

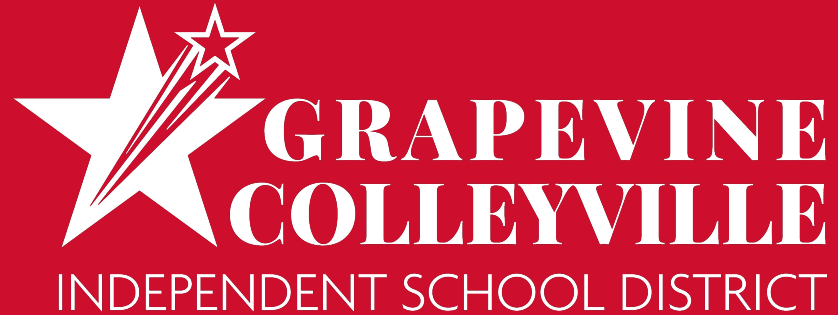
# Board Information Item

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|  |   |  |  |   |
|--|---|--|--|---|
|  | Information<br>Packet<br><input type="checkbox"/>   | Board Agenda<br>Information<br><input checked="" type="checkbox"/> | Board Agenda<br>Action<br><input type="checkbox"/> | Board Agenda<br>Consent<br><input type="checkbox"/> |
|  | 04/22/2024  |  |  |   |
| <b>Subject:</b>                            | GCISD Balanced Scorecard Priority Report on Key Strategic Actions 2.2.2   |  |  |   |
| <b>Contact Person:</b>                     | Dr. Shiela Shiver, Chief Academic Officer<br>Dr. Kalee McMullen, Executive Director of Instructional Leadership                           |  |  |   |
| <b>Policy/Code:</b>                        |   |  |  |   |
| <b>Priority and Performance Objective:</b> | Priority 2: Faculty and Staff Recruitment, Retention and Capacity-Building<br>Objective 2.2: Employee Retention and Employee Satisfaction |  |  |   |
| <b>Summary:</b>                            | The administration will provide an update on the GCISD Balanced Scorecard Priority Report, Key Strategic Actions 2.2.2.                   |  |  |   |
| <b>Attachments:</b>                        | GCISD Balanced Scorecard Report 4_22_24   |  |  |   |
| <b>Recommendation:</b>                     | Action is not required. This item is for informational purposes only.   |  |  |   |

# Informational Report: Balanced Scorecard Priority 2.2.2

April 22, 2024



# **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

- ★ Priorities
- ★ Performance Objectives
- ★ Key Strategic Actions
- ★ Progress Measures
- ★ Outcomes

## **Priority 1:**

Student Achievement and Post Secondary Preparedness

## **Priority 2:**

Faculty and Staff Recruitment, Retention and Capacity-Building

## **Priority 3:**

Parents, Families and Community Satisfaction and Engagement

## **Priority 4:**

Strong Financial Stewardship and Internal System Efficiency



# GCISD Balanced Scorecard Report

## Priority 2:

Faculty and Staff Recruitment, Retention and Capacity-Building

## Performance Objective 2.2:

Employee Retention and Employee Satisfaction



# Priority 2: Faculty and Staff Recruitment, Retention and Capacity-Building

## Key Strategic Actions

2.2.1 Conduct a yearly pay systems review of all salaries and maintain competitive and equitable compensation for employees.

2.2.2 Provide employees with ongoing coaching and professional development to continuously improve teaching practices/pedagogy focused on the individual employee's professional growth.

2.2.3 Build authentic relationships with our staff, teachers, and administrators by seeking their input related to work engagement.

District data dashboard (Edugence) will display current status of teachers receiving instructional feedback.

Qualitative data will inform instructional leaders on current levels of teacher efficacy.



By the end of the 2023-2024 school year, the District Gallup survey will indicate increases at least 0.05 on Q6, 11 and 12.

