

Georgetown Independent School District
Ford Elementary School
2018-2019 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

This year's student population consists of 544 students. The community of Jo Ann Elementary has a relatively homogeneous school population. Currently Ford's student breakdown is 19.29% Hispanic, 73.27% White, 1.24% African American, .35% American Indian, and 1.42% Asian. Of these students, 7.61% are identified as Gifted and Talented, 8% are identified as At Risk, 11.5% are identified as Economically Disadvantaged, .88% are Limited English Proficient and 7.5% are identified as Special Education students.

Demographics Strengths

Jo Ann Ford Elementary MET STANDARD in all student groups in all content areas. Ford Elementary received a distinction in Closing Achievement Gaps for the 2017-2018 school year.

There were no system safeguards indicated for Ford Elementary to address for the coming year.

Student Achievement

Student Achievement Summary

Ford Elementary is focused on building meaningful relationships with students with an increased level of student engagement through the design of work around personalizing and customizing instruction to our learners' needs.

Ford strives to inspire all learners and leaders to lead, grow, and serve through fostering the GISD Learner Profile attributes designed in student learning experiences. Student progress is valued and documented through multiple sources of data.

Jo Ann Ford Elementary is considered a high performing campus.

STATE ACCOUNTABILITY:

Ford MET STANDARD on the State Accountability System (STAAR) in all areas.

Ford Elementary MET ALL SYSTEM SAFEGUARDS meeting 12/12 standards.

Distinctions Received: Ford Elementary earned a Distinction in Closing Achievement Gaps. When measured with the Comparable School groups, Ford received a score of 90% with State target score of 50%.

Student Achievement Strengths

Students at Ford Elementary and the overall campus have many Achievement strengths in all content areas.

Attendance: Ford Elementary's attendance increased from 97.2% in the year prior to 97.6% when compared to the State average of 96%. At Ford, we see this as a strength in many areas, as students are viewed as volunteers of learning. An increase in overall attendance percentages demonstrates students want to be at school. Teachers are focused on designing engaging work for students and building relationships.

Student Performance Strengths: Ford students performed well above the State Student Performance in all content areas when compared in STAAR data whether in approaching grade level standards, met standard, or mastered standards.

School Culture and Climate

School Culture and Climate Summary

Ford Elementary embraces the GISD Vision, Mission, and Beliefs as our own. We strive each and every day to inspire and empower our learners and leaders to lead, grow, and serve.

Ford Elementary has a very dedicated and committed staff who are focused on student learning as well as fostering the continued support from our parents and community. Ford offers enriching after school programs for students that continue to increase as more of our staff explore innovative ideas and opportunities for our students and families to be involved in at Ford Elementary.

The Campus Design Team has established goals and designed professional learning to increase and focus on:

- Staff and student engagement

Campus needs focus on:

- Additional after school and extracurricular programs as they are seen as a benefit to the students.
- Character Education and Wellness Programs that target specific character traits and student/staff needs
- Professional Development to continue our growth in designing lessons through the use of the Schlecty Design Qualities

School Culture and Climate Strengths

Surveys of Ford staff and families confirm that Ford Elementary is a student centered organization, committed to our students, along with a healthy family-feel environment for staff that invites collaboration, and involvement. Teachers feel supported by campus leadership as well as by our parents and community. 100% of Ford Faculty rated the overall quality of Ford Elementary as Excellent (81%) or Good (19%). 100% of faculty responded that collaboration is encouraged and valued amongst our staff, that they feel respected by other staff members, and that educators work together to ensure student success.

Parent and Community Involvement at Ford Elementary is high. There are many parent and community involvement activities implemented at Ford such as a strong PTA, Ford Fall Family Night, Parent Liaisons for Fine Arts, Library Volunteers, STEM fair and night, Grandparents Day, Thanksgiving Luncheon, Veterans' Day, Students Council, Mustang University, Seaperch, Art and Music Clubs, Destination Imagination & Rising Stars Program, UIL, Girls on the Run, Go Green Club, and Coding Club. All of these activities are led by Ford staff with parents support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Ford Elementary are highly qualified. There is a high retention rate of staff members. The Ford master schedule is designed to foster teacher and team collaboration with common planning time to design and plan meaningful lessons for students.

The staff at Ford Elementary has demonstrated with fidelity a "student first" approach to lesson design as well as a common understanding that collaboration amongst content areas and grade level teams helps foster higher levels of engagement with our staff with a direct result seen in student engagement with curriculum, content, and learning.

Staff members are held accountable to implement new strategies aligned with the high priority learning standards within the GISD Curriculum Management Plan to guide and lead all teaching and learning at Ford.

