

Georgetown Independent School District

Ford Elementary School

2019-2020 Goals/Performance Objectives/Strategies



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

Revised/Approved: September 20, 2019

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

Performance Objective 1: Scheduled common planning and professional learning communities as well as additional, reoccurring design time for each teaching team will be included in the Ford master schedule for teachers and staff to have additional design and planning time to utilize the Leading Learning process for strong instructional design that is customized, personalized, and aligned.

Evaluation Data Source(s) 1: master schedule, scheduled design flex-time agendas, lesson plans, professional learning agendas, student work, and CBA data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) All Ford teachers will utilize the Leading Learning document and process, along with district curriculum and adopted resources to design, plan, and align instruction around high priority learning standards.	Team Leaders Jessica McMullen Julie Patterson	Feedback and data will be used to inform instructional practices, work designed for students, and assessments used to track student progress.				
2) 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.	Jessica McMullen Julie Patterson	High level of engagement CBAs that reflect high levels of mastery Lessons designed with specific design qualities that target student engagement				

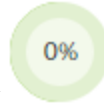
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
Targeted Support Strategy ESF Levers Lever 5: Effective Instruction 3) Collegial conversation protocols for analyzing student work will be utilized in PLCs that include interventionists 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.	Jessica McMullen Julie Patterson Jodi Conrad	Charted student performance and improvement plans will be in place with targeted small group processes that lead to student growth and performance.				
ESF Levers Lever 5: Effective Instruction 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.	Jessica McMullen, Julie Patterson, Jodi Conrad, Dena Osterman, Amy Supak, Amanda Alff	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.				



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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 learning that advances the GISD Strategic Framework, promotes Learner Profile Attainment, and increases student leadership and growth.


Evaluation Data Source(s) 2: professional learning agendas and attendance, lesson plans, campus walkthrough, CBA data, student work produced.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) 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, Imagine Math, STEMScopes, Mentoring Minds/Motivation Math, Reading A-Z, Raz Kids, Imagine Math, Iknowitmath, Flocabulary, SeeSaw, and Google Classroom.	Sandy Kendell Jessica McMullen Julie Patterson	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.				
Additional Targeted Support Strategy 2) 100% of Ford teachers will be trained in Designing Engaging Work	Jessica McMullen	Increased level of student engagement due to instruction and learning that is designed with content, standards, data, and knowledge of students.				
3) The percentage of teachers and staff trained in Capturing Kids Hearts, Process Champions, and Winning Cultures will increase in 2019-2020 and staff will implement methodologies and strategies school-wide.	Patty Savage Jessica McMullen Julie Patterson	Decreased Student Discipline Referrals; Strong student-teacher relationships				




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





Performance Objective 3: Professional Learning Communities will be utilized to review student work, plan for strategic learner profile attainment, and monitor student growth. 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.

Evaluation Data Source(s) 3: Student work review protocols, data results from screeners, blended learning student data, STAAR, PLC meeting logs and agendas

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Targeted Support Strategy</p> <p>1) 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 & Reading NWEA MAP results, Imagine Math, STAAR, District CBAs, and common formative assessments.</p>	<p>Interventionists GT teacher Team Leaders Teachers Principal</p>	<p>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>2) 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>GT Teacher Advanced Academics Coordinator Counselor</p>	<p>Formative assessments show mastery, student progress monitoring growth, Lesson Plans demonstrate above grade level TEKS and through CBA data.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) 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.</p>	Jessica McMullen Jodi Conrad Dena Osterman Amanda Alff Rebecca Graham Julie Patterson Classroom Teachers	<p>Schedules and interventions demonstrate high levels of student support connected with student needs.</p> <p>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.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


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 Source(s) 1: calendars, community involvement, volunteer logs, grants funded, sponsorships, mentoring program success, survey feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Parents and volunteers will be involved in campus action teams and as parent liaisons with special programming or events at Ford.	Action Team Leaders Campus Design Team Jessica McMullen Ford PTA Lisa Torres	Parents and volunteers serving in collaborative roles on campus; Campus and community partnerships working together in service projects.				
2) Ford teachers and students will use digital platforms /portfolios to display and share student work.	Jessica McMullen Julie Patterson	Parent feedback will show increased learning of the Learner Profile, Student Learning, and Strategic Framework in connection to teaching and learning.				
3) Ford Elementary will focus on increasing student attendance beyond 97% for the coming year through effective campus communication regarding "attendance counts" messaging, phone calls home, and tailored letters to inform and educate parents on the importance of attendance.	Jessica McMullen Julie Patterson Trisha Gerdes					




100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = 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 Source(s) 2: service projects, community based feedback surveys, technology documentation of projects and communication, activities and opportunities presented for families and communities, afterschool enrichment, survey data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) 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.	Jessica McMullen, Julie Patterson, Ford PTA	Involvement of community within the school. Creation of opportunities for students through community outreach are established.				
						

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 Source(s) 3: completed communications, school messenger data, community involvement and response, survey data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Ford parents and community will receive the "Mustang Messenger" a consistent weekly communication newsletter about Ford events, activities, processes, student & staff learning, and community partnerships.	Jessica McMullen Ford PTA - Alicia Oliveri	Increased parent understanding of school events and activities; increased engagement of community members and volunteers				
2) 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.	Jessica McMullen	Increased parent understanding of the GISD learner profile and how it drives instructional decisions for learning; Increased collaboration between parents, students, and teachers.				
3) 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.	Jessica McMullen Vickie Thiel Lisa Torres	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.				

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  = Continue/Modify
  = No Progress
  = 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 Source(s) 1: design team agendas, professional learning agendas and schedules, and survey data.
 campus climate survey information
 campus walkthroughs, lesson plans, increased staff involvement in leadership

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) A team of Ford teachers and staff will contribute to lead and serve on the Campus Design Team. The design team will attend design camp for professional learning, attend ongoing designing engaging work, and employ Schlecty practices to further the campus's picture of success and utilize the campus design team pathway for campus improvement and advancement of the Ford learning organization.	Jessica McMullen Julie Patterson	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.				
2) Professional Learning days will be utilized for designing engaging work led by teachers at Ford trained in coaching for design, designing engaging work, and project based learning.	Campus Design Team Jessica McMullen Julie Patterson	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.				
3) 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.	Jessica McMullen Patty Savage Julie Patterson	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				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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4) 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, Literacy, Math and Science STEM, Community Involvement, and Fine Arts.	Jessica McMullen	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.				
5) 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.	Jessica McMullen	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.				
6) 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.	Jessica McMullen Julie Patterson	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.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 Source(s) 1: Professional development opportunities attendance, PLC logs and agendas, walkthroughs, lesson plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Ford teachers will invest in professional learning around the Leading Learning Curriculum Document to drive design and planning of instruction to utilize the tool to design work for students to increase engagement and Learner Profile attainment.	Jessica McMullen Julie Patterson	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.				
2) Coaching sessions will be developed and implemented for every teacher as an on-going conversation between administration and teaching staff to 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.	Jessica McMullen	Teachers will have relevant and timely feedback about teaching, learning, growth, and leadership.				
3) 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.	Jessica McMullen	action team agendas and work, survey data, participation and professional learning logs				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
4) Ford teachers and staff will be encouraged and supported in pursuing grant opportunities for innovative teaching and learning ideas, systems, or resources.	Jessica McMullen Julie Patterson	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.				