

Georgetown Independent School District
Ford Elementary School
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Student Learning, Growth and Progress Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.	10
Goal 2: Student and Staff Well-Being Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.	16
Goal 3: Staff Recruitment and Retention Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits. Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.	20
Goal 4: Community and Connectivity Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.	23
Addendums	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ford Elementary is a neighborhood school located in Georgetown, TX. The campus enrollment is 551 students for grades kindergarten through fifth grade. Our current student population includes 2% Asian, 21% Hispanic, 67% White, 7% Two or More Races, and 3% African American. Ford Elementary provides Gifted and Talented services to 10% of our students, Special Education Services to 22% of our students, and English Language services to 3% of our students. Currently 17% of our students are coded as Economically Disadvantaged. Our Eco. Dis. has increased in the last decade. Ford Elementary has a very active PTA organization that includes 100% staff participation. 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.

Demographics Strengths

Our student population has stayed pretty consistent throughout the years. Our classrooms are well balanced with students of various ability levels,

Ford Elementary is comprised of families that place a high value on education and partner with PTA, volunteers and the community to support student learning and quality educational experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Economically disadvantaged population increased from 11% to 17 percent in the last year.

Problem Statement 2 (Prioritized): Our Special Education population rose from 17 percent to 21 percent in the last year.

Problem Statement 3 (Prioritized): Our Dyslexia population rose from 11% to 17% in the last year.

Student Learning

Student Learning Summary

See Addendums 2-6

Student Learning Strengths

Reading: As a campus our overall reading scores in MClass did show some growth from the beginning of the year to the end of the year. The highest growth was seen in 1st grade and 3rd grade. In all grade levels the number of students who were above benchmark increased from the beginning of the year to the end of the year. Grade K, 1, 2, and 5 all showed a decline in the number of students who were well below benchmark which is a success to have those students move up a level or two.

Math: Student Achievement increased in all but one grade level with the most growth being in 1st, 2nd and 3rd.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Problem Statement 2 (Prioritized): Lack of vertical alignment has negatively effected tier 1 instruction.

Problem Statement 3 (Prioritized): Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. **Root Cause:** Implemented new Heggerty but not with fidelity in every classroom.

School Processes & Programs

School Processes & Programs Summary

Ford Elementary is focused on continuous improvement. Teachers work collaboratively to design engaging work, increase their knowledge and implementation of technology, and study current best practices through experiences such as Math Workshop and ELAR Labs, and Capturing Kids Hearts initiative. We promote and support retention of new staff members and the creation of strong professional learning communities focused on analyzing students' needs and providing strategic intervention when needed. Grade level teams plan and align teaching and learning practices to provide equitable and rigorous experiences for all students. Student Council allows students to gain more valuable leadership experiences. The administrative team works to support teachers through professional development, specific feedback, mentorship, and various support groups. We pride ourselves on the partnership that we have with our Parent Teacher Association (PTA). On a yearly basis, they raise money to supplement materials and learning opportunities for our students, and volunteer hundreds of hours to help our students and teachers. A variety of systems are in place to ensure safety and learning. Safety includes training for students and staff in regard to emergency information, school wide expectations, and campus procedures. Scheduled and unscheduled emergency drills are held and analyzed for efficiency and effectiveness. Social emotional needs are met for students through our guidance lessons, class meetings, relationship building, Lunch Bunch, and peer mediation. The social emotional needs of our staff are addressed through relationship building, professional feedback, leadership and growth opportunities. The master schedule is carefully planned to maximize learning time by including uninterrupted academic blocks, specific intervention times, and the use of common planning time for staff. Teachers participate in weekly PLC (Professional Learning Communities) to review student performance and design instruction. The Leadership Team reviews data and helps determine specific focus areas for the year which are then incorporated into the learning plan. Campus goals are developed from this information.

School Processes & Programs Strengths

Professional Learning Communities focused on continuous improvement.

Master Schedule to include learning blocks, consistent Intervention times, and bi-weekly PLC meetings.

Campus collaboration focused student learning and social emotional needs of students.

Retention of staff members through strong support systems, professional development, and specific feedback.

Parents, teachers, and students have a positive outlook on CKH and Emergentree initiatives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2 intervention is inconsistent and not directly aligned with tier 1 instruction.

Problem Statement 2 (Prioritized): Students show an increase need for social emotional support.

Perceptions

Perceptions Summary

Ford Elementary typically has low turnover. This year, we have added 9 new staff members. The culture of the campus is family oriented, and staff generally want to work here at Ford. We have an established and supportive PTA that is involved and provides feedback to enhance our campus community. While we only had 13 staff members complete the campus survey, we will utilize the data. The parent survey had 87 parents respond for feedback.

Perceptions Strengths

Parent survey showed that majority of parents feel their child is appropriately challenged, adequately prepared for future success, and feel they are supported and prepared for the next school year. Parents report their students have a sense of belonging and look forward to going to school where they are treated with respect and are connected to an adult at Ford. Parents report they feel their school is a safe place to learn. Majority of parents feel welcome and informed about their child's progress in school.

Staff survey shows that majority of our staff are satisfied with the current job, feel valued by their supervisors, enjoy collaborating with their colleagues, feel trusted by their supervisor, trust their supervisor, and feel they have the authority to make decisions necessary for the day to day work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have strong support from families but we can always improve on our perception through communication and telling our story. **Root Cause:** We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford.

Priority Problem Statements

Problem Statement 1: Our Economically disadvantaged population increased from 11% to 17 percent in the last year.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Special Education population rose from 17 percent to 21 percent in the last year.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Dyslexia population rose from 11% to 17% in the last year.

Root Cause 3:

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Tier 2 intervention is inconsistent and not directly aligned with tier 1 instruction.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students show an increase need for social emotional support.

Root Cause 6:

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of vertical alignment has negatively effected tier 1 instruction.

Root Cause 7:

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading.

Root Cause 8: Implemented new Heggerty but not with fidelity in every classroom.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: We have strong support from families but we can always improve on our perception through communication and telling our story.

Root Cause 9: We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data





Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: See Change Engine Addendum Attached-"Ford Strategic Change Decision Chart"





Strategy 1 Details	Reviews			
Strategy 1: See Change Engine Addendum Attached-"Ford Strategic Change Decision Chart"	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Learning, Growth and Progress

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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

Evaluation Data Sources: Professional Learning, PLC Agendas, classroom observations, Standards Based Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: All learners will build campus-wide knowledge and common language around the learner profile. Strategy's Expected Result/Impact: By the end of the year, learners will be able to apply the language of the learner profile in their everyday experiences. Staff Responsible for Monitoring: Classroom teachers, instructional staff and LDC's</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will work in Professional Learning Communities , with the Learning Design Coaches (LDCs) to unpack standards, collaborate to align lessons, activities, student work, and assessments to the agreed upon level of academic mastery. Strategy's Expected Result/Impact: Student achievement will increase across gradelevels Staff Responsible for Monitoring: Classroom Teacher, LDCs, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.





Problem Statement 3: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. **Root Cause:** Implemented new Heggerty but not with fidelity in every classroom.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

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

Evaluation Data Sources: Staff, Student, and Community Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Support staff will provide a strong foundation for students to succeed. Strategy's Expected Result/Impact: Students will be prepared for advanced education and future careers. Staff Responsible for Monitoring: Teachers, Admin, Campus support Staff</p> <p>TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will encourage students' critical thinking and problem-solving skills across the campus. Strategy's Expected Result/Impact: Using the learner profile attributes, students will have a basic understanding of critical thinking and problem-solving strategies. Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our Economically disadvantaged population increased from 11% to 17 percent in the last year.

Problem Statement 2: Our Special Education population rose from 17 percent to 21 percent in the last year.

Problem Statement 3: Our Dyslexia population rose from 11% to 17% in the last year.

Student Learning

Problem Statement 1: Students in Kindergarten and 4th Grade represented the least amount of growth in Reading and Math.

Problem Statement 2: Lack of vertical alignment has negatively effected tier 1 instruction.

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Goal 1: Student Learning, Growth and Progress

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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: __% improvement on Math and Reading STAAR scores.
 EOY MAPS student growth data.
 Observations from teachers, administrators, and counselor

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level Teams will continue to participate in math labs to provide training and feedback to teachers through modeling, collaboration, and planning.</p> <p>Strategy's Expected Result/Impact: Students will be able to demonstrate grade level numeracy skills by the end of the school year. Teachers will provide stronger Tier 1 Math instruction to support student growth in numeracy.</p> <p>Staff Responsible for Monitoring: Teachers, instructional staff, LDC's and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: K-2 will implement the new state required phonics program.</p> <p>Strategy's Expected Result/Impact: All students K-2 will show growth in their Early Reading skills and reading levels.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, instructional staff, LDC, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level Teams will continue to participate in Reading labs to provide training and feedback to teachers through modeling, collaboration, and planning.</p> <p>Strategy's Expected Result/Impact: Stronger Tier 1 Reading instruction which leads to increase mastery of content and skill levels of students.</p> <p>Staff Responsible for Monitoring: Teacher, LDC, Curriculum Coordinators, Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:





Demographics
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<p>Problem Statement 2: Our Special Education population rose from 17 percent to 21 percent in the last year.</p>
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Student Learning
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<p>Problem Statement 3: Kindergarten Reading showed minimal progress in from beginning to end of the year in Reading. Root Cause: Implemented new Heggerty but not with fidelity in every classroom.</p>

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

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

Evaluation Data Sources: Emergentree student needs survey, Campus Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Ford will continue to build on Capturing Kids Hearts in order to meet the needs of learners on campus.</p> <p>Strategy's Expected Result/Impact: Students and Staff will feel connected and supported and create a positive learning environment for all.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Learning Design Coach, SEL Team, MTSS Team, Process Champions</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Ford will continue to use Emergent Tree's positive behavior support system to provide support to all learners based on their individual and unique needs.</p> <p>Strategy's Expected Result/Impact: Students and Staff will feel supported in their success through classroom and school-wide incentives.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Learning Design Coach, SEL Team, MTSS Team, Process Champions</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Tier 2 intervention is inconsistent and not directly aligned with tier 1 instruction.</p>

School Processes & Programs





Problem Statement 2: Students show an increase need for social emotional support.

Goal 2: Student and Staff Well-Being

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

Evaluation Data Sources: EOY Staff Survey, EOY Staff Summative Conferences





Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities in areas staff would like to grow in. Strategy's Expected Result/Impact: Opportunities for leaders to collaborate and grow their knowledge Staff Responsible for Monitoring: Classroom Teachers, Instructional Staff, Administrators, and LDCs	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple learning opportunities through the campus and district where they can self-select options for their own personalized learning experience. Strategy's Expected Result/Impact: Opportunities for teachers to grow in areas of interest through choice. Staff Responsible for Monitoring: Teachers, Administrators, LDCs	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Evaluation Data Sources: Parents Survey and Emergentree Student survey, Emergency Drill data

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent Tree Behavior MTSS will be implemented to monitor students, check in, and obtain data, make adjustments to supports and to intervene as needed.</p> <p>Strategy's Expected Result/Impact: Students and Staff will feel supported in navigating the behavior process.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, and Support Staff</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and Staff will respect the opinions of others while fostering positive behaviors and relationships.</p> <p>Strategy's Expected Result/Impact: Students and Staff feel safe and respected when they are connected to the campus.</p> <p>Staff Responsible for Monitoring: All Campus Staff</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

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

Goal 3: Staff Recruitment and Retention

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

Evaluation Data Sources: Exit interviews, staff turnover data, Teacher survey data, EOY summative

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide mentors for all 0-1 year teachers new to Georgetown ISD</p> <p>Strategy's Expected Result/Impact: Teachers new to Ford and GISD have support and feel part of the campus community.</p> <p>Staff Responsible for Monitoring: Teacher Mentors, Teacher Coaches, Teacher Mentees, Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Learning opportunities and community building activities are intentionally planned to meet the needs of the teachers and staff at Ford Elementary School</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have training and resources needed in a timely manner.</p>	Formative			Summative
	Oct	Jan	Apr	July

Staff will feel supported and will have learning that supports their individual needs. Teacher will feel part of the Ford community..

Staff Responsible for Monitoring: Learning Design coach, Teacher Mentors, Assistant Principal, Principal, Office Administration

TEA Priorities:

Recruit, support, retain teachers and principals



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

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





Evaluation Data Sources: EOY Parents Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide updated information on the school and district website and access to Skyward Parent Portal for individual student information.</p> <p>Strategy's Expected Result/Impact: Parents and Guardians will feel connected to the campus and district.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly communication will be shared with parents and guardians through Thursday Folders as well as campus and grade-level newsletters.</p> <p>Strategy's Expected Result/Impact: Parents and Guardians will have up-to-date information and a person to contact if they have questions or concerns.</p> <p>Staff Responsible for Monitoring: All campus staff</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and community members are invited to volunteer and attend numerous events. This includes STEM night, Book Fair, Field Day, Field Trips, and numerous PTA Sponsored events.</p> <p>Strategy's Expected Result/Impact: Increase community involvement and connectedness to the campus.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and community members are invited to attend academic events such as music programs, graduations, award ceremonies, and other UIL events.</p> <p>Strategy's Expected Result/Impact: Increase community involvement and awareness of campus academic programs.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 2: Students show an increase need for social emotional support.</p>
Perceptions
<p>Problem Statement 1: We have strong support from families but we can always improve on our perception through communication and telling our story. Root Cause: We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford.</p>

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

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

Evaluation Data Sources: EOY Parent Survey and Feedback from Parents and PTA members throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and Community members are given multiple opportunities to volunteer on campus throughout the year. This includes classroom volunteers, WATCH Dogs, Library volunteers, Veterans Day Parade participants, and other PTA volunteers.</p> <p>Strategy's Expected Result/Impact: Parents and Community members feel welcome and involved in the campus.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and Community members are welcomed to Kinder Camp and Meet the Teacher prior to the school year starting to make connections with the staff on campus.</p> <p>Strategy's Expected Result/Impact: Parents and Community members are actively engaged in the campus and the initiatives.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: We have strong support from families but we can always improve on our perception through communication and telling our story. Root Cause: We have community members and families who do not utilize social media, website or emails to be informed. We don't always share our story and all of the positive things happening at Ford.</p>

Addendums

Ford ES

Early Literacy Board Outcome Goal (DRAFT)														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 40% to 51% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021 (Actual)	2022			2023			2024		2025 (Target)			
40%	COVID	42% (57%)	44% (66%)			46%			49%		51%			
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	*	33%	41%	-	*	-	*	10%	12%	*	*	42%	33%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	38% (62%)	45% (58%)	-	*	-	*	14% (25%)	17% (43%)	*	*	46% (57%)	38% (-)
	2022	*	43% (53%)	49% (69%)	-	*	-	*	21% (38%)	23% (40%)	*	*	49% N/A	43% (66%)
	2023	*	49%	53%	-	*	-	*	30%	32%	*	*	54%	49%
	2024	*	55%	58%	-	*	-	*	44%	45%	*	*	58%	55%
	2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 39% to 51% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021 (Actual)	2022			2023			2024		2025 (Target)			
39%	COVID	41% (42%)	43% (55%)			46%			48%		51%			
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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	2019 (Baseline)	*	33%	41%	-	*	-	*	10%	24%	*	*	40%	33%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	38% (38%)	45% (47%)	-	*	-	*	14% (25%)	29% (29%)	*	*	44% (41%)	38% (-)
	2022	*	43% (33%)	49% (59%)	-	*	-	*	21% (33%)	35% (17%)	*	*	48% N/A	43% (55%)
	2023	*	49%	53%	-	*	-	*	30%	43%	*	*	53%	49%
	2024	*	55%	58%	-	*	-	*	44%	52%	*	*	58%	55%
	2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%

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Priority Area	Student Learning, Growth and Progress		
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	In GISD, instruction, assessment, and intervention are aligned.		
2023-2024 Q1: (Aug – Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
Teachers are using the GISD curriculum documents and district adopted instructional resources to provide high quality tier 1 instruction.	Classroom observations, PLC meeting minutes and notes, data collection	Classrooms are at varying areas in utilizing the district resources, with little to no vertical alignment	PLC's will be utilized weekly to focus on a priority subject-creating common assesments, unpacking standards and utilizing district resources to support learning, data analysis.
Establish understanding and commitment to the work (MTSS, Tier 2 Alignment)	Team Social Contracts, Campus Social Contracts, Evidence of PD	50% Commitment from Staff	Teams will create a social contract to be utilized for their collaborative work using the CKH protocols. Based from commonalities, a campus wide social contract will be created for staff. Using these commonalities social contracts will also be modeled and created for each classroom. A targeted professional development plan will be identified at the beginning of the year and a plan on ongoing support.
Establish regularly scheduled PLC meeting times and seperate planning times with the support of the LDC	PLC and planning days/times will be scheduled on campus calendar and	100% utilize PLC Time	Grade level teams participate in weekly PLCs and structured planning days in collaboration with LDC to ensure that high priority/IES stanards are aligned to instruction, intervention and
2023-2024 Q2: (Nov – Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q3: (Feb – April)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023-2024 Q4: (May – July)			
Evidence: What will you see and/or observe and how will you gather the evidence?		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

Ford ES

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	2019 (Baseline)	-	33%	41%	-	-	-	-	10%	12%	-	-	42%	33%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	-	38% (62%)	45% (58%)	-	-	-	-	14% (25%)	17% (43%)	-	-	46% (57%)	38% (-)
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	2023	- (100%)	49% (50%)	53% (69%)	-	- (75%)	-	- (50%)	30% (29%)	32% (62%)	- (100%)	- N/A	54% N/A	49% (64%)
	2024	-	55%	58%	-	-	-	-	44%	45%	-	-	58%	55%
	2025	-	63%	63%	-	-	-	-	63%	63%	-	-	63%	63%

Early Numeracy Board Outcome Goal														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 39% to 51% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)								
39%	COVID	41% (42%)	43% (55%)	46% (56%)	48%	51%								
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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	2024	-	55%	58%	-	-	-	-	44%	52%	-	-	58%	55%
	2025	-	63%	63%	-	-	-	-	63%	63%	-	-	63%	63%