

**Georgetown Independent School District**

**Ford Elementary School**

**2021-2022**



# Mission Statement

District and Campus Mission: Inspiring and empowering learners to lead, grow, and serve.

Ford Elementary is dedicated to empowering students and staff to lead, grow, and serve by creating a challenging, collaborative learning environment that brings the GISD Learner Profile attributes to life for our learners and leaders.

## Vision

District and Campus Vision: Home of the most inspired students, served by the most empowered leaders.

Jo Ann Ford Elementary's vision is to inspire and empower learners and leaders through building positive, collaborative relationships and designing engaging work for students and staff.

## Core Beliefs

Ford Elementary Believes that the GISD Learner Profile Drives the Work Designed for Students:

The GISD and Ford Learner:

- 1) Communicates, collaborates, and applies critical thinking
- 2) Creates and innovates
- 3) Obtains knowledge through inquiry and exploration
- 4) Adapts and perseveres
- 5) Develops self knowledge and personal responsibility
- 6) Builds and models respectful relationships

Core Beliefs:

We believe public education is the foundation of our community. Article 7, Section 1 of the Texas Constitution says that a system of free public schools is essential to the preservation

of the liberties and rights of the people, and that it is the duty of the State Legislature to establish and make suitable provision for the support and maintenance of those school systems.

Our actions should be student-centered. [relationships]

All children deserve positive relationships with caring adults who recognize their potential and attend to the needs of the whole child.

It is our responsibility to prepare students for their future. [innovation]

A growth mindset, ongoing evaluation, and adaptation are critical in our evolving and growing society.

Developing leaders is vital to our success. [system + structure]

Leadership development at all levels drives our performance as a district, and, viability as a thriving community.

Instruction should be designed based on the needs of the learners. [learning]

Learners require customized, well-designed educational experiences that develop their unique interests and talents to create a passion for learning.

Community engagement enhances educational experiences. [collaboration + engagement]

Collaborative environments that give voice and offer ownership to stakeholders are essential to meeting current and future needs.

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# Goals

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

**Performance Objective 1:** All students will make at least one years progress in reading between the beginning and end of the year.

**Evaluation Data Sources:** DRA, MCLASS, STARR, MAP Data

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Utilize Units of Study by Lucy Calkins and Fountas and Pinnell resources with fidelity to support the GISD written ELAR Curriculum.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Intervention Teachers will utilize LLI materials to intervene and provide support to needed learners.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> M-Class will be utilized in Grades K-2 to provide progress monitoring data and instructional support to all students in grades K-2.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Literacy Labs will be implemented and supported by district to reinforce and extend teachers knowledge and expertise with Balanced Literacy and the Usage of Phonemic awareness program.
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> Implementation of Heggerty-Phonemic Awareness Program.

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

**Performance Objective 2:** Student performance for all student groups measured in Domain 3 of STAAR will demonstrate a 10% increase in reading performance and a 15% increase in math performance compared to 2019 STAAR.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Professional Learning and ongoing support for teachers with the implementation on the Units of Study Resource, and Math Workshop, all grade levels.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Continue to utilize the Response to Intervention process and campus interventionist to intervene with at risk students and support the curriculum. Intervention Teachers will use LLI to intervene with struggling reading students.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Teachers and Administration will be trained to and will unpack grade level TEKS to develop teacher mastery of aligning, planning and designing instruction based on student needs and mastery of TEKS objectives.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Analyzing assessment data during PLCs and RtI meetings to monitor and address student growth/progress and to plan for interventions and enrichment based on identified areas of need.

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

**Performance Objective 3:** Learning will be designed to activate personalized learning experiences focused on the Learner Profile and High Priority Learning Standards reflecting the GISD written, taught and tested curriculum resulting in growth for 100% of students.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Utilize campus design coach to support the campus in the design and implementation of engaging work and improving instructional strategies to address the personalized learning needs of students.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Implementation and utilization of resources, support and professional learning opportunities to support the progression of personalized learning on our campus.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Ensure all students and teachers have necessary supplies, manipulatives, support and resources to advance the learning of all students

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

**Performance Objective 4:** Ensure Special Education program obtains and utilizes need resources and supports to support student growth.

**Evaluation Data Sources:** Administrative Team, District Support, Teachers

Strategy 1 Details
<b>Strategy 1:</b> Utilize campus design coach to support the campus in the process and implementation of designing engaging work and improving instructional strategies to address the needs of students.



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

**Performance Objective 1:** Ford Elementary will develop deeper participation and gather input in decision making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

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

**Performance Objective 2:** Ford Elementary will send weekly communication and updates to parents and community.

**Evaluation Data Sources:** Administration, Front Office Staff, Teachers

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

**Performance Objective 1:** Ford Elementary will elicit 100% staff engagement and feedback in creating, establishing, and refining campus processes, and procedures.

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

**Performance Objective 2:** Ford Administration will provide leadership opportunities, and will support and empower staff to lead learning and practices on a campus and district level.

Strategy 1 Details
<b>Strategy 1:</b> Master schedule has specialized time for Professional Learning Community meetings in order for teachers to analyze data, analyze student work samples, identify trends, create formative assessments, determine student and staff needs for support, inform instruction, provide time for intentional planning, design and collaboration.

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

**Performance Objective 1:** Create a positive climate with an innovative culture through relationship building by establishing multiple systems of support that are aligned to the vision, mission and beliefs of Georgetown ISD.

# 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%	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%	49%	-	*	-	*	21%	23%	*	*	49%	43%
	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%	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
		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%	24%	*	*	40%	33%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	38% (38%)	45% (47%)	-	*	-	*	14% (25%)	29% (29%)	*	*	44% (41%)	38% (-)
	2022	*	43%	49%	-	*	-	*	21%	35%	*	*	48%	43%
	2023	*	49%	53%	-	*	-	*	30%	43%	*	*	53%	49%
	2024	*	55%	58%	-	*	-	*	44%	52%	*	*	58%	55%
	2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%