Grade level teams meet and discuss training and development needs and then these are addressed through the Campus Leadership Professional Learning Communities (PLC). Staff is encouraged to seek opportunities for professional learning, certifications, and leadership opportunities.

Staff Quality, Recruitment, and Retention Strengths

Ford grade level teams, team leaders, and members of the design team participate in the interviewing, selection, and hiring process of all new team members to Ford. A collaborative approach is used to find the best teacher or team member to join the Ford team in all areas.

New Teachers are assigned mentors on campus in their respected areas or grade levels. Mentors are trained through GISD in collaborative, supportive practices that benefit our newest teachers.

Teachers who are new to GISD or to Ford are assigned "buddy" teachers on campus to be an added support and partner in becoming a part of the Ford family.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum implemented in each class is clearly aligned to the Texas Assessment of Knowledge and Skills (TEKS) standards in all learning areas and monitored through collaborative team planning, campus walkthroughs, and feedback with campus leadership.

Ford Elementary is fostering our development as a Professional Learning Community. Within this community, teachers will meet weekly with their teams to plan and follow the GISD Curriculum Management Plan where the Texas Essential Knowledge and Skills are aligned through High Priority Learning Standards. PLCs at Ford Elementary are essential to foster instructional conversations to address teaching and learning strategies that produce high levels of cognitive demand and novelty and variety for our teachers and students.

Ford Teachers embrace the common planning time utilized to collaborate and design lessons around their students' learning needs. Common team times and Professional Learning Communities weekly, create the vehicle for each grade level to focus on lesson planning, developing engaging student activities and work, integrate and incorporate technology, review student work to assess student engagement, utilize student work protocols to plan for high levels of commitment to the GISD Learner Profile, and communication/involvement strategies designed to involve parents in the students' learning process.

During our PLCs, we also review student performance data to ensure that individual student needs are supported and met. We use a flexible grouping model for our RtI Intervention Groups during our 45 minute block each day as we intervene to meet student needs or provide enrichment for students in areas they are passionate about. Staff will begin to utilize GISD (CBAS) common based assessments, and use regular formative assessments to help drive instruction and needs for RTI.

Curriculum, Instruction, and Assessment Strengths

Ford teachers and staff regularly use formative assessments in their classrooms to drive their instruction.

Teachers are highly skilled professionals at Ford that are knowledgeable about State standards and district curriculum.

Flexible grouping is used to best address student need in most grade levels.

Recent technology deployment has allowed teachers to incorporate technology daily into lessons and instruction for students. Teachers utilize the technology and devices for interactive student learning through stations and rotations, as well as an opportunity to personalize and customize student learning through the analysis of the data they receive from the instructional programs such as Raz Kids, Reading A-Z, Imagine Math, and STEMscopes. This leads to and allows better lesson design and collaboration with teams to center on teacher strengths and talent that best connects with student needs.

Parent and Community Engagement

Parent and Community Engagement Summary

Ford Elementary has developed Action Teams with staff members and parents to help design annual events to help increase family and community involvement. These teams set goals to engage our students, staff, parents, and community members in the great things happening at Ford Elementary.

Our action teams serve in the areas of:

- Student Showcase of Learning (STEM, Literacy, Technology)
- Staff Spirit & Climate (Hospitality, Involvement, and Team Building)
- Community Outreach (Veterans, Mentoring, Benevolence)
- Fine Arts Focus (talent shows, musicals, student showcase)
- Family Involvement (Family Nights and Extracurricular opportunities)

In the fall, we will promote our annual Book Fair Themed Literacy Night, as well as host a grandparent luncheon for the grandparents of our students during this time. We have a Music Program for each grade level during the year. In the Spring, we host our STEM fair, Spring Family Night, Mustang University, with many community members involved, and a Talent Show showcasing our very talented students in May. Mustang Market a (positive behavior reinforcement program) and Dads on Duty will also be part of Ford again this year.

Ford offers enriching after school programs for students that continued to increase as more of our staff explore innovative ideas and opportunities for our students and families to be involved in school. Currently programs offered for students, led by teachers and staff at Ford are:

- Coding Club
- Girls on the Run
- UIL
- Student Council
- Sea Perch
- Rising Stars & Destination Imagination
- Instrument Ensemble
- Choir
- Art Club
- Go Green Environmental Club
- Fine Arts Reflections

Parent and Community Engagement Strengths

At Ford Elementary, it's about the strength of the school community!

Ford Elementary has a very strong core group of parents who participate actively in PTA, Mentoring and Volunteer programs through instructional support for students, fine arts liasons, library & literacy programs, Watch D.O.G Dads, and our Fall and Spring Book Fairs and Fun Nights.

Ford has community and business partners that work with our campus to support us through involvement efforts as well as providing needed materials or programs for our Mustangs' continued learning opportunities to lead, grow, and serve.

Ford is pleased to partner with:

- Sun City for mentors, teacher work room partners, READ Dog program for students, and student presentations such as Mad Hatters Story Time.
- Ford also partners with HEB in providing materials and program support for our afterschool programs for students, as well as serving as our business partners in our campus Site Based Decision Making Team.
- GT Fire Department and Police Department are actively involved at Ford through special campus events such as Walk & Bike to School Day, Child Safety Programs, and PTA family nights.

Ford teachers participate and volunteer at all the activities in order to show support and their commitment to student success.

100% of Ford staff have joined PTA.

A weekly school messenger is broadcast to parents as well as our community. Parents are encouraged to be involved at Ford Elementary and informed through weekly newsletters, volunteering opportunities, service on action teams, special program liasons, room parent responsibilities, and mentoring on campus.

School Context and Organization

School Context and Organization Summary

Ford Elementary is comprised of approximately 544 students school wide, serving grades K-5th grade.

Each school day at Ford Elementary is designed with a "students first" mindset and the instructional schedule allows for students to feel and see success daily, as well as promote common collaborative time for teachers to design engaging teaching and learning opportunities for students. Ford has implemented a master schedule this year that allows all students added time in fine arts, access with technology, and physical education classes while honoring uninterrupted core content time for high levels of teaching and learning to occur. Scheduling was a collaborative effort with the campus design team, team leaders, and specials teachers designed to best meet the learning needs for all students.

Response to Intervention instructional blocks have been extended and are scheduled daily for teachers to provide additional small group instruction to students that need the extra intervention and enrichment to help close gaps as well as provide enrichment lessons to make learning personalized and customized for students. Classroom teachers and intervention staff will meet once a month during PLC to discuss progress monitoring for students. Part of our monthly meeting structure allows for the principal and assistant principal to meet with all classroom teachers to discuss and review student data and ensure that each student's needs are met while our campus interventionist makes instructional intervention recommendations and changes to Tiered instructional models for students.

Guidance and wellness education has also been scheduled for each student during the month and is included in the specials block for our youngest learners in kindergarten and first grade, along with literacy learning and maker space through our library.

School Context and Organization Strengths

Teams have the autonomy to design learning around the teaching and learning needs of their students utilizing the GISD Curriculum Management Plan and Strategic Framework. Team Leaders are foundational in building strong collaborative teams that understand and embrace the Learner Profile and include these attributes along with design qualities to make learning experiences more personalized and customized for students. There is a collaborative approach to teaching and learning at Ford Elementary!

Technology

Technology Summary

Ford is excited about the teaching and learning possibilities afforded to us through the district deployment of iPads and Chromebooks for a 2 to 1 ratio of student access. Ford Elementary also has recently redesigned spaces within our building to create a design lab for teachers and students to choose to utilize for special projects with technology or project based learning, with flexible seating options for students. This allows for student choice and product focus.

Ford Elementary also has included technology TEKS and interactive technology programming as a part of the weekly instructional schedule for all students. Ford has a computer lab utilized through project based learning within grade level and teacher-designed lessons that are scheduled for all students, led by staff in accessing instructional technology programs such as Imagine Math, Pebble Go, Raz Kids, Reading A-Z, and STEMscopes.

All students have a 2 to 1 access of chrome books and iPads at Ford Elementary. Teachers incorporate these devices regularly in station/center learning rotations and access program data for informed instructional decisions and student goal setting that translates to personalized and customized learning goals for each student. Each teacher has an laptop, projector, and document camera. Some teachers and classrooms also have been equipped with Newline interactive boards.

Technology Strengths

- Ford Elementary has had a significant increase in the amount of devices in our students' hands thanks to the Bond2015 and technology roll out plan in GISD. All students have daily access to iPads and Chromebooks in each class, content, and grade level.
- All classroom walkthroughs demonstrate the interactive use of technology on a regular basis.
- The blended learning pilot has allowed teachers to personalize and customize learning for students utilizing technology.
- Ford teachers and students regularly rate above the district percentages for activity within district programs such as Imagine Math, Raz Kids, Pebble Go, etc.
- Both labs at Ford Elementary are being fully utilized daily for integrated technology TEKS instruction and access to digital learning opportunities for students and staff
- Professional Learning for technology integration and digital learning have increased at Ford and as a result lesson plans and team planning reflect technology being used in interactive ways for students.
- Student Work Portfolios and home/school connections have been implemented in grade levels to share student work. SeeSaw allows teachers and students to share work electronically with parents. This has allowed for students to take ownership of their learning with additional voice and choice, as well as take pride in the products they produce.

