in the areas of reading as well as teachers being supported and learning throughout the year. <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional staff, LDCs, District ELAR Coordinator	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 4th and 5th Grade ELAR Classes will implement KAT method of reading in partnership with Texas A&M University that trains, coaches, and partners directly with the campus for support. <b>Strategy's Expected Result/Impact:</b> Student progress and growth in Reading skills. <b>Staff Responsible for Monitoring:</b> 4th, 5th Grade teachers, Principal, Ass.t Principal, Learning Design Coach, District Reading Coordinator	Formative			Summative
	Dec	Mar	May	Aug

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. <b>Strategy's Expected Result/Impact:</b> Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identified grade levels will participate in Reading labs to provide on the job training (in the moment) to teachers through modeling, collaboration and planning. Modeling will be provided utilizing current students in the teachers classroom. <b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate grade level Reading skills (K-3) by the end of the school year. Teachers will provide stronger Tier 1 ELAR instruction to support student growth in Reading. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teachers, Learning Design Coach	Formative			Summative
	Dec	Mar	May	Aug
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

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





**Performance Objective 5:** GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

**Evaluation Data Sources:** Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers will utilize Schlechtys designing engaging work to to support personalize learning. <b>Strategy's Expected Result/Impact:</b> Teacher will be able to better personalize learning to students needs and will know their "who". As a result students will feel more connected to their learning and will show more progress in their learning. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Learning Design Coach, Principal, Asst. Principal	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide consistent opportunities for small group instruction for all students as well as opportunities for technology integration throughout all content areas. <b>Strategy's Expected Result/Impact:</b> High quality instruction and learning opportunities, as well as opportunities that promote the learner profile attributes.	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. <b>Strategy's Expected Result/Impact:</b> Students will improve academic growth over time, utilizing a goal-setting tracker ____x a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 6:** GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ford will utilize Capturing Kids Hearts, Emergent Tree positive behavior support system, and Social Emotional Learning opportunities to provide learning to students based on their unique and individual needs. <b>Strategy's Expected Result/Impact:</b> Students will feel connected and supported in the learning and behavior which creates a positive learning environment for each student. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Learning Design Coach, SEL Team, MTSS Team, Process Champions	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 1:** Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

**Evaluation Data Sources:** Board Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ford will continue to develop a CBAS plan aligned to the district priorities. <b>Strategy's Expected Result/Impact:</b> Campus will have an understanding of CBAS, and will participate in the building of the plan and then implementation of the plan. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Learning Design Coach, Design Team, All campus staff	Formative			Summative
	Dec	Mar	May	Aug
<div><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></div>				

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





**Performance Objective 2:** Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to expand service learning to all grade levels to increase partnerships and engagement within the community. <b>Strategy's Expected Result/Impact:</b> Each student will experience service learning while increasing community engagement with the school. <b>Staff Responsible for Monitoring:</b> Classroom teachers, instructional staff, administrators and LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be required to have a minimum of 2 conferences a year to discuss student progress and how the Standards Based Report Card works. <b>Strategy's Expected Result/Impact:</b> Increased relationships and support between teacher, student and parent as well as academic growth <b>Staff Responsible for Monitoring:</b> Classroom teachers, Administrators	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 1:** GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

**Evaluation Data Sources:** Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Actions teams, PTA and Team leaders will meet on a consistent basis. A teacher liaison will communicate feedback from key stakeholders from PTA. <b>Strategy's Expected Result/Impact:</b> collaboration and involvement with key stakeholders to drive decision making <b>Staff Responsible for Monitoring:</b> classroom teachers, instructional staff, administrators, LDCS	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Leadership team will meet to collaborate and provide feedback on current needs, analyze where we are in our current work, and provide ideas/planning for the future. <b>Strategy's Expected Result/Impact:</b> Increase collaboration and involvement of all stakeholders to support the students at Ford <b>Staff Responsible for Monitoring:</b> Leadership Team	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 2:** Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design team, Leadership team, CKH SEL team, student counsel, reflex ambassadors, Team Leaders, Mentors <b>Strategy's Expected Result/Impact:</b> developed leadership skills and competencies at multiple levels of leadership for all learners. <b>Staff Responsible for Monitoring:</b> classroom teachers, instructional staff, administrators, LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher Leaders will lead a campus focus teams to provide guidance/leadership, collaboration around a common focus for Ford. Ex-Capturing Kids Hearts, Social Emotional Learning, MTSS, etc. <b>Strategy's Expected Result/Impact:</b> Increase staff leadership capacity and empower staff to collaborate and problem solve for the betterment of Ford Elementary. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Leadership Team	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







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

**Performance Objective 3:** Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each grade level will have PLC's in order to discuss student data, design learning aligned to standards, determine needed intervention, collaborate around best practices as well as received professional learning and feedback aligned to instruction. <b>Strategy's Expected Result/Impact:</b> More intense and stronger Tier 1 instruction that is aligned to standards and intentionally designed based on students needs. <b>Staff Responsible for Monitoring:</b> classroom teachers, instructional staff, administrators, LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development opportunities in areas staff would like to grow in. <b>Strategy's Expected Result/Impact:</b> opportunities for leaders to collaborate and grow their knowledge <b>Staff Responsible for Monitoring:</b> classroom teachers, instructional staff, administrators and LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement intentional processes using Emergent Tree Learning and MTSS to discuss student behavioral needs and plans to support all learners. <b>Strategy's Expected Result/Impact:</b> Ensures all students are supported with positive reinforcement and behavioral supports at all tier levels. <b>Staff Responsible for Monitoring:</b> Behavior Design Team	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 1:** Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will display classwork throughout the school to celebrate and recognize student work. <b>Strategy's Expected Result/Impact:</b> recognize and celebrate all students <b>Staff Responsible for Monitoring:</b> classroom teachers, instructional staff, administrators, LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our campus will communicate and share how Ford is living the Mission and Vision of Georgetown ISD by sharing out story on social media and our website. <b>Strategy's Expected Result/Impact:</b> Create an innovative culture where students and staff are empowered to lead, grow and serve. <b>Staff Responsible for Monitoring:</b> All Ford Staff	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GISD employees will have choice when it comes to their professional learning. <b>Strategy's Expected Result/Impact:</b> GISD employees will continue to feel supported and encouraged in their choices to further their professional development. <b>Staff Responsible for Monitoring:</b> Administrators, LDCs	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ford Staff are provided multiple learning opportunities through the campus and district where they can self select options for their own personalized learning experience. <b>Strategy's Expected Result/Impact:</b> Teachers	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				