

# EXCEPTIONAL STUDENT PERFORMANCE

November 17, 2025 | Report to the G-PISD Board of Trustees



### Balanced Scorecard (BSC)

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 **A**

### 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

### g-pisd.org

gpisdwildcats



@GPISD1





# **Priority 1 Report November 17, 2025**

- Celebrations
- Balanced Scorecard: Goals 1.1
- Prior Year Data
- Key Strategic Action(s)
- Current Progress/Data
- Next Steps



# PRIORITY 1

# EXCEPTIONAL STUDENT PERFORMANCE

### **Celebrations**

- Top 10 for English I Masters Performance, HS
- Top 10 for English II Masters Performance, HS
- 5th in Accelerated Student Progress in RLA, HS
  - Top 10 for Accelerated Student Progress RLA, WCA
- Top 10 for Grade 3 RLA Masters, WCA
- Top 10 in % of Grade 3-8 Results at Meets or Above in both RLA and Math, WCA
- Top 10 Accelerated Student Progress in RLA, SFA
  - 3rd in Grade 3 RLA Masters, SFA
- Top 10 % of Gr 3-8 Results at Meets or Above in both RLA and Math, SFA
- Top 10 for 3rd Gr RLA Masters, TMC
- Top 10 in % of STAAR Results at Meets or Higher in All Subjects TMC
- Top 10 in % of STAAR Results at Meets or Higher in both RLA and Math, TMC
  - Top 10 in Gr 4 RLA Masters, EC
- Top 10 in Gr 5 RLA Masters, EC
- Top 10 in % of STAAR Results at Meets Gr Level or Higher in All Subjects EC
- Top 10 in % of STAAR Results at Meets Gr Level or Higher in both RLA and Math, EC









# **Priority 1 GOALS**





- 1.1 Annually increase student performance in <u>READING</u> for all student and all student groups.
- 1.2 Annually increase student performance in <u>MATH</u> for all student and all student groups.
- 1.3 Annually increase student performance in <u>COLLEGE</u>, <u>CAREER</u>, <u>and MILITARY READINESS</u> for all students and all student group
- 1.4 Annually increase <u>student engagement</u> for all students and all student groups
- 1.5 Annually increase the percentage of students who <u>feel safe</u> at school



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### **Domain 1 – Student Achievement District Summary (RLA)**

African-

**All Students** 

61%

24%

60%

23%

47%

14%

52%

18%



Special

24%

5%

**Emergent** 

White

**Eco Dis** 

Hispanic

			Ame	rican							Bilin	gual	Educ	ation
PERCENT OF TESTS	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Approaches GL or Above	82%	82%	69%	73%	78%	79%	88%	88%	74%	76%	71%	71%	44%	48%

55%

18%

54%

17%

70%

33%

71%

33%

48%

14%

52%

16%

42%

17%

47%

13%

Meets GL or Above

Masters GL

21%

8%

All Grades RLA	YEAR	STATE	ESC-2	G-PISD
At APPROACHES	2025	76%	76%	82%
Grade Level or	2024	76%	76%	82%
Above	2023	77%	76%	82%
At MEETS	2025	54%	53%	61%
Grade Level or	2024	54%	52%	60%
Above	2023	53%	51%	59%
At MASTERS	2025	23%	19%	24%
Grade Level	2024	22%	18%	23%
	2023	20%	17%	22%

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 a <u>student</u>
<u>assessment</u> and <u>program</u>
<u>evaluation plan</u> 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** 

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

**Key Recommendation 2** 

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

**Key Recommendation 5** 

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

**Key Recommendation 3** 

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

**Key Recommendation 6** 

"Where we <u>were</u> ..."

**REVIEW - Curriculum Audit Key Recommendations** 

## **Key Strategic Actions**

"Continuous Improvement Actions"



Continued implementation of Amplify with greater focus on promoting effective instructional practices \*



Continued implementation of the assessment and data plan to include individual student data tracking \*



Roll out and implement Curriculum Management guide \*



Develop and implement strategies to close performance gaps to include professional development: (emergent bilingual, special education, economically disadvantaged, etc.) \*



Specific professional development to support and close performance gaps (7 Steps, Lead4Ward, Kagan, Fundamental 5, English Language Proficiency Standards, ESL Teaching Toolkit, Speducate)







**Current Progress -**

#### **RLA District PLC Agenda** 5<sup>th</sup> Grade October 1, 2025

Wildcat Wednesdays:
Monthly District Elementary
Professional Learning
Communities *

- Reading Academies: 38 G-P K-5<sup>th</sup> grade teachers participating
- **Experiential Learning walls**
- Amplify Prof. Dev. support for Paraprofessionals
- Book study with instructional coaches
- \* Curriculum Audit Key Recommendation

PRIORITY

					I	
					I	Goals/Prioriti
			10/22-11/18			
	What is it we want students to learn?	How will we know if they have learned it?	What will we do if they don't learn it?	What will we do if they already know it?	Stratagles/Look Fors	
	*Bland and segment words craitly     *Blandgade and write new-shands/syndrotio./s/,     *Blandgade and write new-shands/syndrotio./s/,     *Bland and read VC and CVC words     *Bland and read VC and CVC words     *Change survival to create new-words     *With all collections and the state of the shands o	<ul> <li>Build and ved VC and DXC words will automoticity.</li> <li>Build and ved VC and DXC words will automoticity.</li> <li>Build build so injustice plannesses with automoticity.</li> <li>Probability and sunds with convect totals for watches.</li> <li>Probability build be on the sund specificage with</li> </ul>	Use gestures and Electroclesses to expect aggressing     Use manipulations to help with count froming station     Prices where the property of the count     Prices shows short respect for MC or CVC-station     Use so, and trained in support distation     Prices showed another the support distation     Prices showed matter the many links (Viller's in	Ethiodineri-complex useds     Chicke processes     This solid processes     This solid processes     Chicke processes	*Stanic boats     *Maliputations for phonemon runniputation     *Maliputations for phonemon runniputation     *Online to support the maliputation appreciate     *Ministry to support behaving new-sounds and pronunciation     *Ministry to the support that sing new-sounds and pronunciation     *Ministry to the support to the sing new-sounds and pronunciation     *Ministry to the support to the sing new-sounds and pronunciation	
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Kindergarten Knowledge	What is it we want students to learn?  - Compare sociotists sing a guiptic arginize  - Concept sociotists sing a guiptic arginize  - Concept sociotists sing a guiptic arginize  - Concept sociotists sing and part then  different student  - Will be and disent intremation about a dead	How will see loose if they have learned R7  Densis - Plants How to They low?  Outly state windships and attended to tell, complete gaptic opposite for the state of the state	What will nee do if they don't learn IT?  Protect will be to the board  Protect will be to they board  Protect will protecticate or shary-respect  review therefore, setting, and pot series a time  Lies enthered setting, and god series a  Lies enthered setting, and god series  Lies enthered setting, an	What will see to if they already know it?  When states to sergue-states across general or  *Note states to sergue-states across general or  Authors  *Essourage their forwith a whort prospept sampsing the two states with transition values.  *Allow states for create their some states that include  class changes, writing, and polity just become in	Standagles-Lock Forsi  *Veren dagger of company and contend  *Veren dagger of company and contend  *Identification of sense, from rea  *Identification of sense, from real  *Identification of sense, fr	
	What is it we want students to learn?	How will we know if they have learned it?	What will we do if they don't learn it?	What will we do if they already know it?	Stratagles/Look Fors	
st Geode Skills	State 3 **Read and narita search with remail recursity-free, free, free, fact, fam.  **Childraphia between spiralism remail spounds Aser, free, free, fam.  **Childraphia between spiralism remail spounds Aser, free, f	Dates 5.  Class spelling dictations or phonius quick checks that solute feel and someone north with larget vowel patterns.  Fibrito orransitive with baginning, middle, and ond  Use amend var is bross.  Fibrito orransitive with stronger and recommodedited.	Dation 3    *Pile lised*vexest learns and tricky sounds using vasilitoronery-strategion*(Elimini-towers, signing, silp variling, remed round sorts, piction-sorts)    **Outdid noting with sortence-storme    **Continuous experient activities	DAMES 5  **Wittle large, reserv-detailed namelines that include transition among and diseases that include transition among and diseases to the Apply reservationalism increalisings to multi-splitation varieties.  **Pis this Berlindows challengin  **Witting prompts.	Dates 3   American releases   American relea	

Directions for Care



· What is it WE want our students to know and be able to do? central idea

 transitions paraphrasing

. How will WE know if each student has learned . Read passage, identify central idea, and 3

· Curipod to write SCRs and transitions for

· Transition word comic strip-using

different text structures. · How will WE respond when some students do

PUESDAY TH

Reading

### **Current Progress**

- Secondary ELAR PLCs: Data-driven and focused on the 4 Questions
- Implementation of Packback Platform: Supports writing across the curriculum
- **Read-Write Extension:** assistive literacy tool **i**
- Focused Planning w/ Individual Teams:
  - **Development of Common** Assessments (Units, BOY, MOY, EOY
  - EB resources/strategies
  - Tier 2 classroom supports (stations)
  - **Embedding Packback**







### **Discussion Assignments**

Discussion with AI coaching to help you develop better questions and responses

.il Insights @ Support @



#### **Writing Assignments**

Tools to help build strong writing skills and support student voice.

Il Insights @ Support @





### **Next Steps**

- Finalize the Profile of a G-P Educator, a succinct guide identifying effective instructional practices.\*
- Identify Secondary aligned resources and the development of aligned assessments \*
- Refine Multi-Tiered Systems of Support(MTSS) Processes \*
- The Curriculum and Instruction team will continue to provide regular and timely support based on campus data. \*
- Continue to develop and Implement targeted professional development to close performance gaps. \*













