

Georgetown Independent School District
Ford Elementary School
2024-2025 Campus Improvement Plan

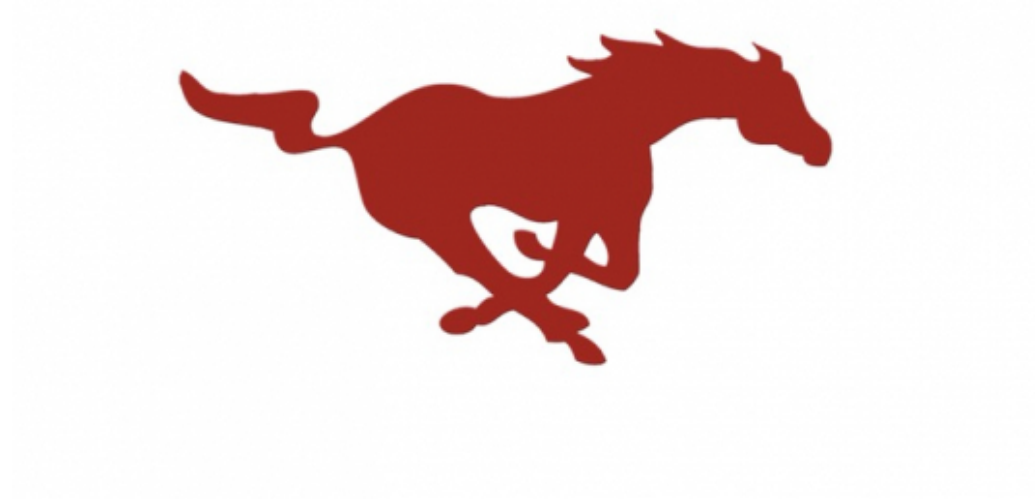


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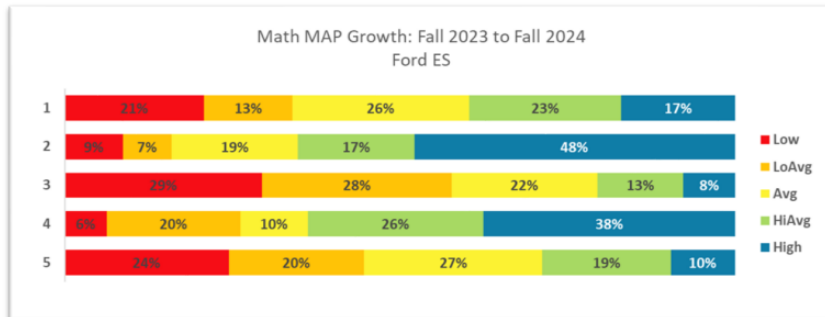
Comprehensive Needs Assessment

Student Learning, Growth and Progress

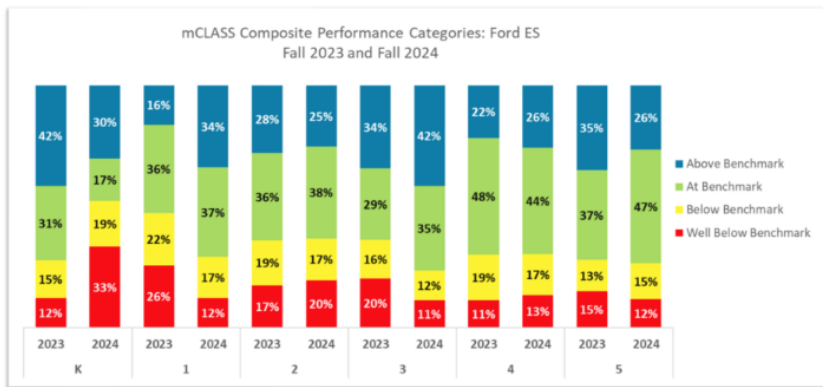
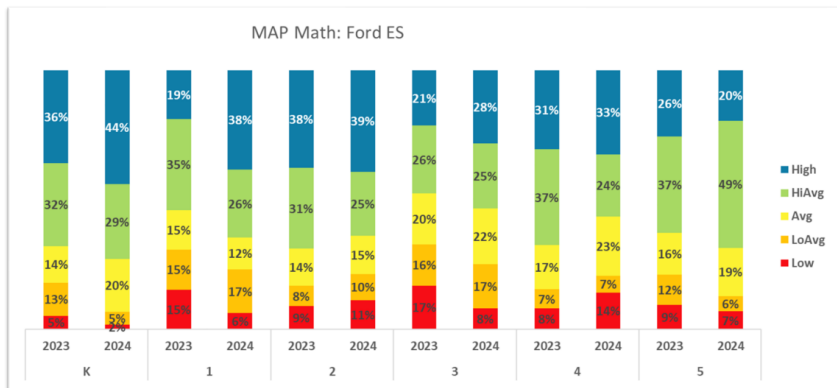
Student Learning, Growth and Progress Summary