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: Designated Design Flex time will be included in the Ford schedule for teachers and staff to use the CMP, GISD Learner Profile, Design Qualities, and Strategic Framework in designing lessons to enhance staff and student engagement and create student-centered, designed work that is customized and personalized.

Evaluation Data Source(s) 1: scheduled design flex-time agendas X1 per semester, design team time utilized, 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 District Curriculum Management Plan (CMP) to align instruction around high priority learning standards, inform instructional practices in regards to cognitive demand, and utilize the common based assessments for student mastery monitoring.	Team Leaders Principal GISD Curriculum Coordinators	Mastery of standards, increased assessment scores, student feedback based on profound learning experiences, and lesson plans				
2) Team Professional Learning Communities will meet weekly to focus efforts on Learner Profile attributes, instructional design based on hard to teach/difficult to learn concepts, strategic use of design qualities to foster high levels of engagement, and to review student work through protocols to drive improvement.	All campus teachers Principal	High level of engagement CBAs that reflect high levels of mastery Lessons designed with specific design qualities that target student engagement				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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 and book studies around the Pillars of Modern Teaching and Shake Up Learning to incorporate technology as a way to understand the role of a teacher as a guide to instruction to merge engagement, design, and the digital environment into meaningful learning experiences for students.

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) Train staff and promote use of technology in core subject area instruction and student applications including, but not limited to MAP, Prodigy, STEMScopes, Mentoring Minds/Motivation Math, Reading A-Z, Raz Kids, Pebble Go, Imagine Math, Tumblebooks, Book Flix, SeeSaw, and Google Classroom.	Digital Learning Coach Principal	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.				
						

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 and strategic learner profile attainment. 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teams along with campus administration will track student data through progress monitoring based upon growth in district screeners from BOY, MOY, and EOY along with Math & Reading NWEA MAP results, Imagine Math, Reading A-Z, STAAR, District CBAs, and common formative assessments.	Interventionist GT teacher Counselor Team Leaders	Mastery of standards, increased assessment scores, student feedback based on profound learning experiences, and lesson plans				
2) 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.	GT Teacher Advanced Academics Coordinator Counselor	Formative assessments show mastery, student progress monitoring growth, Lesson Plans demonstrate above grade level TEKS and through CBA data.				
3) Monitor the academic success and progress measures/rates of students served through special programs that include English as a Second Language, Special Education, and At-Risk interventions. Progress monitoring and RTI will be utilized to ensure that Ford Elementary serves students in the Least Restrictive Environment.	Special Education Lead Teacher Campus Interventionist Principal	Schedules and interventions demonstrate high levels of student support connected with student needs. Teacher feedback with formative assessments, CBA's, BOY and EOY screeners will demonstrate student growth in all areas. 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.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = 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 1: Ford Elementary will engage our parents, community, and businesses in partnering with our school.

Evaluation Data Source(s) 1: 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) Ford will partner with Georgetown Pediatric Dentistry as a business partner to support campus teaching and learning. Dentistry representatives will serve as business members on our Site Base Decision Making Team.	Principal SBDM Committee	More interaction with community and business partners as documented by communication logs, photo documentation of events, ongoing events set on calendars.				
2) Parents and volunteers will be involved in the improvement of campus action teams focused on engaging parents and community in specific areas that include STEM, fine arts, staff spirit & hospitality, community outreach, and Ford service projects.	Action Team Leaders Campus Design Team	Parents and volunteers serving in collaborative roles on campus.				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = 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: Ford team members will work collaborately to design project-based learning service projects to inspire and empower our school community to lead, grow, and serve at Ford Elementary through creating a campus culture of service and engagement.

Evaluation Data Source(s) 2: service project presentations, service project action plans, 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) Extend collaborative partnerships within our community to provide additional opportunities for students to lead, grow, and serve such as LoveGeorgetown, Lego Robotics, Coding Programs, student mentorship with big brother-big sister, ford fosters, the Nest, and school gardening.	Volunteer Coordinator Campus Design Team	Involvement of community within the school. Creation of opportunities for students through community outreach are established.				
2) 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.	Attendance Clerk Asst. Principal	Increase in overall each 9 weeks attendance %.				



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 ● = 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 3: Parents and community will have consistent communication of school activities to actively support school programs and participate in the school volunteer opportunities in order to develop a strong campus culture of parent and community involvement.

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) The Ford Website will serve as an information and education tool for our community. Parents and community will feel informed through weekly communication regarding campus activities, events, goals, and the teaching and learning occurring on campus through School Messenger, Thursday folders, marquee, PTA & curriculum monthly newsletter, school monthly calendars, and campus Twitter.	Secretary Campus Communications Coordinator Principal	Parents and community feel welcome at Ford. Parents and community are active and supportive of programs at Ford. Website demonstrates more active users.				
						

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

Performance Objective 1: Ford Elementary design team will meet monthly to review our campus picture of success for professional learning and collective campus engagement goals.

Evaluation Data Source(s) 1: design team agendas, schedule, 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) Campus Design Team will design professional learning experiences for grade level teams directly around Design Qualities, Designing Engaging Work, Pillars of Modern Teaching, and Shake Up Learning (PBL) once a month during Design PLCs and for all staff during professional learning Wednesday staff meetings.	Campus Design Team Campus Administration	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.				
2) Professional Learning days will be utilized for designing engaging work. Teacher presentations will be used to showcase student work meeting the Learner Profile or Project Based Learning Model.	Campus Design Team Team Leaders Campus Administration	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.				

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

Performance Objective 2: Ford faculty will actively participate in professional learning communities with campus leadership to promote professional learning and growth, review student work, and design engaging experiences for students that will provide a collaborative environment to enhance student learning and inform instructional intervention decisions.

Evaluation Data Source(s) 2: Common Formative Assessments, District assessment performance data, PLC meetings and lesson plans documenting topics from PLCs and walk-through data from administrators and learning walks.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Professional Learning Communities will be utilized to plan common formative assessments, review student data to always focus on student learning and progress monitoring, and share teaching techniques for improved student engagement and performance.	All Teachers Assistant Principal Team Leaders Principal	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.				
2) Teachers will design and lead different professional learning sessions for the campus in their area of expertise and/or in an area that they have attended a professional learning session.	Principal	Teachers feeling inspired and empowered to share their learning experiences to grow other teachers.				
3) The Ford Pineapple Chart will be utilized for teachers to share and model teaching and learning as well as to provide a system for teachers to learn with and from each other as a non-evaluative tool for feedback and coaching.	Ford teachers Principal	Teachers will visit classrooms to learn from each other. Teachers will welcome other teachers and staff to their classroom to model exemplary teaching and learning.				
						

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

Performance Objective 3: Ford will increase the amount of staff that are trained as Process Champions and Coaches for Design

Evaluation Data Source(s) 3: additional (3) staff members trained in C4D2 and CKH

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Teachers trained as Process Champions through Capturing Kids Hearts will share learning, teaching strategies, and building relationships with staff at Ford.	Professional Learning Principal	Increased staff awareness of CKH. Teachers and students will be engaged in building relationships and focusing on engagement at Ford.				
2) Ford Paraprofessional Staff will attend CKH Winning Cultures training on professional learning days designated by the district.	Professional Learning Dept. Principal	A collective commitment amongst staff at Ford to fully implement Capturing Kids Hearts.				



✔ = Accomplished
 ➔ = Continue/Modify
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 ● = 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 use The Learner Profile in lesson design and team planning to enhance student engagement.	Teachers Design Coaches Campus Administration	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) Through dedicated Professional Learning days in GISD, teachers will be trained in Coaching for Design, Process Champions, and Design Qualities.	District Professional Learning Staff Campus Design Team Campus Administration	Teachers feel comfortable in their own learning. Campus teachers initiate the design process with their teams. Classrooms will show elements of design qualities and Capturing Kids Hearts.				
3) Feedback meetings will be established in addition to TTESS for every teacher as an on-going conversation between administration and teaching staff to provide opportunities for coaching and questions for growth, goal setting and reflection, and leadership opportunities.	Principal	Teachers will have relevant and timely feedback about teaching, learning, growth, and leadership.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

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

Performance Objective 2: Provide opportunities to build campus leadership capacity and aspiring teachers through encouragement of special campus leadership projects, chairs of committees, district level representatives and professional development designers and trainers for teachers.

Evaluation Data Source(s) 2: action team agendas and work, survey data, participation and professional learning logs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Ford teachers and staff will be encouraged to seek out grant opportunities for innovative ideas through the GISD Education Foundation and will attend a grant writing informative meeting on campus to support them in applying for resources to benefit our students and classrooms.	Teachers Campus Administration	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.				
2) Ford teachers, staff, and parents will serve on district committees, councils, and/or community forums.	Principal	Increased number of Ford representation at district level committees and community events.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue