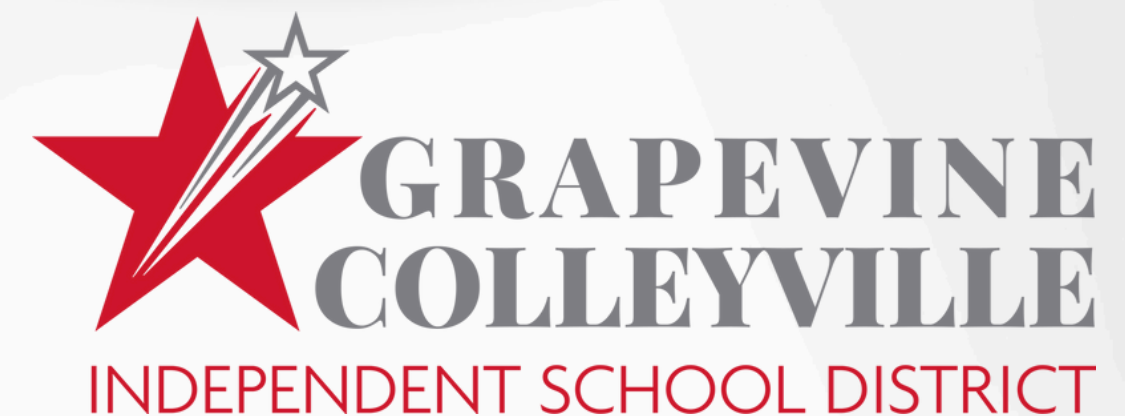


# **GCISD Balanced Scorecard Priority Report**

**December 16, 2024**



# Mission and Vision



## **Mission**

We promote good citizenship and prepare, motivate and encourage each student to reach his or her full potential.



## **Vision**

Honor our Legacy  
Equip for the Future  
Achieve Excellence

# GCISD Balanced Scorecard

1

Student Achievement and Post Secondary Preparedness

2

Faculty and Staff Recruitment, Retention and Capacity-Building

3

Parents, Families and Community Satisfaction and Engagement

4

Strong Financial Stewardship and Internal System Efficiency



Priorities



Performance  
Objectives



Key Strategic  
Actions



Progress  
Measures



Outcomes

# GCISD Balanced Scorecard Report



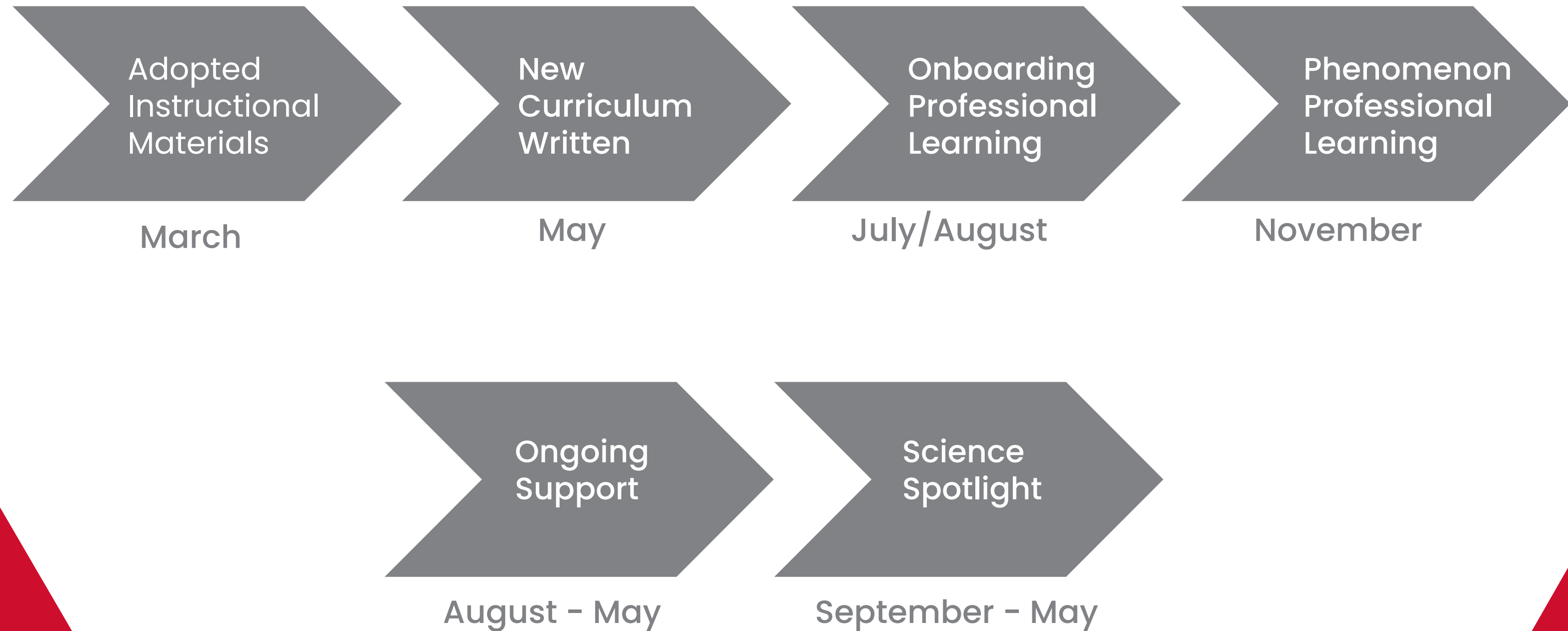
## Priority 1: Student Achievement and Post Secondary Readiness

**Performance Objective:** Academic Growth and Development

**Key Strategic Action:** Implement the comprehensive curriculum management plan (CMP) with fidelity providing a clear direction that details systematic, on-going program of curriculum development, implementation, assessment, and evaluation.

# Science

## Adoption and Implementation



# Changes in Science

**TEKS**

## TEA Standards

- 3 Dimensional Learning
  - Science and Engineering Practices
  - Recurring Themes and Concepts
  - New Content TEKS

**Curriculum**

## GCISD Science

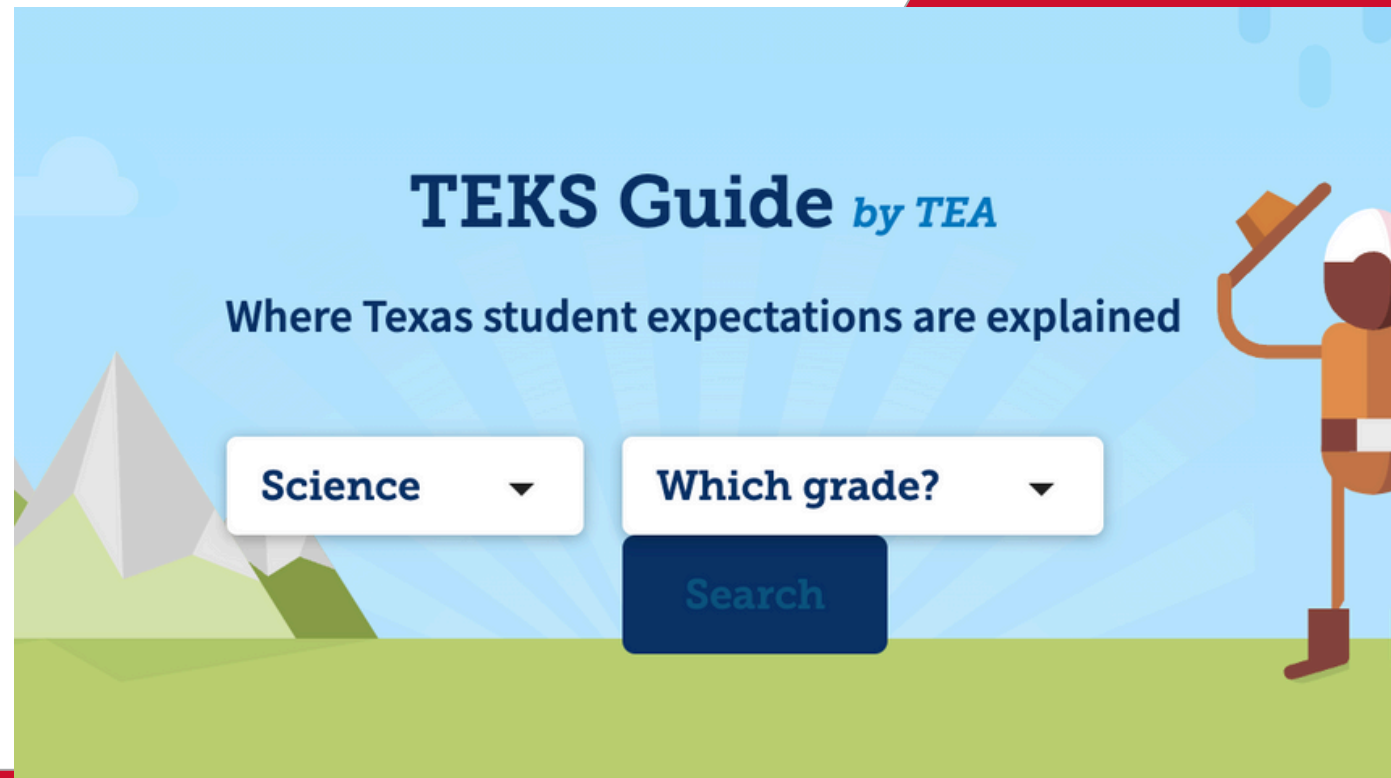
- New Unit and Lesson Guides
- Phenomenon Based

**Instructional  
Materials**

## McGraw Hill Texas Science

- New digital and print materials

# Changes in TEKS



Past TEKS – **8th grade** – Relate plate tectonics to the formation of crustal features.