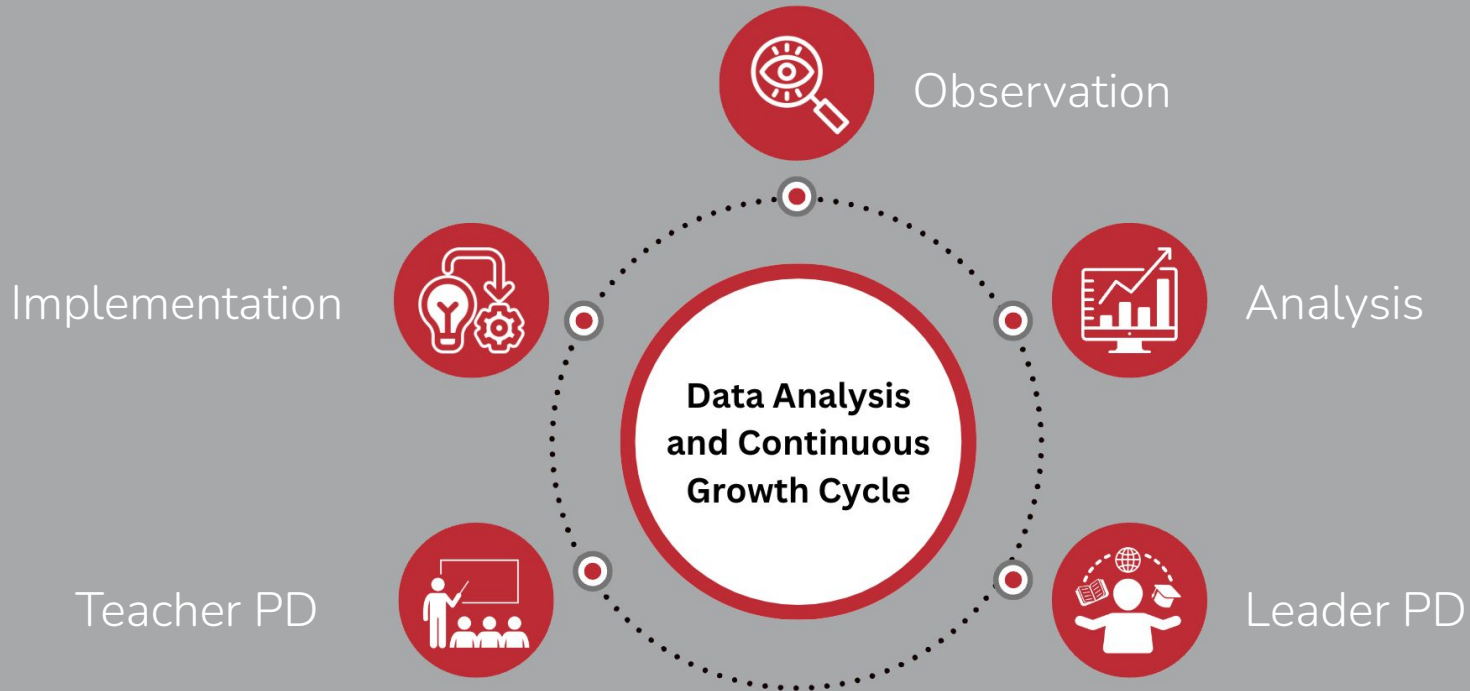


“Great principals focus on improving the quality of the teachers within their buildings. By carefully hiring the best teachers, by supporting their efforts and their ambitions, by holding all staff members to high expectations, and by working to carefully support the individual development of each professional, principals impact student achievement.”

– *What Great Principals Do Differently* by Todd Whitaker

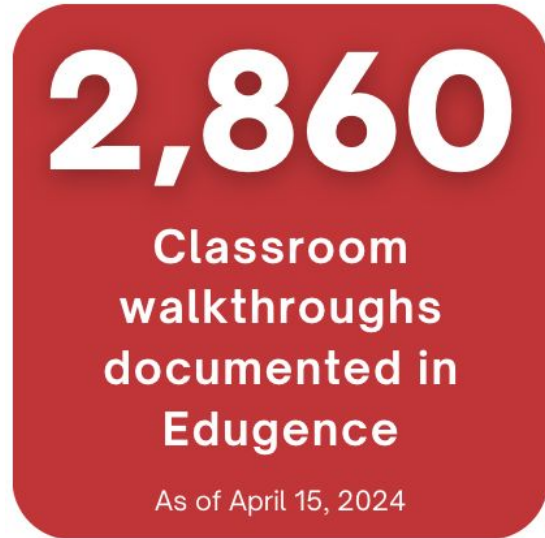


# Continuous Improvement Cycle





# GCISD Data Dashboard



Classroom Walkthroughs Provide:

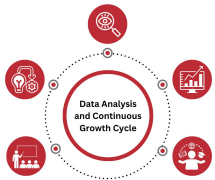
- Quantitative and qualitative data about instruction
- Immediate, specific feedback for teachers
- Aligned language around classroom instruction expectations and norms (Get Better Faster waterfall)
- Insights into strengths, opportunities, trends, and areas of need



# Learning Walks



- One common walkthrough template in Edugence for consistency across GCISD
- Aligned to Get Better Faster (GBF) waterfall
  - Management trajectory and rigor trajectory
  - Allows admin/coach to identify one specific coaching “move” for immediate feedback and growth
  - GBF is aligned to T-TESS indicators and expectations
- Alignment allows us to spot trends and track data across the district, grade levels, content areas, etc.



# Learning Walks



- Examining feedback given in walkthroughs and T-TESS observations demonstrated opportunity to calibrate and align in the area of classroom management
  - GBF: Management side of the waterfall
  - T-TESS: Domain 3
- Inconsistencies in feedback provided and ratings demonstrated a need to calibrate our observations and align feedback provided to teachers



# Learning Walks



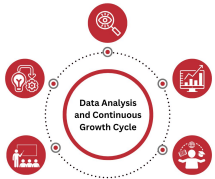
- January: Principal paired learning walks with Domain 3/Management focus on feedback and calibration
- January 24th Principal Meeting: Calibration Exercise & Discussion
  - Evaluation of ratings and feedback by Domain 3 indicator
  - Debrief and discussion of principal paired learning walks
  - Next steps: Campus Leadership Team PD and calibration



# Learning Walks



- February: Principal-led calibration activities with campus leadership teams
  - Calibration walks with APs
  - Get Better Faster coaching session calibration
  - Clarity of “look fors” with campus staff
    - Ex: Aggressive monitoring, economy of language, engage all students (specific strategies), narrative the positive



# Learning Walks



- Implementation of learning and development by campus teachers
- Continued walkthroughs, feedback and GBF coaching sessions reinforces the instructional practices
- Opportunities for teacher-led professional development
  - Teaching a strategy at a staff meeting
  - Modeling for others in classroom observations
  - Planning for 24-25 PD, onboarding and clarity of best practices



# Tier One Instruction- Learning Objectives



**Written Curriculum**  
Aligned to TEKS



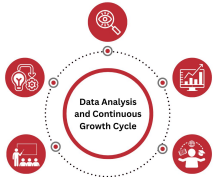
**Taught Curriculum**  
Classroom Instruction



**Assessed Curriculum**  
Student Learning Product



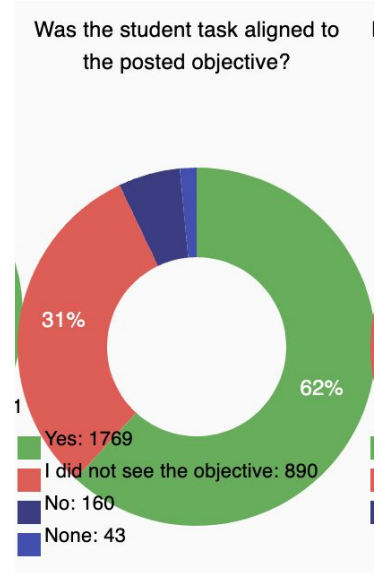
**Student Achievement and Growth**



# Tier One Instruction- Learning Objectives



- Dashboard data showed that 38% of classrooms visited either did not have a learning objective posted (31%) or the task was not aligned to the objective (7%)
- Alignment between the written, taught, and assessed (task) is critical to monitor the fidelity of implementation of our curriculum and identify areas for continuous improvement
- **Identified Need: Learning Objectives**





# Tier One Instruction- Learning Objectives



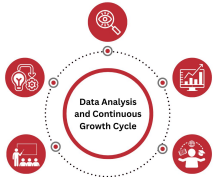
- December Principal PD from Curriculum and Instruction: Learning Objectives - purpose, structure, and intent
- February Principal PD from Curriculum and Instruction: Content Director small group sessions to examine curriculum documents, resources, and support for lesson design to ensure alignment of the written, taught, and assessed curriculum



# Tier One Instruction- Learning Objectives



- Campus-led Professional Development for Teachers
  - Campus expectations (format differences)
  - Breaking down TEKS to extract essential skills and expectations by content (in PLCs/PLTs)
  - Emphasis on lesson design components to ensure alignment



# Tier One Instruction- Learning Objectives



- Professional learning and implementation is evidenced by a variety of measures:
  - T-TESS observation data and ratings
  - Walkthrough feedback
  - Lesson plan evaluation by campus administration
  - PLC/PLT activities such as writing aligned assessments, lesson design, creating targeted intervention plans
- 24-25 Continued Growth
  - Continued refinement of the CMP and GCISD Instructional Expectations
  - Improved onboarding and back-to-school professional learning provided by GCISD



# Evidence of Professional Growth

Q6

There is someone at work who encourages my development.

4.23

2022-2023

4.31

2023-2024

Q11

In the last six months, someone at work has talked to me about my progress.

4.15

2022-2023

4.28

2023-2024

Q12

This last year, I have had opportunities at work to learn and grow.

4.25

2022-2023

4.36

2023-2024



# Progress Measure Met: 0.05 Growth on 6, 11 & 12

Q6

+0.08

4.23

2022-2023

4.31

2023-2024

Q11

+0.13

4.15

2022-2023

4.28

2023-2024

Q12

+0.11

4.25

2022-2023

4.36

2023-2024



# Questions?

