

**PRIORITY  
1**



**EXCEPTIONAL STUDENT  
PERFORMANCE**

February 24, 2025 | Report to the G-PISD Board of Trustees



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# EXCEPTIONAL STUDENT PERFORMANCE Celebrations

## EMPOWERING EDUCATORS: TEACHER LEADERSHIP ACADEMY

*The Best Leaders Inspire Others to Lead*



CURRICULUM AND  
INSTRUCTION PRESENTS

# Love for Language Camp

FEBRUARY 13, 2025

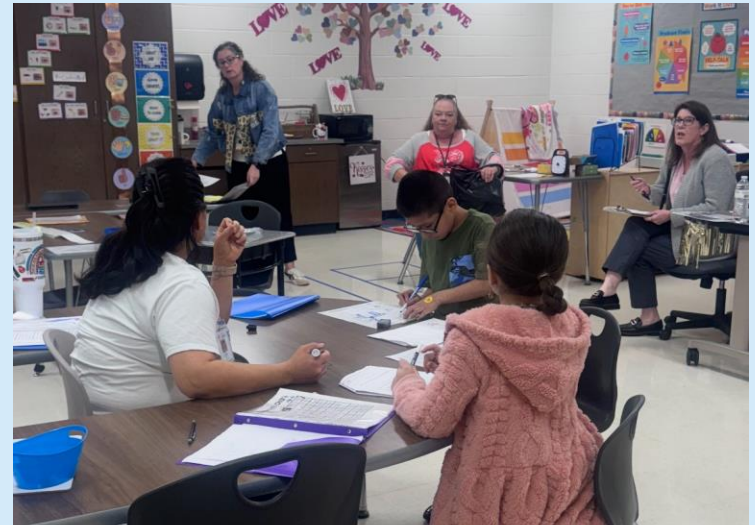
GPHS TESTING CENTER  
9:00AM - 11:45AM

LANGUAGE LEARNING WITH HEART



**CURRICULUM  
KEEPER**

CURRICULUM AND INSTRUCTION  
**GUIDEBOOK**  
PREK-12  
GREGORY-PORTLAND ISD



# Priority 1 Report

February 24, 2025

- ▶ Balanced Scorecard: Goals 1.1
  - ▶ Review - Prior Year(s) History / Data
  - ▶ Status - Current Progress / Data
- ▶ Key Strategic Action(s)
- ▶ Next Steps
- ▶ Q & A



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2024 - 2030

# Balanced Scorecard (BSC)

**MISSION:** The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

## PRIORITY 1

### Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career, and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

## PRIORITY 2

### High Performing and Engaged Workforce

- 2.1 Annually increase the percentage of staff satisfaction
- 2.2 Annually increase the retention rate of highly effective faculty and staff

## PRIORITY 3

### Quality Service and Impactful Community Engagement

- 3.1 Annually increase the percentage of student satisfaction
- 3.2 Annually increase the percentage of parent/family satisfaction and engagement
- 3.3 Annually increase the percentage of community satisfaction and engagement

## PRIORITY 4

### Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes
- 4.3 Ensure strategic alignment of resources
- 4.4 Annually improve safety and security



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# Priority 1

## GOALS 1.1



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1.1 - Annually increase student performance in **READING** for all student and all student groups.



# Domain 1 – Student Achievement

## SUBGROUPS / READING LANGUAGE ARTS (RLA)

	All Students		African-American		Hispanic		White		High Focus*		Emergent Bilingual		Special Education	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
PERCENT OF TESTS														
Approaches GL or Above	75%	82%	78%	69%	78%	78%	88%	88%	73%	73%	74%	71%	46%	44%
Meets GL or Above	46%	60%	44%	47%	51%	54%	72%	70%	45%	47%	43%	42%	22%	21%
Masters GL	15%	23%	25%	15%	17%	17%	30%	33%	14%	15%	15%	17%	8%	8%

\*High Focus - Eco Dis, EB, SPED, Highly Mobile



# REVIEW –State Assessment Data



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All Grades RLA	Year	STATE	ESC-2	G-PISD
At <b>Approaches</b> Grade Level or Above	2024	76%	76%	<b>82%</b>
	2023	77%	76%	<b>82%</b>
At <b>Meets</b> Grade Level or Above	2024	54%	52%	<b>60%</b>
	2023	53%	51%	<b>59%</b>
At <b>Masters</b> Grade Level	2024	22%	18%	<b>23%</b>
	2023	20%	17%	<b>22%</b>

Increase control of district human resources through comprehensive board policies, administrative regulations, *improved organizational structure* through the *organizational chart and job descriptions*, and improved planning.

### Key Recommendation 1

Develop and implement *quality written curriculum* for all content areas at all grade levels, guided by a *comprehensive curriculum management plan*. Increase the *rigor and alignment* of student work artifacts.

### Key Recommendation 2

Promote *effective instructional practices* associated with *high levels of student achievement*. Implement an effective plan for *monitoring* of instructional delivery and the provision of *collaboration* and *feedback* for improvement.

### Key Recommendation 3

Develop and implement a *student assessment* and *program evaluation plan* focused on systematic use of data for decision making. Improve the achievement of all students and develop plans to *close existing achievement gaps*.

### Key Recommendation 4

Define district expectations for *diversity, equity, and inclusion*. Develop *plans and systems* to identify and address equity issues.

### Key Recommendation 5

*Connect financial management practices to program evaluations and district educational priorities*. Modify existing facility plans to meet expected future student enrollment *growth*.

### Key Recommendation 6

"Where we *were* ..."

# REVIEW – Curriculum Audit Key Recommendations



# REVIEW -Walkthrough Data as of 2/10/25

ALL WALKTHROUGHS & (WEIGHTED) OBSERVATIONS- LAST WEEK	ALL WALKTHROUGHS & (WEIGHTED) OBSERVATIONS- TO DATE	ALL WALKTHROUGHS- LAST WEEK	ALL WALKTHROUGHS- TO DATE	T-TESS WALKTHROUGHS- LAST WEEK	T-TESS WALKTHROUGHS- TO DATE	WILDCAT WALKS- LAST WEEK	WILDCAT WALKS- TO DATE	PRE-K SPECIFIC WALTHROUGHS- LAST WEEK	PRE-K SPECIFIC WALTHROUGHS- TO DATE	T-TESS OBSERVATIONS- LAST WEEK	T-TESS OBSERVATIONS- TO DATE
1	174	1	75	0	33	1	39	0	3	0	33
4	328	4	223	0	37	4	186			0	35
7	826	4	607	0	94	4	513			1	73
86	1415	80	1211	1	57	79	1154			2	68
9	238	3	154	0	19	3	135			2	28
11	217	8	133	0	38	8	95			1	28
0	226	0	118	0	6	0	112			0	36
118	3424	100	2521	1	284	99	2234	0	3	6	301
LAST YEAR'S TOTAL WALKTHROUGHS			2048								
LAST YEAR'S TOTAL WALKTHROUGHS & (WEIGHTED) OBSERVATIONS			3095								



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# STATUS – Current Progress

"Where we are ..."

## ▶ Curriculum & Instruction Summer Planning Support

- ▶ "Camp Learn-a-Lot" Summer Learning Professional Development and Planning with Amplify (critically reflecting on instructional materials to refine and enhance teaching practices and scope & sequence). We had over 70 participants!



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# STATUS – Current Progress

"Where we are ..."

## Curriculum & Instruction Ongoing Support

- ▶ **Feedback-Driven Planning:** Feedback informs the development of future planning day sessions.
- ▶ **Targeted Support Sessions:** Added planning sessions to address specific areas of need.
- ▶ **Relevant and timely professional development:** Developing AI committee, exploring benefits and dangers of using AI (grading policy, student usage, teacher planning support/efficiency)
- ▶ **Response to Support Requested from Principals:** Wildcat Walks, PLC support, Professional Development
- ▶ **Empowering Educators Cohort:** 50% of participants who currently teach RLA!

**InnovateEd:**  
**AI for the Modern Teacher**

**INSIDE THIS ISSUE**

- In the Spotlight: What is Artificial Intelligence & Why Does it Matter?
- An Eye on AI: Gadgets on the radar this year
- Quick Tips & Tools: CoPilot & Sumo AI
- Tutorial: How to use Dillit AI
- Current AI News

**IN THE SPOTLIGHT**

### What is Artificial Intelligence & Why Does it Matter?

Artificial Intelligence (AI) simulates human intelligence in machines to think, learn, and make decisions by analyzing data and recognizing patterns. In education, AI enhances teaching and learning by allowing teachers to focus on instruction and providing individualized support. It aims to improve student outcomes through tailored learning and increased engagement, while also enabling efficient resource allocation and innovative methodologies for school systems. The ongoing evolution of AI in education prepares students for a technology-driven future. Are you curious about the differences between AGI, AI, and LLM? See the chart below:

Aspect	Artificial Intelligence (AI)	Machine Learning (ML)	Artificial General Intelligence (AGI)
Scope	Broad, includes ML and other fields.	A subset of AI based on data-driven learning.	Broad, aims for human-level intelligence.
Capabilities	Task-specific, narrow tasks.	Learn patterns, make predictions.	Generalized reasoning and adaptability.
Examples	Siri, ChatGPT, recommendation systems.	Spam filters, social media algorithms.	Hypothetical human-level reasoning.
Current Status	Widely used and developed.	Core of many modern AI systems.	Still theoretical.

**Did you know?** AGI or humanoid robots to reach mass adoption  
**Workforce Outlook:** McKinsey predicts generative AI will cause over 12 million job changes in the US in five years. This opens promising avenues for entrepreneurs in AI workflow applications, with the global generative AI market projected to reach \$48.8 billion by 2032.



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# STATUS – Current Progress

## ▶ Curriculum & Instruction Ongoing Support

- ▶ **Texas Lesson Study:** Weekly planning sessions through ESC2 partnership (supports Curriculum Audit Recommendations 2 & 3, EOY Survey, Learning Framework).
- ▶ **Grade-Level TEAMS Groups:** Collaboration and resource sharing.
- ▶ **C&I Updates:** Regular communication on curriculum initiatives.
- ▶ **Weekly Tuesday Tips:** Guidance on engagement, pacing, and instructional best practices.
- ▶ **Wednesday WIN-spiration:** Weekly ideas to support students during WIN time.

**Wednesday WINspiration**  
Ideas for WIN time Stations

 **ELAR: Mystery Word Bag** 

- Place vocabulary words in a paper bag.
- Students work in groups of 3-4.
- A student pulls a word card from the bag without showing anyone.
- They give three clues about the word without saying it.
- The first student to guess correctly gets the next turn.

 **Math: Heads Up**

- Get into a group of 3 players.
- Player one asks the other two to hold up a playing card to their forehead.
- Player one says the sum or product of the two cards.
- The first of the two players with the card on their forehead to name their card, wins a point.
- Players switch roles to a new player one and continue.



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# KEY STRATEGIC ACTION(S)

Balanced scorecard: Goals 1.1

"Where we are going!"

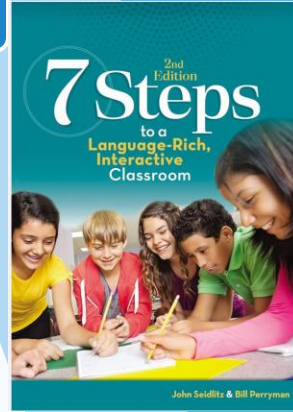
✓ Continue implementation of Amplify curriculum in grades K-5 and in grades 6-8 with greater focus on effective instructional practices. \*

IN PROGRESS

✓ Develop the Profile of a G-P Educator, a succinct guide identifying effective instructional practices. \*

✓ Implement assessment and data plan. \*

✓ Develop and implement strategies to close performance gaps: Emergent Bilingual, Special Education, economically disadvantaged, at-risk, etc.)



**YOUR ESL TEACHING TOOLKIT**

Curriculum & Instruction

**FROM PREPARATION TO SUCCESS.**

**Key Dates:**

- December 10, 2024 - 4:05pm - 5:05pm - Virtual ✓
- January 7th, 2025 - 100-3:00PM - Middle School Library ✓
- January 22nd, 2025 4:05pm - 5:05pm - High School Library ✓
- February 5th, 2025 - 4:05pm - 5:05pm - High School Library ✓
- February 18, 2025 1:00pm - 3:00pm - Administration Annex Bldg.

164 Virtual Education  
154  
190

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CONTACT US More Information: [sgonzalez@gpisd.org](mailto:sgonzalez@gpisd.org)

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\*Curriculum Audit Recommendation



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# NEXT STEPS

"Where we are going!"

## ▶ Opportunities:

- ▶ The Curriculum and Instruction team will continue to provide regular and timely support in a variety of modalities
- ▶ Continue to seek ways to provide feedback and recognize our teachers
- ▶ Continue to provide professional learning on the 7 Steps to a Language Rich Classroom
- ▶ Summer professional learning will include continued enhancement and alignment of Writing instruction and Amplify curriculum, based on data and feedback.
- ▶ *Note: We will continue using the Amplify English Language Arts (ELA) curriculum next year and will not transition to Bluebonnet Language Arts Reading. Our decision is based on data indicating no significant need for revision, as well as funding considerations.*

*Thank you!*

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