Current TEKS – **7th grade** – Describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic eruptions, including supervolcanos and hot spots.

**5th grade** – Investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

**6th grade** – Calculate the net force on an object in a horizontal or vertical direction using diagrams and determine if the forces are balanced or unbalanced.



# Phenomenon



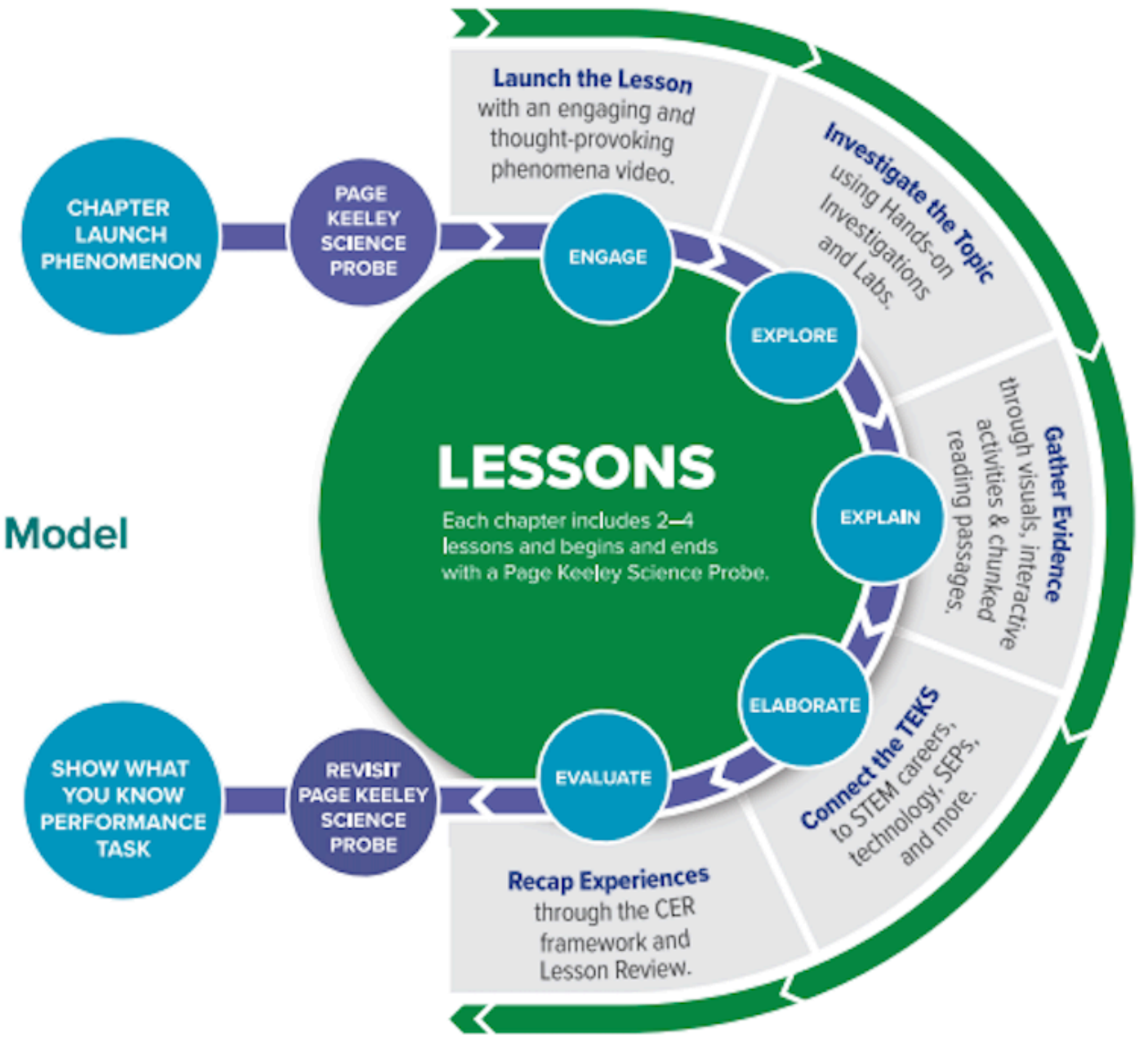
- A phenomenon is simply an observable event that drives student inquiry in science.
- It adds relevance by connecting science to the real world.
- Our curriculum includes phenomena for each unit or chapter, integrated consistently from Kindergarten through 8th grade and strategically in high school courses.



# Instructional Materials



## 5E Instructional Model



# Feedback and Support



## Grade Level/Course Meetings

Teachers share feedback and support is provided based on need. Support provided during the meeting and shared in the weekly Science Spotlight



## One-on-one Instructional Coaching

Scheduled coaching sessions to support understanding of new TEKS and the use of new curriculum and instructional materials



## Science Spotlight

Designed for 10 minutes per week, based on identified need from grade level/course meetings and instructional coaching



## Phenomenon Professional Learning Session

Teachers learned about how to begin lesson cycles with phenomenon using various strategies

# Identified Needs and Solutions



## Biology Literacy Support

Based on data from i-Ready universal screener

**Science Literacy Essentials:** eBook that is two lexile levels below grade level but same content presented. Makes content more accessible by students who need reading support.

**Tips** provide support for students at point of use.

**Science Literacy Essentials** are also available in Spanish!

**PROGRAM FEATURE!**

**Apply It**

7. **Explain** After conducting several investigations, Mendel was able to conclude that a smooth seed is a dominant trait in pea plants. How does a cross between two plants with smooth peas result in offspring with the wrinkled pea trait?

**TIP** Remember that a parent plant that expresses a dominant trait may have either one or two dominant factors.

**Need help answering this question?**

- Reread the paragraphs in the **Dominant and Recessive Traits** section. Focus on the description and explanation of recessive factors.

**Determining Inheritance**

Mendel analyzed the results of his experiments. He concluded that two genetic factors control each inherited trait. He also proposed that when organisms reproduce, each reproductive cell, sperm or egg, contributes one factor for each trait. What are these factors? And how are they passed from parents to offspring?

**Chromosomes**

Other scientists studied the parts of a cell. They combined Mendel's work with their work. As a result, these genetic factors were better understood. Scientists discovered that inside each cell is a nucleus. It contains threadlike structures called chromosomes. These are made of deoxyribonucleic acid, or DNA. A chromosome is a DNA-containing structure that carries genetic material from one generation to another.

**Academic Vocabulary**

**combine** (verb) to reach a logically necessary end by reasoning

**Write About It!** gives students opportunities to show their understanding with rigorous open-response questions.

**Science Literacy Essentials** include visual supports to enhance learning for all types of learners.

**5. Write About It** What is the relationship between chromosomes and genes?

**Genes and Alleles**

Scientists have discovered that each chromosome contains information about hundreds or even thousands of traits. A gene is a section on a chromosome that has genes for one trait. For example, a gene of a pea plant may contain information about flower color.

Recall that an offspring inherits two gene factors, one from each parent. The genes can be the same or different. An example is purple or white for pea flower color. Two forms of a gene are called **alleles** (LEE). Pea plants have two purple alleles, two white alleles, or one of each chromosome pair has information about different pea traits. Examples are flower color, pod shape, and stem length.

**Write About It** How did scientists discover DNA? Rosalind Franklin and Maurice Wilkins were scientists who used X-rays to study DNA. James Watson and Francis Crick used Franklin's and Wilkins' X-rays. They realized that the X-ray gave them information about DNA. They proposed a model of DNA. It is made of smaller molecules of DNA bond together and form a double helix.

**Chromosomes in Nucleus**

**Chromosome**

**Gene**

**TIP** Note that the lines in the chromosome show that this is one of many chromosomes in the nucleus of a cell. The lines to the gene show that a gene is part of a chromosome.

**Science Literacy Essentials: Cells and Inherited Traits**

**Cells and Inherited Traits Science Literacy Essentials 7**

# Identified Needs and Solutions



## 5th Grade Science Achievement

New curriculum and instructional materials

### Matter & Energy Unit Assessment Data

Course	Approaches	Meets	Masters
5th 23-24	78	52	33
5th 24-25	97	86	62

### Organisms & Env. Unit Assessment Data

Course	Approaches	Meets	Masters
5th 23-24	78	49	28
5th 24-25	91	72	36

# Identified Needs and Solutions



## 5th Grade Science Achievement

Based on data from previous assessments

**Accelerating Success:** Supplemental program that provides teachers with additional interactive activities and practice opportunities.

A screenshot of the 'Accelerating Success' interface. The main area features a blue background with a stylized sailboat on waves. The text 'Accelerating Success' is in the top left, and 'FORCE AND MOTION' is in large white letters in the center. A 'START' button is in the bottom right. On the right side, there is a 'Table of Contents' sidebar with a list of items: 1. Video 1, 2. Activity 1, 3. Activity 2, 4. Activity 3, 5. Activity 4, 6. Activity 5, 7. Activity 6, and 8. Activity 7.

Accelerating Success

Accelerating Success

## FORCE AND MOTION

START

**Table of Contents**

1. Video 1
2. Activity 1
3. Activity 2
4. Activity 3
5. Activity 4
6. Activity 5
7. Activity 6
8. Activity 7



# Thank You

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