



District and Campus Improvement Plan

2024-2025: Grades 3-5 ELA Focus



- Focus Area: Writing About Reading
- Promote writing best practices through PDs, quality resources, and coaching
- Facilitate calibration opportunities, helping teachers develop writing goals and next steps
- Generate bank of exemplary Extended Constructed Responses for instructional use
- Fund and implement explicit and systematic revision lessons aligned to TEKS and STAAR
- Involve stakeholders in exploring ELA HQIMs

2024-2025: Grades 3-5 Math Focus



- Tier 2 Tutorial Support – (Learning Acceleration Support Opportunity) LASO Grant provided digital instructional tool
 - 5000 Zearn digital licenses - Grades 3-5 for tutorials (HB1416) and Intervention/Workstations
- Problem Solving - Read-Draw-Write structure; District trainings and PLC's to ensure teacher clarity
- Classroom Discourse - Structured conversation strategies and Number Talks to justify solutions and explain thinking
- Teacher Capacity - Researched Based Instructional Strategies for How Students Learn Math - Summer 2024, 351 teachers trained; imbedded in PLC support



Introductions

Ashley Ijeh, TLC at Highlands Junior High, ELA
Samantha Hernandez, TLC at EF Green Junior High, Math
Dr. Ellen Akers, Director of Secondary C&I



2024-2025: Secondary ELA Focus



- Focus Area: Effective Tier 1 Instruction - Emphasis on Writing About Reading
- Implement KAT Method - Knowledge Acquisition & Transformation Framework
 - Why?
 - Decreased instructional minutes and staff size (6-8)
 - Increased sections per day and number of students per teacher (6-8)
 - Underperforming state in writing
 - Explicit and systematic writing instruction needed
 - Action Steps
 - Partner with Texas A&M to complete KAT certifications
 - Implement local PDs (exchange days, curriculum sessions, GiantCon, after-hours)
 - Develop weekly KAT lessons (6-8), support teacher development (9-12)
 - Generate support structures (i.e. KAT checklist, sample videos)
 - Provide in-class coaching through specialists and TLCs
 - Monitor implementation (i.e. KAT check-up, Administrator look fors)

2024-2025: Secondary Math Focus



- Differentiated Tier 1 Instruction for Honors Courses
 - LASO Strong Foundation Implementation Grant of HQIM in Honors Math track
 - Carnegie Learning Math
 - SB 2124 Middle School Advanced Mathematics Pathway
 - Differentiated Curriculum in Honors Math
- Research Based Instructional Strategies - LASO Strong Foundation Planning Grant (\$250,000); On-Level math PLC support, District provided trainings

Balance Conceptual & Procedural	Dept of Key Concepts	Coherence of Key Concepts	Productive Struggle
Carnegie Learning Math Mathia			
Open Ended Questioning & Thinking	Curriculum Revisions with increased time on key vertical concepts	Grade Level Tier 1 Instruction	TEKS aligned and age appropriate student experiences

2024-2025: Secondary Math Focus - SB 2124



- SB 2124 Middle School Advanced Mathematics Pathway
 - 60th Percentile 5th Grade Math STAAR auto enroll into Honors 6th Math
 - Committee
 - District Stakeholders
 - Review and Revise District Guidelines
 - Parent Opt-Out letter and Communication
 - 2023-2024 Enrollment vs. 2024-2025 Enrollment
 - Teacher and Student Support
 - LASO Grant
 - Strong Foundation Implementation - Carnegie Learning for Honors courses with PLC and coaching support; rigor and AP foundational skills
 - Mathematics Supplemental Curriculum
 - Mathia 4500 in-kind licenses

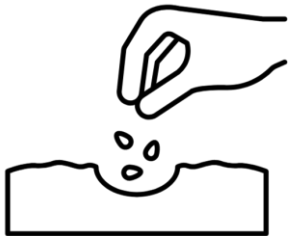
Examining the ELPS - Robert E. Lee HS

CIP Goal 2, Performance Objective 2, Strategies 3 & 4



- PLCs with Intentional and Meaningful Collaboration
- Mini-Professional Developments in September - Gradual Release Model
- Observations & In-Class Supports
- Feedback
- Monitor, Adjust & Evaluate
- Celebrate the Growth of Our Students

Highlight of Collaboration
District C&I
Multilingual & Migrant Department - A. Magby & S. Martinez
(Emergent Bilingual)
TLC - A. Black
Content Specialist - J. Brookreson
ELA Teachers (ENG I, II & III)
Campus Admin



Lee Grows



Lee Knows



Lee Glows

Edward Franklin “E.F.” Green Junior School



Focused “4A” Purpose

Campus-Wide PLC With Cross-Curricular Connection

- What do we *want* students to know and be *able* to do?
- How will we *know* if they have learned it?
- How will we *respond* when some students do not learn it?
- How will we *extend* the learning for students who have demonstrated proficiency?

Exceeds the boundaries of a discipline to enhance the scope and depth of learning. Whereby students, teachers, and families can:

- Work collaboratively
- Improve problem solving accuracy
- Strengthen comprehension
- Increase opportunities for high student achievement and mastery.
- Think critically
- Explore real world complexities
- Maximize time management



Lorenzo De Zavala Elementary



Effective Planning for Strong Tier 1 Instruction

- Professional Learning Communities
- **Differentiated Professional Development and Coaching**
- Backwards Design to maintain the rigor and integrity of the TEKS

Goal 1, Obj 1, Strategy 1



Culture and Climate with the House System

- Curate a sense of belonging
- **Increase student and staff engagement**
- Improve student attendance
- Improve staff retention

Goal 4, Obj 1, Strategy 1

GCCISD Virtual Academy

CIP - Goal 4, Objective 1, Strategy 2



Promote safe and secure online culture.

- Increase comfortability in social environment
- Reduce stress and anxiety by building trust, relationships, and mutual respect
- Empower students to taking responsibility and advocating for themselves



HERE,
WE GROW
GIANTS



GOOSE CREEK CISD  DEVELOPING THE WHOLE CHILD

Question & Comments