

Georgetown Independent School District
Ford Elementary School
2014-2015 Campus Improvement Plan

Mission Statement

CAMPUS MISSION STATEMENT:

Jo Ann Ford Elementary....Empowering Students to Pursue Personal Success

Core Values: *Respect, Accountability, Integrity, Academic Excellence, and Life Long Learners*

Vision

VISION STATEMENT:

Jo Ann Ford Elementary.....ensuring we empower students to become

life long learners by educating the whole child.

Value Statement

Jo Ann Ford Elementary was opened in August 2004 as a school for students in grades kindergarten through fifth grade. The school serves students in the western part of Georgetown and is located at 210 Woodlake Drive in Georgetown, Texas. Currently there are fifty-four staff members who serve the 523 students in the six grade levels. In addition to the grade level staff, there are staff members who are a part of the literacy team, the special education and gifted and talented departments and the “special areas” of music, art, and library. At this time five percent of the school teaching staff has a master’s degree and ninety-five percent have a bachelor’s degree.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The community of JoAnn Ford Elementary has a relatively homogeneous school population. Currently, Ford's student breakdown is 17% Hispanic, 77% White, 2% African American, 5% Indian, and 1% Asian. Of these students, 9% are identified as Gifted and Talented, 15% are identified as At Risk, 16% are identified as Economically Disadvantaged, 2% are Limited English Proficient and 7% are identified as Special Education students. As enrollment numbers fluctuate, the mobility rate for 2014-2015 was 5.9%. Native Hawaiian or Other Pacific Islander .5%. Two or more races 2%.

Demographics Strengths

Jo Ann Ford Elementary MET STANDARD in all student groups in all content areas, scoring a 92 on Index 1 from our Accountability Summary and meeting 20 out of 20 system safeguards.

Our student scores showed strengths in the areas of: Reading 93%, Math 91%, and Science 95%.

Jo Ann Ford Elementary earned DISTINCTION EARNED in Reading/ELA, Science, Student Progress due to being in the top 25% of Comparable Schools in Index 1, 2,3 and 4 - Student Progress.

Demographics Needs

- Retain students in public school so that learning gaps can be avoided and students can continue progressing.
- Better communication with parents and community about the positive aspects of public education.
- Socio-economic status impacts learning and support at home, we may see an increase in struggling learners and need for parent education.
- In the past year, approximately ten students from the Ford Elementary student body have left to attend charter school in the area. Although students return within a year of leaving, this is an area we need to remain cognizant of.

Student Achievement

Student Achievement Summary

Jo Ann Ford Elementary is a very high performing campus. We MET STANDARD on the Accountability System with an 92 Index I, 52 Index II and a 52 Index III and Index IV 53. We MET ALL SYSTEM SAFEGUARDS meeting 20/20. In Reading/ELA, Academic Achievement in Science, Top 25% student progress.

All students scored 91%-95% in Reading, Math and Science.

TELPAS scores this past year indicated LEP students reached increased levels of proficiency and continued to make at least one year gain in Language Proficiency (3rd - 75%, 4th - 67% and 5th - 94%) standard levels.

Student Achievement Strengths

Students at Ford Elementary and the overall campus have many Achievement strengths including Math scores (91%), reading scores (93%), and Science scores (95%). We earned distinctions in Reading/ELA for Greater Than Expected Student Growth in ELA (21%), Grade 3 Reading Performance Level III (34%). In Science, we earned a Distinction for Grade 5 Science Performance Level III (32%). Jo Ann Ford was ranked 7th in the Top 25% in Student Progress (Index 2 Score of 52%) in the state of Texas and was ranked 20th in the Top 25% in Closing Performance Gaps (Index 3 Score of 52%).

Student Achievement Needs

Our student achievement needs are in the areas of:

- READING Hispanics 89%; Economically Disadvantaged 84%
- MATH Hispanics 85%; Economically Disadvantaged 84% ELL 89%
- WRITING (Hispanics 83%)
- Economically Disadvantaged Population: Math 87%, Reading 89%, Writing 82%)

- Increasing our Advanced Level of Performance by 5%.
- Special Education student population (Math 46%, Reading 62%, Writing 20%, and Science 33%).

Also, SPRING staff and parent surveys, we have a need to increase our school safety.

School Culture and Climate

School Culture and Climate Summary

Ford underwent a significant change this year. A new principal was named, although changes were slight. The new principal had previously served at Ford for 5 years and knows the staff and parents, along with the daily routines, very well.

Our staff goals are to be professional and give 100% commitment to our students and families. We are continuing our implementation of the CHAMPS framework for our school wide management and discipline framework.

Other areas continuously focused on are:

- Family oriented programs and traditional activities need to be maintained.
- Recognizing student birthdays throughout the building.
- After school and extracurricular programs need to be continued as they are seen as a benefit to the students.
- Assemblies, No Place for Hate activities, and the guidance classes need to continue as a part of our Character Education Program.
- Consistently monitoring the hallways and campus to ensure the safety of our students (per our parent surveys).

School Culture and Climate Strengths

Ford Elementary has a very dedicated and committed staff who are focused on student learning as well as fostering the continued support from our parents and community. Ford offers enriching after school programs for students.

There are many parent and community involvement activities implemented at Ford such as our WatchD.O.G. Dad Program, Mentors, and PTA, Grandparents Day, Thanksgiving Luncheon, Veterans' Day, Science Fair, Students Council, UIL, Food Drive, and Fall and Spring Cookouts.

School Culture and Climate Needs

From the Spring staff and parent surveys, we determined there are some areas of improvement needed in the school culture and climate. Throughout the year

we will review these options:

- New options for after school activities
- Recruit new partners in education
- Service Learning Projects
- Explore reward system for older students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Jo Ann Ford Elementary are highly qualified and certified in ESL, GT and special education as required for their instructional setting. There is a high retention rate of the staff members. Staff members are held accountable to implement new strategies and programs at Ford. Both classroom walkthroughs, along with the Professional Development and Appraisal System, are utilized to give accurate feedback to staff. Consistent walk throughs are conducted by administration to ensure Best Practices are being utilized during instruction. Teachers routinely receive feedback on their progress. Grade level teams meet and discuss training and development needs and then these are addressed through the Campus Leadership Professional Learning Community (PLC). Staff is encouraged to seek opportunities for training and certifications.

Staff Quality, Recruitment, and Retention Strengths

We strive to help each educator at Ford to reach their own individual highest potential through continual campus professional development with our CHAMPS as well as best practice strategies and instruction in each content area. We are specifically providing professional development in best practices ELL instruction, in Writing curriculum and instruction, and in Science.

Using Professional Learning Communities for grade level planning, peer observation and collaborative staff meetings, we provide opportunities for teacher capacity and leadership. Specific days set aside for team planning allows staff time to plan and coordinate their lessons.

Staff Quality, Recruitment, and Retention Needs

The number of para-professionals in inclusion classrooms makes providing training and support essential in helping them to feel successful with challenging students. Professional development in relation to specific needs of the teachers will ensure targeted areas for strength. Professional development as a campus for differentiating, instructional strategies, RtI, ESL, engaging activities, and a behavior plan (CHAMPS). Ensuring new teachers of a specific mentor or who they should be turning to for support. A focus for Ford is professional development accountability where teachers bring the information back to the campus and share with other staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Ford Elementary is fostering our development as a Professional Learning Community. Within this community, teachers will meet weekly with their teams to plan and follow the grade level TEKS and district guidelines. Ford Elementary students must learn the essential skills for success in today's world and will focus on 21st Century Learning and Innovation Skills: Critical Thinking, Communication, Collaboration & Creativity. To meet this requirement, an added focus for instruction will be utilizing technology, increasing student engagement and increasing rigor. Staff will begin to utilize common assessments, and use regular formative assessments to help drive instruction. Flexible groups will be used in all three grade levels during the RTI block. Staff will be encouraged to conduct a peer visit beginning in January to help with instructional development. Since our special education program has moved to a more inclusive model, our inclusions teachers and special education teachers will need to collaborate with one another to ensure their students' needs are being met. Ford Elementary received all three distinctions (Reading/ELA, Math and Top 25% Progress) from TEA for our 2013 performance on the STAAR. In Reading/ELA, 29% earned Greater Than Expected Progress, 37% of our 3rd graders achieved Level III Performance on the reading STAAR, and 32% of our 4th graders achieved Level III performance on their Writing STAAR. In Math, 43% earned Greater Than Expected Progress, 47% of our 5th graders achieved a Level III Performance on the STAAR Math. Jo Ann Ford was ranked 3rd in the state for Top 25% in Student Progress with an Index 2 Score of 58.

Curriculum, Instruction, and Assessment Strengths

Ford Elementary received 3 out of 6 distinctions (Reading/ELA, Science and Top 25% Progress) from TEA for our 2014 performance on the STAAR. In Reading/ELA, 21% earned Greater Than Expected Progress, 34% of our 3rd graders achieved Level III Performance on the reading STAAR, and 23% of our 4th graders achieved Level III performance on their Writing STAAR. In Math, 38% earned Greater Than Expected Progress, 38% of our 5th graders achieved a Level III Performance on the STAAR Math. In Science, 32% earned Greater Than Expected Progress; 32% of our 5th graders achieved a Level III Performance on STAAR Science. Jo Ann Ford was ranked 7th in the state for Top 25% in Student Progress with an Index 2 Score of 52, ranked 19th in

closing performance gaps with an Index 3 score of 52.

Curriculum, Instruction, and Assessment Needs

Our curriculum, instruction and assessment needs lie with providing specific, targeted differentiation for our student groups, particularly Hispanic, Economically Disadvantage, and Special Education. Increasing differentiation, increasing student engagement, use of technology, and increasing rigor are vital. Full implementation of our RTI process and procedures is a need as well as providing the correct interventions and supports for our struggling learners.

In looking at the data, we need to focus on increasing the achievement level of our Eco Dis and SPED students. This will be done through collaboratively disaggregating data to pinpoint standards to focus on and professional development on specified areas in need of improvement through PLCs and Vertical Team Meetings. It is our intent to increase rigor, provide specific intensive interventions, and raise our percentage of students achieving Level III Advanced on the STAAR by at least 5% in all subjects and grade levels.

Family and Community Involvement

Family and Community Involvement Summary

Ford Elementary has developed annual events to help increase family and community involvement. In the fall, we will promote our annual Book Fair Themed Literacy Night, as well as host a grandparent luncheon for the grandparents of our students during this time. We have a Music Program for each grade level during the year. In the Spring, we host our Fabulous Friday, along with our Ford Fabulous Fun Night with many community members involved, well as a Talent Show sometime in May. This year we will have grade level parent information sessions explaining the expectations for the upcoming STAAR tests. Watch D.O.G.S. will also be part of Ford again this year. We are working on increasing this program and will kick it off with a Pizza Night for Dads that is presented in collaboration with the Boy Scouts of America.

Family and Community Involvement Strengths

At Ford Elementary, we have a very strong core group of parents who participate actively in PTA, WatchD.O.G Dads, and our Fall and Spring Book Fairs and Fun Nights. Ford teachers participate and volunteer at all the activities in order to show support and their committment to student success.

100% of Ford staff have joined PTA.

A weekly SCHOOL MESSENGER is broadcast to parents.

Family and Community Involvement Needs

We are fortunate to have a strong parental involvement at Jo Ann Ford. Our teachers and staff work hard at fostering relationships with parents and community members. Our parents are very active in the school whether it is volunteering in the cafeteria during lunch, working with students, organizing a science fair, or assisting with parent night at the book fair. We foster this by communicating our needs for parental involvement through conferences, newsletters, emails, phone calls, and the website. We provide a variety of ways parents can be involved at their child's school and with their child's education regardless of their work schedule.

One of the focuses for Ford Elementary would be to create more oppportunities for students to engage in service learning projects for the community.

School Context and Organization

School Context and Organization Summary

Ford Elementary is comprised of approximately five hundred and twenty-three K-5th grade students. Our school will follow the schedule of three PE classes a week, with one art and one music class per week. An added RUN Day once a week is incorporated during the PLC time. RTI blocks are scheduled daily for students that need the extra intervention and enrichment to help close gaps as well as provide enrichment lessons to help students reach the Advanced Level on the STAAR tests. Title and Classroom teachers will meet on Wednesdays for PLC and Response to Instruction (RtI) discussions. Part of our monthly meeting structure allows for the principal and assistant principal to meet with all classroom teachers to discuss and review student data and ensure that each student's needs are met.

School Context and Organization Strengths

The administrative team and the grade levels provide strong leadership in order for all staff to implement a learner-centered environment at Ford Elementary. Specific meeting times in the morning with grade level teachers, administrators and interventionists occur weekly. Administrators are always available for support to all staff.

School Context and Organization Needs

Ford is continuing to develop a strong RtI process and PLC's are developing as well.

Technology

Technology Summary

A focus on Informational, Media, and Technology skills will occur through implementation of integrated 3rd-5th Technology and Content instruction and processes. Students will work collaboratively together to analyze, problem solve and become effective members of the community. Ford Elementary has two whole class computer labs available, as well as a Computer on Wheels (COW). The COW is utilized during RtI and the Library for research purposes.

Each teacher has a document camera as well as a teacher computer. Ford PTA, through fundraiser efforts, will be adding iPads in classrooms for student use. We currently have 5 Mimios and 9 classrooms have Samrt Boards.utilized by teachers. Teachers and students will use the computers through online educational programs. (i.e. Think Math, istation, STEMscopes, Discovery Science, Math fact process, Webquests, publishing, Reading Street, etc.)

The technology committee would like to see SMART BOARDS purchased over a period of time for each classroom. The committee would also like to see more Mobis purchased for classroom use.

Technology Strengths

- Both labs are being utilized for additional times
- Additional programs including Easy Tech, iStation, Reading Street, Spelling City, SmartBoards (18) and Smart Exchange usage.
- New computer cart on wheels allows access for students
- New iPads for staff
- Discovery education use for videos
- Brain Pop and Brain Pop Jr. use

Technology Needs

- Access to materials such as headphones, additional Smart Boards, student iPads and computer on wheels for better student access
- iStation availability at home for grades K-2
- On campus technology facilitator to maintain equipment and support teachers technology needs
- A staff area to post available apps to share with other staff

Comprehensive Needs Assessment Data Documentation


The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 1: By May 2015, at least 90% of all Ford Elementary students and students in all sub-groups (White, African American, Hispanic, and Economically Disadvantaged) will demonstrate mastery of the ELAR TEKS and Math TEKS based on assessment and STAAR.

Summative Evaluation: District Assessments and STAAR

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Provide opportunities for teachers to collaborate and receive ongoing professional development during thier weekly common planing periods and receive professional development in the areas of STAAR, Language Arts, Writing and Reading, Science, Math, and ELL Instruction.	Principals and Classroom Teachers, CIP Language Arts Team, Vertical Teams, Grade Level Teams.	Staff development sign in sheets, calendar, minutes from team meetings.				
2) A vertical discussion will be prompted to begin setting goals for each grade level in core subject areas.	All grade level teachers	Improvement in writing scores Minutes from vertical team meetings				
3) Provide on-going support for the Response to Intervention (RtI) process to continue to improve the process for Ford. This will ensure proper documentation for students progress.	Administration, Interventionist, Instructional Aides.					
4) Analyze 2013 STAAR data, TEKS, Readiness and Supporting standards through PLCs to ensure aligned delivery of instruction with appropriate rigor, depth and complexity.	Principals and Teachers	PLC Meetings				
						

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 2: K-2 reading assessment results and 3-5 Reading STAAR results will indicate 90% of all students and target groups will be on grade level in reading with a special emphasis on improving fluency and reading comprehension. Approximately 35% percent of the students will receive Advanced Academic Performance on their Reading STAAR results. Students needing differentiation/remediation will receive those services according to RTI procedures and policies. All ELL students in each grade level will advance a level on the TELPAS testing instrument.

Summative Evaluation: STAAR Assessment


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) The TEKS/SE will be implemented according to the districts Language Arts curriculum and Reading Street pacing calendars .	LA Committee LA Classroom Teachers, Literacy Teachers Principals	Lesson Plans				
2) Language Arts teachers will meet regularly to discuss the effectiveness of different components of the Reading Street Language Arts Program. Recommendations for adjustments will be made.	Language Arts Committee and teacher	Meeting Minutes				
3) The Aims Web Results, Benchmarks, and/or DRA or IStation will be utilized in Hope/CIT Meetings; and PLC meetings to determine who needs intervention or enrichment during the RTI block.	Classroom Teachers, Literacy Specialists/ Coach, Content Mastery	Classroom reading assessments				
4) STAAR/Bloom's Stems/Thinking Maps will be utilized in teaching comprehension skills on all grade levels.	Language Arts Committee, Literacy Specialists	Lesson Plans				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 3: By May 2015, at least 90% of all K-2 Ford students will meet the GISD performance requirements in all areas.


Summative Evaluation: Classroom, District Assessments, and Checkpoints

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) The science tubs as well as teacher implemented investigations will be made available to classroom teachers as a resource for materials and activity suggestions.	Classroom Teachers	STAAR Results, Benchmarks				
2) Utilizing the RTI process, we will ensure that all students who are struggling academically are provided targeted, intensive interventions which may also include special education or dyslexia screenings.	Teachers, Interventionist, Principals	Intervention and Assesment logs and Assessment data				
3) Identify critical skills necessary for all primary students' long term success through colloboration with intermediate teachers.	Teachers, Principals	EOY Assessment Data				
						

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 4: An RTI committee will meet regularly to monitor student intervention and to further the implementation of the RTI process.

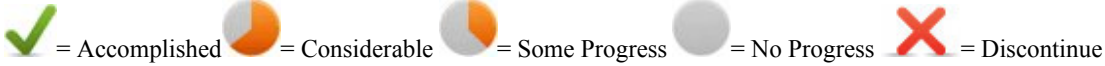
Summative Evaluation: Classroom, District Assessments, and Checkpoints

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Look at school wide and grade level trends in student performance based upon Aimsweb results, checkpoints, benchmarks, and STAAR.	Counselor, Grade Level PLCs, and Interventionists	STAAR				
2) Identify opportunities to implement Tier II and III during Mustang Roundup and inclusion in the regular classroom.	Interventionists, Social Ed. and Regular Ed.					
3) Evaluate student progress on mastery of critical "Need to Know" objectives in each grade level for each core subject.	Principals, Teachers	Lesson Plans, Performance Data				
						

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 5: Provide STAAR training for 100% of the staff in June, August and weekly throughout the school year through the common grade level planning period(utilizing the LEAD4WARD TEKS Bundles) Analyze 100% of the data from GISD assessments to provide targeted instruction and Tier II and III interventions

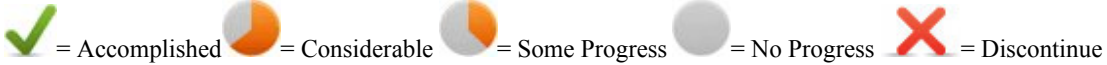
Summative Evaluation: STAAR

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Provide 7 Steps to Language Rich Interactive Classroom to ESL teachers in order to increase the academic performance of ELL students.	Title III ESL/Bilingual Instructional Coach Principal	Professional Development Documentation, Walkthroughs, ELL Data				
						

Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

Performance Objective 6: The GISD curriculum objectives will be taught and mastered by 90% of the Ford students as measured by the math checkpoint assessments and the STAAR test. The level of commendations will be 40-60%


Summative Evaluation: Classroom, District Assessments, and Checkpoints, Performance Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Ford teachers will be encouraged to use strong problem solving strategies which include multi-step problems. All grade levels will use problem solving strategies daily.	Ford Elementary teachers	STAAR, Benchmark, and Checkpoints Results				
2) Results of math checkpoint assessments and STAAR will be reviewed each nine weeks to determine strands of difficulty for the students. Evaluation of grade-level checkpoint problem areas will be addressed in HOPE/CIT meetings. Special education student results will be included in the documentation and discussion. Results and a review of the student expectation results of 2013-2014 STAAR will be evaluated by the faculty.	Principal and Central Office, Ford Teachers	STAAR, Benchmark, and Checkpoints Results				
3) Utilization of a school-wide problem solving framework (QTIPS) will be utilized as appropriate.	Ford Math Teachers	QTIPS chart in classroom				
4) An evaluation of the interventions used for students with failing grades and test scores including: a. Mustang Round-up Interventions, PLC meetings.	Ford Math Teachers and Technology	Documentation from HOPE/CIT meetings, Benchmark results, grades, computer programs, Summer School documentation sheets				
5) Inclusion of Special Ed students in Regular Ed Math classes and Mustang Round-Up will be initiated.	Ford Math Teachers Grades 1-5	Math Fluency Program, Timed Test Results.				
6) Grade levels will utilize Xtra Math for math facts. Timed tests will be administered in grades 1-5 through a computer based program and home/ school fluency program will be available by each grade level. Results will be charted at the grade level HOPE meetings. The math teacher will utilize a system to reinforce those students who pass a math facts level.	Ford Math Teachers Grades 1-5	Math Fluency Program, Timed Test Results.				
7) The Ford Math Committee will serve as a vehicle of communication with the district regarding curriculum needs.	Ford Math Committee Principal, math teachers and math interventionist	Interschool School Correspondence, Math Interventionist Schedule				
						

Goal 2: All students will utilize a variety of media, information, and technology tools to foster collaboration and make contributions as effective citizens who are able to exhibit a range of 21st Century functional and critical thinking skills.

Performance Objective 1: Staff members will participate in technology application training throughout the year to develop their level of technological abilities. 100% of classroom teachers will attend pertinent levels of technology application training sessions.

Summative Evaluation: Lesson Plans, Classroom Observations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Teachers will be responsible for implementing the technology TEKS for their grade level.	Computer Facilitator, Classroom teachers.	Lesson Plans				
2) Teachers will participate in the STAR chart survey in order to drive district technology needs. The results of the Star Chart will be shared with the classroom teachers.	Classroom Teachers	Completion of submitted survey on website.				
3) All grade level teams and administrators will develop or update a web page for the Ford website by the end of September.	Facilitator, teachers, administrators	Webpage linked to Ford website				
4) A teacher from each grade level will make up a committee serving as the technology representative.	Grade Level Team Members	List of Members				
5) The technology committee will discuss ways to assess our students mastery of the TEKS in technology.	Easy Tech Classroom teachers, Technology Facilitator	Minutes from discussion				
6) Staff members will utilize a sign up calendar to implement the Science curriculum and new technology integration projects.	Grade level teacher	Technology Project				
						

Goal 2: All students will utilize a variety of media, information, and technology tools to foster collaboration and make contributions as effective citizens who are able to exhibit a range of 21st Century functional and critical thinking skills.


Performance Objective 2: 85% of students at each grade level will demonstrate proficiency on inquiry projects based on new technology TEKS.

Summative Evaluation: Task Completion Summary

Goal 3: Quality Staff All positions will be filled by highly qualified candidates/professionals.

Performance Objective 1: Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.


Summative Evaluation: Observation, Budget Summary

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) All staff members will monitor and revise routines and procedures for use in the common areas of the school including: in the hallways, in the cafeteria, at recess, in the restroom areas, at bus time. The Positive Staff Climate Committee will determine if modifications are needed in the routines and procedures.	Ford staff members, Principals, Positive Staff Committee	List of Standards for Common Areas and Events				
2) Manage the social fund to be used for (but not limited to) Christmas party, custodian gifts, graduation cards for staff graduating seniors, door prizes, and end-of-the-year party.	Positive Staff Committee with a minimum of 3 names on account	Receipts, Bank Statements, Checkbook Carbons and Register				
3) Provide STAAR treats and encouraging notes on STAAR days for teachers administering the test.	Positive Staff Committee	Emails and whiteboard				
						

Goal 3: Quality Staff All positions will be filled by highly qualified candidates/professionals.

Performance Objective 2: All staff members will have the opportunities to give input into the schools' instructional program and operation through the Ford Committees structure, Ford Improvement Team and Grade Level teams.






Summative Evaluation: Committee Meeting Minutes

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Recognize outstanding teaching by coordinating the nomination and election of Ford Teacher of the Year.	Positive Staff Committee	Ballots and Teacher of the Year packet				
2) Design the procedures form for all staff members to visit at least one instructional lesson in a colleague classroom.	Positive Staff Committee	Visitation Poster				
						

Goal 3: Quality Staff All positions will be filled by highly qualified candidates/professionals.

Performance Objective 3: Positive relationships will be maintained with the Ford school community through increased participation in such activities as: Grade Level Open Houses, Watch Dog Dads, Bring Your Dad to Work, 100% Staff Participation in PTA, UIL, and Extra-Curricular Activities, Cook-outs and Music and Art Programs


Summative Evaluation: Sign In sheets, Calendars, Rosters, Personal Observance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Organize social activities throughout the year in order for all staff members to get to know each other.	Positive Staff Committee	Ford Staff Calendar and E-newsletter				
2) Promote team building activities among and between grade levels throughout the year (ie. Val Pals and Love Pats, Lounge Treats, Dress-Down Days, Stress Relievers, Eat-Out In.	Positive Staff Committee	Emails and whiteboard				
3) "Shout Out" - A moment to share positive campus and personal moments.	All Ford Staff	Campus Morale Amount of "Shout Out" Notes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.

Performance Objective 1: Promote strong two-way collaboration with home and community by increasing the opportunities for parents and community to be involved in school initiatives.

Summative Evaluation: Visitor and Volunteer Logs and Sign In

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Students with perfect attendance will be recognized in grade level awards ceremonies each semester. Students who have perfect attendance for the school year will be invited to the Breakfast with the Principal activity at the end of school.	Principal	Invitation sent to Parents				
2) The attendance secretary and the principal will implement the series of notifications and communications to parents regarding student absences through Eduphoria.	Principal/Attendance Secretary	Letters in Students' Files				
3) Personal contacts will increase for students who are ill or families who are experiencing difficulties.	Principal Counselor Nurse	Increased Attendance				
						

Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.

Performance Objective 2: All Ford staff members will contribute to a safe, orderly and positive environment by following all standards, policies, and routines, and program requirements.


Summative Evaluation: Sign In Sheets, Activities, Observations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Continue the Ford Crisis Management plan to include tornado, fire, and safety situations (with checkers), as well as information as to the school personnel who is CPI certified and trained.	All Staff Members and Assistant Principal,	Log of Drills				
2) A core team of personnel will be trained in the use of restraint, crisis resolution procedures.	Counselor and the Ford Core Team	Staff Development Documentation				
3) The Positive Student Activity Committee will develop activities to assist students in developing pride in their school and building Ford traditions. Student Helpers will be selected based upon social/emotional need to take part in activities such as Safety Patrol, Morning Library Helpers, Morning Games Helper, and Greeter on special days.	Positive Student Activity Committee	Students will participate in various traditions.				
4) Develop a system for promoting positive classroom and campus wide events to be publicly recognized in local newspaper.	Positive Student Committee, PTA Publicity Chair	Published written plan, Follow district protocol regarding contacting media Ford Family Fun Night Book Fair Contact Brad Domitrovich				
5) Development of ways to integrate campus-wide activities that revolve around a central theme on designated days such as: Red Ribbon Week Black History Month (February) Christmas School-wide Activity Peace Week, No Name Calling Week, Rudolph Day, Stocking Exchange/Caroling.	Positive Student Committee, SS Committee	School Calendar				
6) Increase the number and quality of Service Learning Projects for our students. (a.)Christmas Stockings taken to Nursing Homes.	Positive Student Committee PBC Comm. All Ford Staff	Parents and school activity calendar				
7) Ford Elementary will have a coordinated health program Including: the TEA adopted CATCH program. The program will emphasize physical activity and proper nutrition. In addition staff will serve as healthy role models by participating in an activity based program.	Counselor Physical Education Teachers School Nurse PTA Classroom Teacher	CATCH program plan				
8) Stickers, pencils and coupons will recognize student birthdays. Students will be recognized over the announcements each day.	PSA Committee Principal	Stickers or Badges				

9) Ford Elementary will reward positive behaviors in cafeteria with a trophy for each calss to be displayed on the table.	Cafeteria monitors	Trophies on tables.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.


Performance Objective 3: The number of students referred to the office for aggressive or offensive language (bullying activities) will be significantly reduced.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Actions will be developed and implemented to reinforce: (a.) No Name Calling Week Update (b.)Peace Week (c.)"Rudolph Day" - Tolerance	Positive Student Activities Committee, Counselor,	Action Plan				
2) Continue dialogue and discussion regarding the importance of reinforcement and support for the campus wide discipline plan and standard for expectation of behavior in hallways, classrooms, cafeteria, and other public areas. Representative of this committee review expectations and importance of consistency at early faculty meetings.	All Ford Staff	Discipline Records Visual Reminders				
3) Supplies needed for the volunteer and mentor programs will be purchased and maintained in the workroom areas.	Office Staff, P/B/C Committee	Visual Inspection				
						

Goal 5: Positive Perceptions, Relationships, and Collaboration GISD will enhance and build positive perceptions, relationships, and collaboration among community and staff.

Performance Objective 1: Parents will be encouraged to stay informed of school activities, actively support school programs and participate in the school volunteer program in order to develop a strong academic program.

Summative Evaluation: Sign In Sheets, Visuals, Calendars

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Mar	May	Aug
1) Ford Elementary will encourage and promote the Ford PTA.	PTA Board, Principal, P/B/C Committee	Membership List				
2) Volunteer, Mentor and Watch D.O.G. Dad program program will be continued in early September and a growth will be encouraged throughout the year.	Counselor, Principal, PTA, Volunteer Coordinator	Raptor Volunteer/Mentor Sign In System				
3) All parents will be encouraged to attend Fall parent conferences. Reminders will be sent out through School Messenger. Dates for 2013-14 Open Houses will be selected and efforts will be made to track the attendance numbers.	Counselor, Principal, PTA, Volunteer Coordinator	Records from the Open House Nights And Fall Parent Conferences				
4) A parent or community member will be selected to serve on the Ford Elementary Site-Based Committee.	Office Staff, P/B/C Committee	Parent Roster				
5) Utilization of School Messenger, Updated Websites, Ford Newsletter, School Marquee, Thursday Folders, and Formal and Informal Invitations will be continued for parent communications.	Principal, Staff, School wide Committees	Parent Participation, Visuals, Sign In Sheets				
						

Goal 6: Fiscal Accountability and Responsibility GISD will ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources.