

**Georgetown Independent School District**  
**Ford Elementary School**  
**2020-2021 Ford Campus Improvement Plan**



# 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:** 100% of Ford teachers will participate in intentional, scheduled common-team planning that includes professional learning communities with collaboratively developed and established agendas and goals for design and work.

**Evaluation Data Sources:** master schedule, scheduled design flex-time agendas, lesson plans, professional learning agendas, student work, and CBA data

<p><b>Strategy 1:</b> All Ford teachers will utilize the GISD curriculum and GATE resources, along with district adopted resources to design, plan, and align instruction around high priority learning standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback and data will be used to inform instructional practices, work designed for students, and assessments used to track student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> Teaching teams will meet weekly to focus on identifying instructional design needs based on hard to teach/difficult to learn concepts, alignment of standards with best practices, and strategic use of design qualities to motivate students and foster high levels of engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> High level of engagement CBAs that reflect high levels of mastery Lessons designed with specific design qualities that target student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> Collegial conversation protocols for analyzing student work will be utilized in PLCs that include interventionists and administration to review student work and learning artifacts to drive plans of action for targeted support for small group intervention, reteaching, and progress toward mastery of learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Charted student performance and improvement plans will be in place with targeted small group processes that lead to student growth and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson Jodi Conrad</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>

**Strategy 4:** Intervention and Enrichment Flex time will be redesigned to allow for students to have targeted, personalized instruction on targeted objectives, standards, and TEKS. Struggling students will receive small-group, individual, or tiered support, while students at mastery will receive opportunities for deeper learning, acceleration of a standard, or experiences that elevate learner profile attribute attainment.

**Strategy's Expected Result/Impact:** Increased mastery of standards, Academic progress and growth of all students in achievement and performance, RTI conversations are flexible, changing, and designed to meet students' learning needs.

**Staff Responsible for Monitoring:** Jessica McMullen, Julie Patterson, Jodi Conrad, Dena Osterman, Amy Supak, Amanda Alf

**ESF Levers:** Lever 5: Effective Instruction

Reviews			
Formative			Summative
Dec	Mar	May	Aug



No Progress



Accomplished



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

**Performance Objective 2:** 100% of Ford staff will participate in professional leadership and learning opportunities that advance the GISD Strategic Framework, promotes Learner Profile Attainment, and increases student ownership, leadership and growth.

**Evaluation Data Sources:** professional learning agendas and attendance, lesson plans, campus walkthrough, CBA data, student work produced.

<p><b>Strategy 1:</b> Professional learning opportunities will be designed to train staff and promote use of instructional resources, materials, assessments, and technology in core subjects including, but not limited to MAP, STMath, STEMScopes, Mentoring Minds/Motivation Math, Reading A-Z, Raz Kids, Iknowitmath, Flocabulary, SeeSaw, and Google Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student access to programs and utilization of student data to inform instruction documented in teacher lesson plans and classroom walkthroughs. PLCs will focus on data and design qualities used to engage students through tech programs.</p> <p><b>Staff Responsible for Monitoring:</b> Digital Learning Coach - Sandy Kendall Principal - Jessica McMullen Assistant Principal - Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> The percentage of teachers and staff trained in Capturing Kids Hearts, Process Champions, and Winning Cultures will increase in 2020-2021 and staff will implement methodologies and strategies school-wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased Student Discipline Referrals; Strong student-teacher relationships Action team focused on keeping CKH fresh and meaningful for staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Stacy Crawford - Lead Process Champion Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> 100% of Ford staff will participate in and be trained as a member of the Social Emotional Learning Cohort2 in 2020-2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of equity practices and trauma informed school procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Karen Cavanaugh Jessica McMullen</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
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**Goal 1: Student - Centered:** Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** 100% of Ford teachers will participate as a member of Leading Learning Teams that focus on specific content & curriculum areas of (Literacy - Reading & Language Arts) (Mathematics and Pathway Math) (Science and Social Studies). Leading Learning Teams will be designed, developed, implemented, and utilized for campus-wide standards-based instructional alignment to include resource development, lesson, activity, and instructional delivery, and campus goal targets of engaging work for students.

**Targeted or ESF High Priority**








**Evaluation Data Sources:** Student work samples, data results from screeners, formative assessment data, STAAR, PLC meeting logs and agendas

<p><b>Strategy 1:</b> Ford teachers will curate resources on each Leading Learning team and develop instructional protocols to discuss student work, best practice, and engagement strategies for content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Exemplars of recommended resources and activities aligned K-5th</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Jenna Shinnars Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> Leading Learning Teams will design, create, and develop practices for student-led learning, student-ownership, and formative assessments in content areas.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**Goal 1:** Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.




**Performance Objective 4:** Additional team time will be added and utilized in the Ford schedule for ongoing, reoccurring design for each teaching team. Teachers will have additional planning time to utilize the process for strong instructional design that is customized, personalized, and aligned for students.

<b>Strategy 1:</b> Weekly additional team time will be scheduled for all teams and bi-weekly team time scheduled to include specialists and support staff.	<b>Reviews</b>			
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**Goal 1: Student - Centered:** Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 5:** Multi-Tiered Systems of Support meetings will be scheduled every six weeks for ongoing review data at all levels (student, class, team, and campus-wide) to make instructional decisions and plan for strategic progress toward student and school goals, learner profile attainment, and progress monitoring for every student. Teaching teams will work in collaboration with campus leadership to analyze school-wide and grade level trends and patterns in student performance with progress monitoring.

**Targeted or ESF High Priority**

<p><b>Strategy 1:</b> NWEA Map data will be analyzed, reviewed, and used for student personalized learning groups during target time.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
<p><b>Strategy 2:</b> Teachers and interventionist specialists, along with campus administration, will track student data through progress monitoring based upon growth in district screeners from BOY, MOY, and EOY with Math &amp; Reading NWEA MAP results, Imagine Math, STAAR, District CBAs, and common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of standards, targeted small group instruction and intervention.</p> <p>Subpopulations monitored for progress, growth, and performance. Targeted support will be evident in lesson plans and documented in classroom walkthroughs and PLC agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists GT teacher Team Leaders Teachers Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> Ford teachers and staff will monitor the rates of high academic performance occurring through Gifted and Talented instruction, advanced math, and above grade level TEKS and learning standards in Curriculum Management Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative assessments show mastery, student progress monitoring growth, Lesson Plans demonstrate above grade level TEKS and through CBA data.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher Advanced Academics Coordinator Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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**Strategy 4:** Ford Elementary school will monitor, plan for, and provide action plans targeted to the academic growth and progress measures/rates of students identified as and served through special programs that include English as a Second Language, Special Education, and Economically Disadvantaged.

Reviews			
Formative			Summative
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**Strategy's Expected Result/Impact:** Schedules and interventions demonstrate high levels of student support connected with student needs.  
 Consistent PLC agendas will document clear interventions or next steps for students making minimal progress. Parent Meetings and RTI/referrals will be utilized to provide a review of data and planning for student support. Progress monitoring and RTI will be utilized to ensure that Ford Elementary serves students in the Least Restrictive Environment.

**Staff Responsible for Monitoring:** Jessica McMullen  
 Jodi Conrad  
 Dena Osterman  
 Amanda Alf  
 Rebecca Graham  
 Julie Patterson  
 Classroom Teachers





**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

**Performance Objective 1:** Ford Elementary will engage our parents and the Georgetown community in opportunities, experiences, and activities at the campus and district level.





**Evaluation Data Sources:** calendars, community involvement, volunteer logs, grants funded, sponsorships, mentoring program success, survey feedback

<p><b>Strategy 1:</b> Parents, PTA, volunteers, and community members will be involved virtually in campus goal setting, campus action teams and as parent liaisons with special programming or events at Ford.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and volunteers serving in collaborative roles on campus; Campus and community partnerships working together in service projects.</p> <p><b>Staff Responsible for Monitoring:</b> Action Team Leaders Campus Design Team Jessica McMullen Ford PTA Lisa Torres</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> 100% of our Ford teachers and students will use digital platforms /portfolios to share, celebrate, and communicate student work to families.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent feedback will show increased learning of the Learner Profile, Student Learning, and Strategic Framework in connection to teaching and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson Sandy Kendell</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> Ford Elementary will focus on increasing student engagement for attendance purposes for inperson and remote learning by personally making contact with students/parents when a student is absent. 100% of Ford teachers will utilize Google Classroom for students to have access to daily work and participate in class daily activities.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson Trisha Gerdes</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** The Ford team, including families and community members, will work collaboratively to design service-learning projects to inspire and empower our school community to lead, grow, and serve through creating a campus culture of service and community.





**Evaluation Data Sources:** service projects, community based feedback surveys, technology documentation of projects and communication, activities and opportunities presented for families and communities, afterschool enrichment, survey data

<p><b>Strategy 1:</b> Service learning projects will be developed and implemented through community partnerships and the Ford PTA so that all members of the Ford community will be able to speak to our district's vision, mission, and beliefs.</p> <p><b>Strategy's Expected Result/Impact:</b> Involvement of community within the school.            Creation of opportunities for students through community outreach are established.            Alex's Lemonade &amp; Million Mile %            Ford Community Kindness Club (established and operating with parent/community support)</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen,            Julie Patterson            Ford PTA</p>	Reviews			
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**Goal 2: Communication:** Engage the community to become champions and advocate for student success and the future of the district.








**Performance Objective 3:** Parents and community will have consistent communication so that they will be able to speak to our district's vision, mission, beliefs, and understand how the GISD Learner Profile and instructional practices drive and influence the work of our campus.

**Evaluation Data Sources:** completed communications, school messenger data, community involvement and response, survey data

<p><b>Strategy 1:</b> Ford parents and community will receive the "Mustang Messenger" a communication newsletter as well as consistent weekly eNews about Ford events, celebrations of learning, programs offered, staff spotlights, campus-wide activities, processes, student &amp; staff learning, and community partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent understanding of school events and activities; increased engagement of community members and volunteers</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Ford PTA - Crystal Jacobs</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 2:</b> Ford teachers will prepare and share classroom/school presentations for parent education about classroom instructional practices, standards for teaching and learning, and feedback on learner profile attainment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent understanding of the GISD learner profile and how it drives instructional decisions for learning; Increased collaboration between parents, students, and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Jenna Shinnars</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> Ford parents and community will have multiple communication avenues available to feel informed about instructional resources, campus practices and events, and volunteering opportunities to enrich our school. Communication avenues include: Ford website, School Messenger, Thursday folders, weekly school newsletters, Social Media platforms like Ford Twitter and Ford PTA facebook, and digital classroom mediums like SeeSaw or ClassDojo.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community feel informed and knowledgeable about campus events and activities; Survey results indicate that there is a common understanding of the learner profile, GISD vision, mission, beliefs.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Vickie Thiel Lisa Torres</p>	<b>Reviews</b>			
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**Goal 2: Communication:** Engage the community to become champions and advocate for student success and the future of the district.

**Performance Objective 4:** Ford staff will participate in the GISD Social Emotional Learning Cohort for 2020-2021.

<p><b>Strategy 1:</b> Ford Leadership Team will invest time in reading and reviewing the book Culturally Responsive Teaching and the Brain and participate in small group discussions for learning and growth together.</p> <p><b>Strategy's Expected Result/Impact:</b> Connectivity to SEL work as a cohort and campus team.</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				





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

**Performance Objective 1:** Ford Elementary School will involve 100% of staff in professional learning and opportunities to lead their peers and colleagues at the campus and district level to develop, design, implement and refine campus systems and structures and teaching and learning activities.

**Evaluation Data Sources:** design team agendas, professional learning agendas and schedules, and survey data.  
 campus climate survey information  
 campus walkthroughs, lesson plans, increased staff involvement in leadership

<p><b>Strategy 1:</b> A team of Ford teachers and staff will contribute to lead and serve on the Campus Leadership Team and Design Team. The design team will employ Schlecthy practices to further the district's moonshot, the campus's picture of success, and utilize the campus design team pathway for campus improvement and advancement of the Ford learning organization.</p> <p><b>Strategy's Expected Result/Impact:</b> All Ford staff can speak to the Learner Profile and Design. All Ford staff have an understanding of student engagement and design qualities that help to drive PLC conversations and work. Increased staff engagement will deepen student engagement at Ford.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Professional Learning days will be utilized for designing engaging work led by teachers at Ford with a focus on engaging work, project-based learning, and student leadership/ownership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff engagement in professional learning. Increase the number of staff leading professional learning for others on campus and within the district. Increased number of Ford teachers serving at the district level in curriculum writing and in teaching and learning leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Jenna Shinnors Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> A team of Ford teachers will receive training in Process Champions and help lead the campus in Capturing Kids Hearts. The team will also serve on campus action teams to ensure alignment of practices to plan experiences, coordinate teacher coaching, and impact the campus with a positive culture and Capturing Kid's Heart climate.</p> <p><b>Strategy's Expected Result/Impact:</b> Advancement in Capturing Kids Hearts strategies and methodologies at Ford. Teacher feedback will reflect a positive school culture and climate for staff and students. Teachers trained as Process Champions through Capturing Kids Hearts will share learning, teaching strategies, and building relationships with staff at Ford</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Stacy Crawford Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 4:</b> All teachers and staff at Ford Elementary will serve and participate in a campus action team that makes decisions, guides implementation, develops systems and structures, and leads feedback for improvement in areas of campus initiatives such as Campus Culture, Academic Engagement, Community Involvement and Engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff Feedback will demonstrate high levels of engagement. Increase in amount of staff leading, sponsoring, and serving in campus-based events and activities for students, staff, and community.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 5:</b> The Ford Campus Leadership Team will include team leaders, specialists, and representatives from all content areas to focus on creating, crafting, refining, and evaluating campus procedures, campus initiatives, and progress for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel and see a consistent connection to the Strategic Framework. Staff feedback will show perceptions of high engagement and commitment to advancing the Learner Profile for students and the Strategic Framework.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 6:</b> Professional Learning Communities will be utilized to plan common formative assessments, review student data to focus on student learning targets connected to standards, progress monitor student growth, and share/design teaching techniques for improved student engagement and performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative assessments, Student based products, walkthroughs, lesson plans, and analyzing of student work through protocols will demonstrate increased levels of student engagement and attainment of Learner Profile characteristics.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
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**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.


**Performance Objective 1:** Collaborative culture will be cultivated by administrative support designed through opportunities for professional development, coaching, PLCs, and consistent feedback where teachers feel safe taking risks and to design learning around students.

**Evaluation Data Sources:** Professional development opportunities attendance, PLC logs and agendas, walkthroughs, lesson plans

<p><b>Strategy 1:</b> Ford teachers will have opportunities for goal setting and feedback to invest in professional learning around design to utilize the tool to design work for students to increase engagement and Learner Profile attainment.</p> <p><b>Strategy's Expected Result/Impact:</b> In efforts to increase levels of engagement, design qualities will be included in teacher lesson design and planning. Learner Profile attributes will be evident in work students produce.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 2:</b> Learning Design Coach will be added to the Ford staff to help provide additional support for teachers. Coaching sessions will be developed and implemented for every teacher as an on-going conversation between teaching staff. Feedback meetings between every teacher and administration will provide opportunities for feedback, questions for growth, goal setting and reflection, leadership opportunities, and next steps to advance the Strategic Framework and Learner Profile for staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have relevant and timely feedback about teaching, learning, growth, and leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 3:</b> All Ford teachers will have opportunities to build campus leadership capacity through campus leadership projects, chairs of committees, district level representatives and professional development designers and trainers for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> action team agendas and work, survey data, participation and professional learning logs</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 4:</b> Ford teachers and staff will be encouraged and supported in pursuing grant opportunities for innovative teaching and learning ideas, systems, or resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will apply for grant opportunities that support innovative teaching and learning within their classrooms. Increased number of projects and programs such as maker space, coding club, genius hour, and design spaces at Ford.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica McMullen Julie Patterson</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# 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	2022	2023	2024	2025 (Target)								
40%	COVID	42%	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
2019 (Baseline)	*	33%	41%	-	*	-	*	10%	12%	*	*	42%	33%	
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	*	38%	45%	-	*	-	*	14%	17%	*	*	46%	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	2022	2023	2024	2025 (Target)								
39%	COVID	41%	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
2019 (Baseline)	*	33%	41%	-	*	-	*	10%	24%	*	*	40%	33%	
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	*	38%	45%	-	*	-	*	14%	29%	*	*	44%	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%	