The GISD curriculum provides assessment materials and resources for each grade level and subject. This curriculum and the assessments are aligned to the state standards (TEKS). As a campus we utilize ST Math, Amplify Reading, Lucy Calkins Units of Study, and Stem Scopes as our primary resources. Teachers provide learning and instruction through the workshop model and use of balanced literacy. Our campus utilizes instructional intervention time to provide targeted intervention in reading and math for Tier 3 students. Students are identified for tiered intervention services using Beginning, middle and end of the year data from district universal screeners, as well as additional performance measures and evidence throughout the year. Student academic growth is measured through informal and formal assessments such as STAAR (Reading, Math, Science), Mclass/Amplify (Reading), MAP (Math), unit assessments, and observations.

	STAAR Data					
	Approaches		Meets		Masters	
	22-23	23-24	22-23	23-24	22-23	23-24
All Grades and Subjects	89%	83%	61%	60%	32%	29%
Reading	89%	88%	68%	68%	34%	34%
Math	87%	83%	62%	60%	32%	28%



Fall 2024 Math MAP Data: Ford ES



Problem Statements Identifying Student Learning, Growth and Progress Needs

Problem Statement 1 (Prioritized): STAAR Scores in all subjects show a slight decline in both subjects from when comparing 22-23 to 23-24 school year.

Root Cause: Lack of full implementation of the Georgetown ISD curriculum.

Problem Statement 2 (Prioritized): Students progress was monitored at BOY, MOY, and EOY and intervention was provided in Tier 3.

Root Cause: Tier 2 intervention was not implemented with fidelity across all grade levels that was aligned to Tier 1 Instruction and the GISD Curriculum.

Problem Statement 3 (Prioritized): Data analysis throughout the year has not been a priority or focus to drive instructional decisions.

Root Cause: Lacked clarity, resources and support with analyzing data and lacked the capacity to lead teachers teams through the process.

Student and Staff Well-Being

Student and Staff Well-Being Summary

Ford has implemented the basics of Capturing Kids Hearts (CKH)-good things, social contract, 4 questions, and affirmations. Ford has a Process Champions team that collaborates together to provide opportunities for staff members to affirm, celebrate and engage with each other. Ford has also worked with Emergent Tree coaches and a teacher team to implement Tier 1, Tier 2, and Tier 3 positive behavior supports systems to supports teachers and students. Our campus has progressed in the use and teaching of the core values of Safe, Respectful, and Responsible. Our staff works closely with our parents and community. Staff members provide positive reinforcements to students through out school wide behavior system with the use of brag tickets, brag boards, daily behavior report cards, and feedback to students.

According to our Parent Climate Survey:

90% of our students report they have a sense of belonging at school

93% of students look forward to going to school

99% feel the adults at Ford treat their child with respect

93% of students feel connected to the adults at Ford

95% feel their child school is a safe place to learn.

According to our Staff Climate Survey:

72% of teachers feel their work is valued by their supervisor

87% feel they have the resources to get their work done

100% find their work interesting

94% enjoy collaborating with colleagues

87% feel their supervisors trust them

91% of staff feel safe at work

97% feel welcome at work

Problem Statements Identifying Student and Staff Well-Being Needs

Problem Statement 1 (Prioritized): Inconsistent support of teachers with instruction, and PLC.

Root Cause: There was no Learning Design Coach for the entire spring semester.

Problem Statement 2 (Prioritized): Inconsistent support of student behavior and staff wellbeing.

Root Cause: Admin team was supporting BCS (behavior unit) as it was understaffed for the school year with severe behaviors.

Community and Connectivity

Community and Connectivity Summary

Ford Elementary provides opportunities for parents, families, and community members to engage in throughout the year. Programs such as Watch Dogs, Pet Prtners, PTA, Volunteers, Mentors, PALS, Church organizations, Naturalists, and many other community partners. Ford has a well established and supported PTA who volunteer, and participate any many of our school activities. Ford hosts several family nights per year. To include: Trunk or Treat, Math/Science Night, Open house, Popsicles with the Principals, Fun Runs, Veterans Day, Thanksgiving Luncheons, Cookouts, Field Day, UIL, and Sea Perch.

Weekly communication is sent home from the campus leadership team with important dates, events, and information. Teachers also communicate weekly with parents in regards to students learning and classroom needs. Currently teachers use: remind, dojo, see saw, skyward, email, and phone calls to communicate with parents and families. Report cards are uploaded into skyward as well as progress reports on a consistent basis/schedule.

According to the Parent Climate Survey:

80% of parents feel the school keeps them well informed about their students progress

85% of parents feel the school is very good at staying in touch regarding aspects of their educational experience.

90% feel the school encourages families to be an active partner with the school in educating their student

94% feel welcomed and invited at Ford

90% feel that overall GISD is transparent regarding progress on priority work

Problem Statements Identifying Community and Connectivity Needs

Problem Statement 1 (Prioritized): Parents report feeling less informed about their students progress

Root Cause: Standards Based Report Card is difficult to understand for parents and lacks clarity. Parents need more opportunity for parents conferences beyond just once in October.

Priority Problem Statements

Problem Statement 1: STAAR Scores in all subjects show a slight decline in both subjects from when comparing 22-23 to 23-24 school year.

Root Cause 1: Lack of full implementation of the Georgetown ISD curriculum.

Problem Statement 1 Areas: Student Learning, Growth and Progress

Problem Statement 2: Students progress was monitored at BOY, MOY, and EOY and intervention was provided in Tier 3.

Root Cause 2: Tier 2 intervention was not implemented with fidelity across all grade levels that was aligned to Tier 1 Instruction and the GISD Curriculum.

Problem Statement 2 Areas: Student Learning, Growth and Progress

Problem Statement 3: Inconsistent support of teachers with instruction, and PLC.

Root Cause 3: There was no Learning Design Coach for the entire spring semester.

Problem Statement 3 Areas: Student and Staff Well-Being

Problem Statement 4: Inconsistent support of student behavior and staff wellbeing.

Root Cause 4: Admin team was supporting BCS (behavior unit) as it was understaffed for the school year with severe behaviors.

Problem Statement 4 Areas: Student and Staff Well-Being

Problem Statement 5: Data analysis throughout the year has not been a priority or focus to drive instructional decisions.

Root Cause 5: Lacked clarity, resources and support with analyzing data and lacked the capacity to lead teachers teams through the process.

Problem Statement 5 Areas: Student Learning, Growth and Progress

Problem Statement 6: Parents report feeling less informed about their students progress

Root Cause 6: Standards Based Report Card is difficult to understand for parents and lacks clarity. Parents need more opportunity for parents conferences beyond just once in October.

Problem Statement 6 Areas: Community and Connectivity

Strategic Priority Areas

Strategic Priority Area 1: Student Learning, Growth and Progress

Picture of Success: 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.

Strategic Objective 1: In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

HB3 Strategic Priority Area

Change Decision: Major Change

Desired State: Daily instruction, intervention, enrichment and student achievement/growth will reflect the utilization of the Georgetown ISD written, taught, and tested curriculum that is aligned to state standards and informed by data and students academic needs. Teachers will utilize the use of CFAs to drive intervention and extension for students during WIN time to ensure all students are showing progress. Students will understand what they the learning objective is and be able to articulate their learning target and refer to it within the classroom. SPED and Intervention supports will be aligned to the Essential Intervention Standards. Student data will be regularly reviewed by the leadership team, intervention team, and grade level teams to ensure students are meeting targets.

1. By the end of the 24-25 school year, 90% of the Ford Elementary students will be reading on grade level as determined by EOY mClass data reports. With 90% of our students performing at approaches or above on STAAR Reading.
2. By the end of the 24-25 school year, 85% of the Ford Elementary students will perform on or above grade level as determined by EOY MAP data reports. With 90% of our students performing at approaches or above on STARR Math.

Evidence of Progress Toward Objective 1 Details		Reviews			
<p>Evidence of Progress Toward Objective 1: The district curriculum YAG is utilized by teachers to plan lessons using resources determined by individual teachers/grade levels that may or may not be researched based or aligned to state standards and expected rigor. Teachers utilize or create their own assessments to monitor progress or mastery of a Unit. Tier 2 intervention is sporadic, lacks a focus or intention and does not have a system for progress monitoring students. Tier 3 intervention is based on Beginning, Middle and End of year data and teacher input only. Special Education, Gifted & Talented, and Intervention systems are not be aligned to Essential Standards for a grade level. Some students are informed of the learning objective or expectations prior to the lesson but are not able to articulate what mastery of the targets are or able to refer to a posted learning target.</p> <p>Evidence of Desired State: PLC agendas/notes and observation/participation will show evidence of alignment of instruction to the GISD curriculum and state standards. Lesson plans and classroom observations will show utilizations of the GISD curriculum, resources and workshop model. Early interventions standards will be identified, monitored on a consistent basis and utilized to inform instruction. PLC's will reflect collaboration around assessments/data(CFA, Summative, Interim), intervention, and extension opportunities for all students including our Special Education and Gifted populations. Collective Efficacy walk through data will show evidence of alignment of curriculum, Student understanding of posted objectives, use of effective instructional strategies and models.</p> <p>Problem Statements: Student Learning, Growth and Progress 2, 3</p>		Formative			Summative
		Oct	Jan	Apr	July

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Strategy 1: Professional Learning Community meetings are prioritized in the master schedule in addition to the conference time and grade level planning time occurring weekly to provide a systematic approach for teams of teachers (including Special Education, Gifted and Talented, and Intervention) and administrators to analyze data, collaborate about student learning and outcomes, improve instructional strategies, develop common formative assessments, and make instructional decisions to best support students.

Staff Responsible: Principal
Asst. Principal
LDC
Teachers

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math

Strategy 2: Admin team will complete a minimum of ten instructional walk throughs using the collective efficacy feedback form, and will provide feedback and support to teachers on a consistent basis. Learning Design Coach will complete instructional walkthroughs to support teacher growth and understanding.

Staff Responsible: Principal

Asst. Principal
LDC
Teachers

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math

Strategy 3: Each grade level will identify Essential Intervention Standards that will be assessed, monitored and responded to through intervention or extension opportunities during the daily WIN (what I need) time.

Staff Responsible: Principal
Asst. Principal
LDC
Teachers

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math

Strategy 4: Teachers will administer formative assessments, synthesize the data produced from the formative assessments and respond by either extending students' learning or providing opportunities of re-teach through small group instruction.

Staff Responsible: Principal
Asst. Principal
Learning Design Coach
Teachers

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math

Strategy 5: When planning and designing instruction teachers will collaborate with the Learning Design Coach and utilize the Georgetown ISD curriculum and resources and ensure activities are aligned to the expected rigor and pacing for our district.

Staff Responsible: Principal
Asst. Principal
Learning Design Coach

Teachers

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math

Strategy 6: Teacher will post learning objectives in their classroom, communicate the learning objectives to the students and refer to the learning objectives through out their lesson. So that students understand what they are learning through communication of lesson objectives, and will be able to articulate what they are learning.

Staff Responsible: Principal
Asst. Principal
Learning Design Coach
Teachers

Balanced Scorecard Strategic Action:
Yes

TEA Priorities:
Build a foundation of reading and math

Strategic Objective 1 Problem Statements:

Student Learning, Growth and Progress
<p>Problem Statement 2: Students progress was monitored at BOY, MOY, and EOY and intervention was provided in Tier 3. Root Cause: Tier 2 intervention was not implemented with fidelity across all grade levels that was aligned to Tier 1 Instruction and the GISD Curriculum.</p> <p>Problem Statement 3: Data analysis throughout the year has not been a priority or focus to drive instructional decisions. Root Cause: Lacked clarity, resources and support with analyzing data and lacked the capacity to lead teachers teams through the process.</p>

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

Change Decision: Minor Change

Desired State: All stakeholders will be knowledgeable of the Learner Profile and its attributes. Staff and students are recognized for demonstrating attributes of the Learner Profile.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Majority of the Ford Staff, and some of the students are somewhat familiar with the Learner Profile. Ford does not currently track student progress of the Learner Profile. Evidence of Desired State: Staff and Students nomination and recognition of learner profile attributes. monthly/ weekly focus on teaching or learning around the learner profile and its attributes.	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: We will create, share, and implement the use of a campus-wide Learner Profile staff/student nomination form.

Staff Responsible: Leadership Team

Strategy 2: Weekly/Monthly counselor or admin team will focus on a learner profile attribute to reinforce on the announcements and learning with the counselor.

Staff Responsible: Principal
Asst. Principal
Learning Design Coach
Counselor
Teachers

Balanced Scorecard Strategic Action:
Yes

Strategic Priority Area 1: Student Learning, Growth and Progress

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

Change Decision: Maintain

Desired State: Students are able to articulate the options, opportunities and interest that include the workforce/careers and post secondary education. Students will participate in a variety of events that bring real world connections to their learning and interests.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Counselor provides lessons and activities around post secondary opportunities. Ford will continue to participate in career week led by the Counselor. Evidence of Desired State: Focused dress up days honoring career week or colleges. Volunteers from the community providing mini demonstrations to students focused on career options. Counselor lessons that show connection to post secondary opportunities.	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

Desired State: Parents feel well informed of the academic growth or achievement of their students throughout the school year. At each nine weeks parents will better understand the learning and progress of their student through the use of the new report card. Parent Conferences are encourage, attended and incorporated through out the year to keep open communication of student progress.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Parents are provided work or assessments at the discretion of the teacher that may or may not have a grade aligned to the grades on the standards based report card. Teacher monitor student progress at will on state standards using a rubric developed by Georgetown ISD. Then a digital report card is shared in skyward that reports to parents how students are progressing at each nine weeks. Problem Statements: Community and Connectivity 1		Formative			Summative
		Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: A new report card has been designed and implemented to better inform parents of their students achievement and progress.

Staff Responsible: District Leadership
Principal/Assistant Principal/LDC
Teachers

Balanced Scorecard Strategic Action:
Yes

Strategy 2: Teacher will offer scheduled opportunities for parents conferences two times per year. Once in the fall and once in the Spring. Teachers will be available for needed conferences throughout the year at parent or teacher request.

Staff Responsible: Teachers
Admin Team

Balanced Scorecard Strategic Action:
Yes

Strategic Objective 4 Problem Statements:

Community and Connectivity

Problem Statement 1: Parents report feeling less informed about their students progress **Root Cause:** Standards Based Report Card is difficult to understand for parents and lacks clarity. Parents need more opportunity for parents conferences beyond just once in October.

Strategic Priority Area 2: Student and Staff Well-Being

Picture of Success: 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.

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

Change Decision: Major Change

Desired State: Students are observed being respectful to each other and to adults. Students can articulate what respectful means and teachers and staff reinforce the behaviors. Students report feeling respected by staff, and feel a sense of belonging at school.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Currently 88% of Ford Students feel a sense of belonging at school. 89% of parents feel their students are treated with respect. Evidence of Desired State: Classrooms have safe, respectful, and responsible anchor charts posted in their classrooms to refer to and support students. Students names are listed on brag boards in the classrooms for showing respect. Explicit skill teaching in the area of respect. Collective Efficacy Walkthrough form data shows Social contract is posted and referred to. Problem Statements: Student and Staff Well-Being 1, 2		Formative			Summative
		Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: All teachers will be trained with CKH and Emergentree to support student relationships, behavior and connectedness to students and each other.

Staff Responsible: All Staff

Balanced Scorecard Strategic Action:
Yes

Strategy 2: Teachers will provide explicit teaching of skills in regards to safe, respectful, responsible. School wide reward systems are in place to reinforce these expectations.-Brag Boards brag tickets, classroom rewards, school wide rewards, school wide expectations are posted around the building.

Staff Responsible: Admin Team
Teachers

Strategy 3: CKH strategies will be implemented and reinforce throughout the year. Ongoing campus refresher trainings will be provided to teachers. Greeting students at the door, class sharing of good things, social contract posted and referred to, classroom consequences referred to and utilized. Use of student ambassador to greet visitor and have the sign the social contract.

Staff Responsible: Teachers
Admin Team

Strategy 4: Student who are identified as needing extra behavior support (Tier 2) will utilize the Emergentree Daily Behavior Report Card to reinforce expected behaviors as Safe, Responsible, and Respectful. Students in Tier 3 will utilize a Daily Behavior Report Card to reinforce expectations based upon data and individual student needs. Students will meet with assigned staff for check-ins, and feedback in response to their behavior. on a consistent basis.

Staff Responsible: Admin Team
Teacher
Paraprofessionals

Strategy 5: Teacher in the classroom will offer behavior reinforcement with positive feedback with a 3 to 1 ratio or higher.

Staff Responsible: Teachers
Admin Team

Strategy 6: Behavior MTSS Committee will meet monthly to review student data, student needs, teacher support, and campus needs. This committee will utilize data and feedback to inform what instructional steps we need to focus on in our staff meetings to support campus behavior.

Staff Responsible: MTSS Behavior Committee
Admin Team
Teachers

Strategic Objective 1 Problem Statements:

Student and Staff Well-Being	
Problem Statement 1: Inconsistent support of teachers with instruction, and PLC.	Root Cause: There was no Learning Design Coach for the entire spring semester.
Problem Statement 2: Inconsistent support of student behavior and staff wellbeing.	Root Cause: Admin team was supporting BCS (behavior unit) as it was understaffed for the school year with severe behaviors.

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Maintain

Desired State: Teachers will have access to needed resources, training and professional learning to meet the needs of students. Teachers will be provided a daily conference time as well as an additional PLC time biweekly to collaborate, learn and design meaningful learning for students.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Teachers have an embedded conference time in the master schedule where they meet with their teams to plan, collaborate, and prepare for lessons and activities. PLC's have been inconsistent across the campus with a lack of focus and intentionality. Ford staff have an affirmation station (CKH) setup to affirm each other. The campus has a committee that plans culture building activities and gatherings. Evidence of Desired State: Teachers will utilize PLC meetings to collaborate and engage in meaningful dialoge and analysis of student work to accelerate the learning of students. Teachers will collaborate and work along side the Learning design coach and admin team to receive timely coaching, professional learning needs, resources, and support throughout the year. Problem Statements: Student and Staff Well-Being 1, 2		Formative			Summative
		Oct	Jan	Apr	July
		No Review			

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Strategy 1: Administration team and Learning Design Coach will be present and participate in PLC meetings to support teachers and student learning

Staff Responsible: Admin Team
LDC

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2: PLC will be a dedicated time in addition to the teachers conference time. This time is embedded into the master schedule and each grade level will meet biweekly.

Staff Responsible: Teachers
LDC
Admin Team

Strategy 3: Leadership team will work collaboratively with the Capturing Kids Hearts process champions to create activities and events to provide positive social engagement as well as additional activities to spotlight teachers and affirm staff and share the great things teachers are doing.

1. Sharing affirmations in staff newsletter weekly, spotlight on great things going on in classrooms
2. Once a month staff meetings around culture and affirmations and celebrations.
3. Sharing of pictures of classroom activities and events for all to see at the front of the building.
4. Monthly activities to engage the staff with one another and build culture.

Staff Responsible: Admin Team
CKH Process Champions
LDC
Teachers

Strategy 4: Teachers will receive timely professional learning, coaching, and ongoing support in appropriate areas including both academics and behavior.

Staff Responsible: Admin Team
LDC
Curriculum Coordinators
New Teacher Mentors
SPED LDC

Strategic Objective 2 Problem Statements:

Student and Staff Well-Being	
Problem Statement 1: Inconsistent support of teachers with instruction, and PLC.	Root Cause: There was no Learning Design Coach for the entire spring semester.
Problem Statement 2: Inconsistent support of student behavior and staff wellbeing.	Root Cause: Admin team was supporting BCS (behavior unit) as it was understaffed for the school year with severe behaviors.

Strategic Priority Area 2: Student and Staff Well-Being

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

Desired State: All students feel physically and psychological safe at school. All students have an understanding and will demonstrate the school wide expectations of Safe, Respectful, Responsible.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Currently 80% of our students reported they look forward going to school, 81% feel connected to adults at school, and 95% feel it is a safe place to learn. Evidence of Desired State: All of Ford staff will utilize and support the school wide support system and will provide positive feedback to students. Students connect with staff beyond their classroom teacher. Observations in the hallway shows students being safe, respectful , responsible with adults providing feedback to students. Problem Statements: Student and Staff Well-Being 2	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: Each staff member identified one student, not associated to their classroom, and committed to connecting with this student periodically throughout the year.

Staff Responsible: All Staff

Strategy 2: We will establish and reinforce school wide expectations that are explicitly taught regarding behavior, respect, responsibility, and safety.

Staff Responsible: All Staff

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
Problem Statement 2: Inconsistent support of student behavior and staff wellbeing. Root Cause: Admin team was supporting BCS (behavior unit) as it was understaffed for the school year with severe behaviors.

Strategic Priority Area 3: Staff Recruitment and Retention

Picture of Success: 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.

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

Strategic Priority Area 3: Staff Recruitment and Retention

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

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Strategic Priority Area 4: Community and Connectivity

Picture of Success: 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.

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

Desired State: Communication with parents and the community to be consistent and streamlined so parents feel well informed of activities, events, and understand how their child is performing academically.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: Weekly parent newsletters are emailed out with important dates, information about school events, and opportunities to volunteer at the school. Teachers provide weekly or monthly news letters to parents about learning in the classroom, however teachers utilize different platforms for communicating with parents.- skyward, Class Dojo, Remind, SeeSaw, Email, etc. Teachers and staff communicate individually with parents through inconsistent platforms as well. Standards based report cards are shared in skyward every nine weeks. Evidence of Desired State: All communication from staff, including Administration and office, will be provided through one main platform to stream line communication. Report card will reflect students understanding/progress of content in a way that parents can understand.	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: All staff will utilize Parent Connect to communicate with parents and the community. This will include newsletters as well as individual communication.

Staff Responsible: All staff

Balanced Scorecard Strategic Action:
Yes

Strategy 2: A new report card will be shared with parents that has been vetted and adjusted to provide more informed feedback to parents about their students progress.

Staff Responsible: District Staff
Admin Team
Office Team
Teachers

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: GISD staff from all departments as well as the board of trustees would be visible at school activities and events. Volunteers and community members participate in activities and events on campus

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: School board members, staff and superintendent will be visible at school activities and events. Volunteers will be welcomed and provided with meaningful interactions with students and teachers.	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategy 1: We will post activities and events on social media and parent square inviting community members, parents and GISD staff.

Staff Responsible: Admin Team
Office
Teachers

Strategic Priority Area 4: Community and Connectivity

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

Change Decision: Maintain

Desired State: Parents, community members, students, teachers and staff all feel connected to Ford Elementary. Events are heavily attended by all stakeholders. Parents and community members volunteer, mentor and are active in PTA, watch dogs, classroom activities, library events and activities, as well as other opportunities.

Evidence of Progress Toward Objective 1 Details		Reviews			
Evidence of Progress Toward Objective 1: Parents have opportunities to volunteer and be involved in PTA. We have a strong watch dog program on campus where Dads and Grandparents volunteer around the campus. We have Sun City volunteers that come consistently to support in our workroom. Parents volunteer in the library and in classroom on a consistent basis. PTA is involved in all campus events and collaborates with teachers and staff. Evidence of Desired State: Events and activities are heavily attended. The watchdog, PTA, and Sun City Volunteers continue to support Ford in multiple ways. Community members and organizations are invited and attend events.		Formative			Summative
		Oct	Jan	Apr	July
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					