PRIORITY 1

EXCEPTIONAL STUDENT PERFORMANCE

DATE | Report to the G-PISD Board of Trustees

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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

g-pisd.org

gpisdwildcats | @GPISD1

GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

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Priority 1 Report

Date

- Celebrations
- Balanced Scorecard: Goals 1.1 - 1.5
- Prior Year Data
- Key Strategic Action(s)
- Current Progress/Data
- Next Steps

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Celebrations

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Priority 1

GOALS

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

1.2 - Annually increase student performance in MATH for all student and all student groups.

1.3 - Annually increase student performance in COLLEGE, CAREER, and MILITARY READINESS for all students and all student group

1.4 - Annually increase student engagement for all students and all student groups

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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.

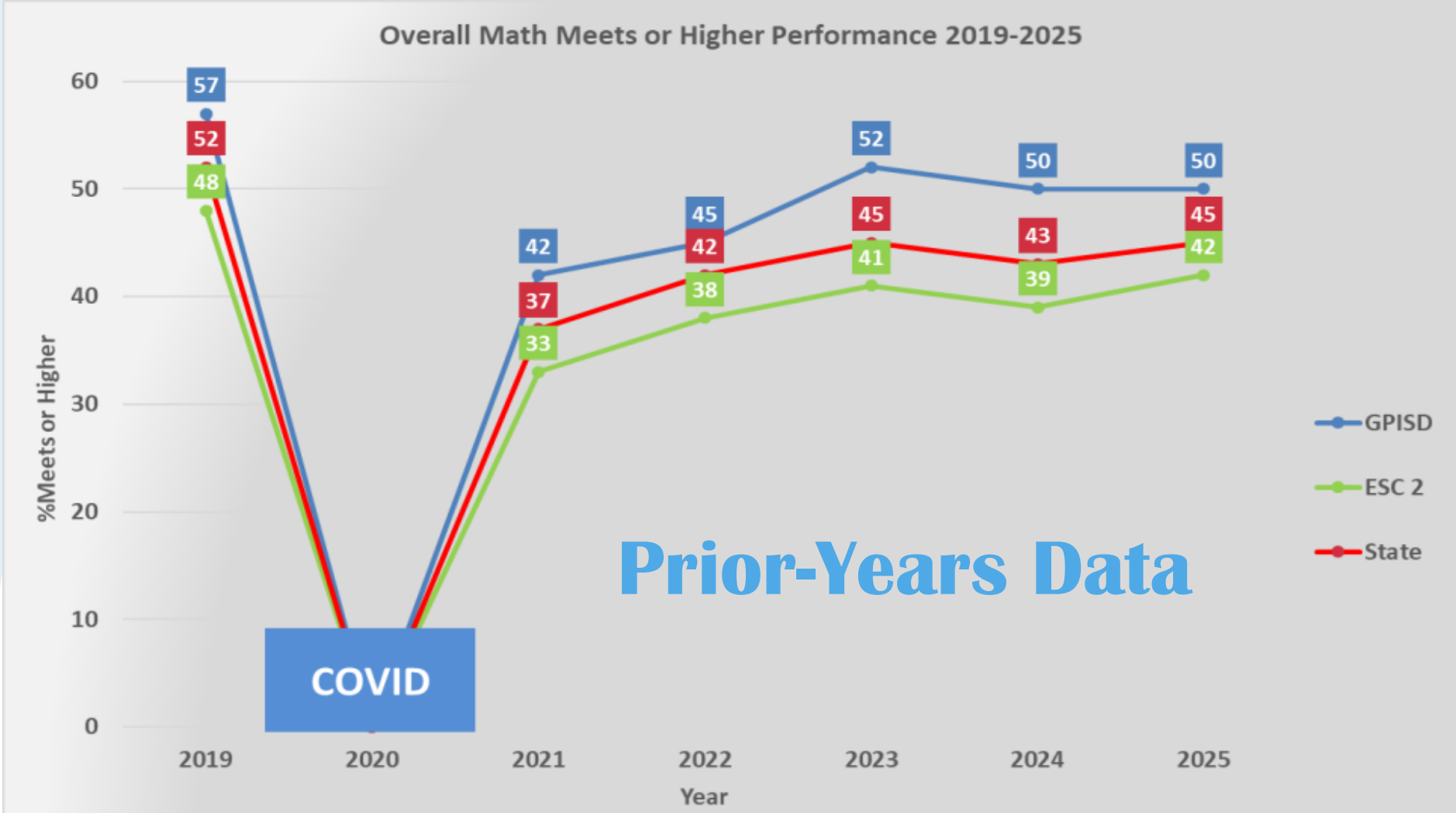
Key Recommendation 5

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


Overall Math Meets or Higher Performance 2019-2025
%Meets or Higher
Year
60
50
40
30
20
10
0
2019
2020
2021
2022
2023
2024
2025
57
52
48
42
37
33
45
42
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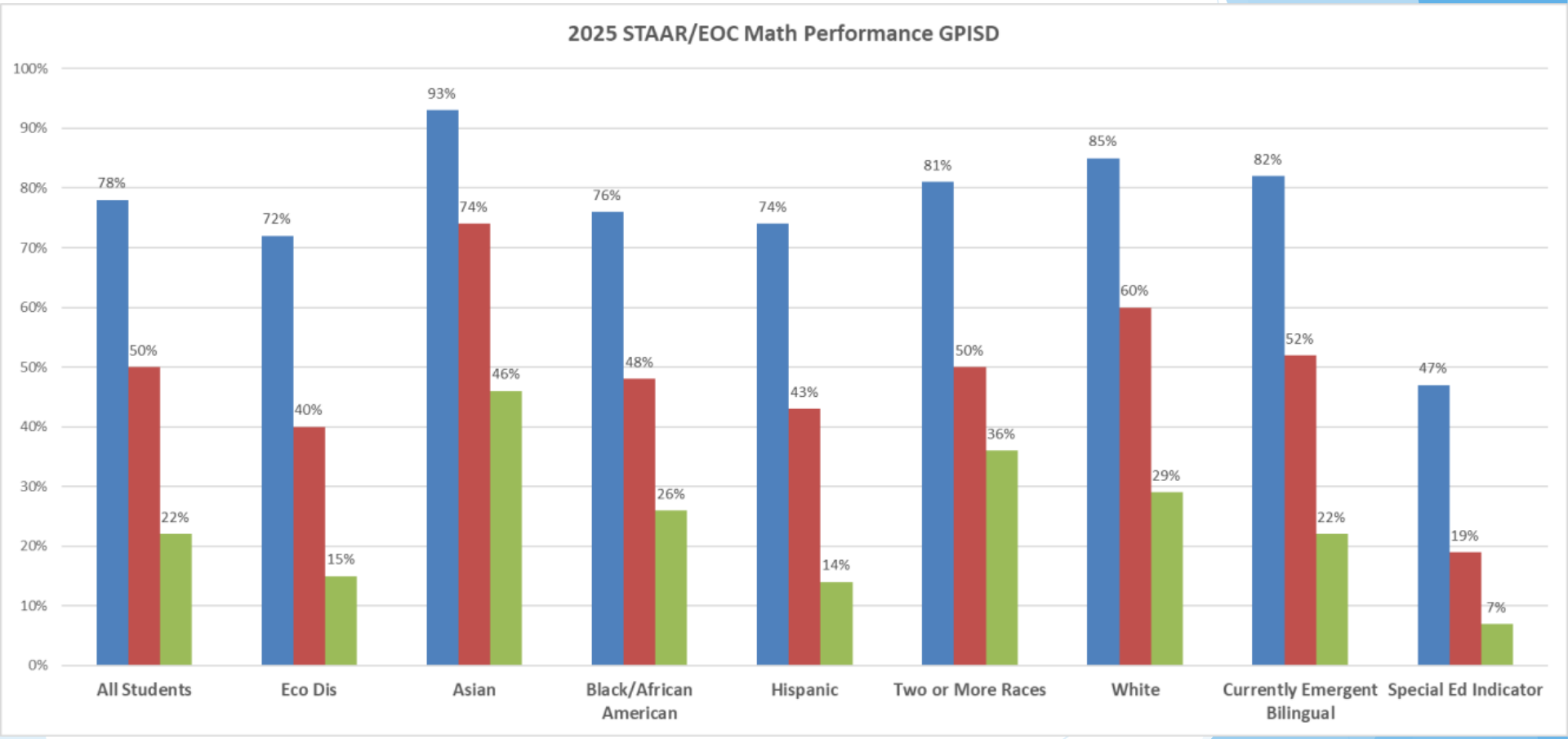
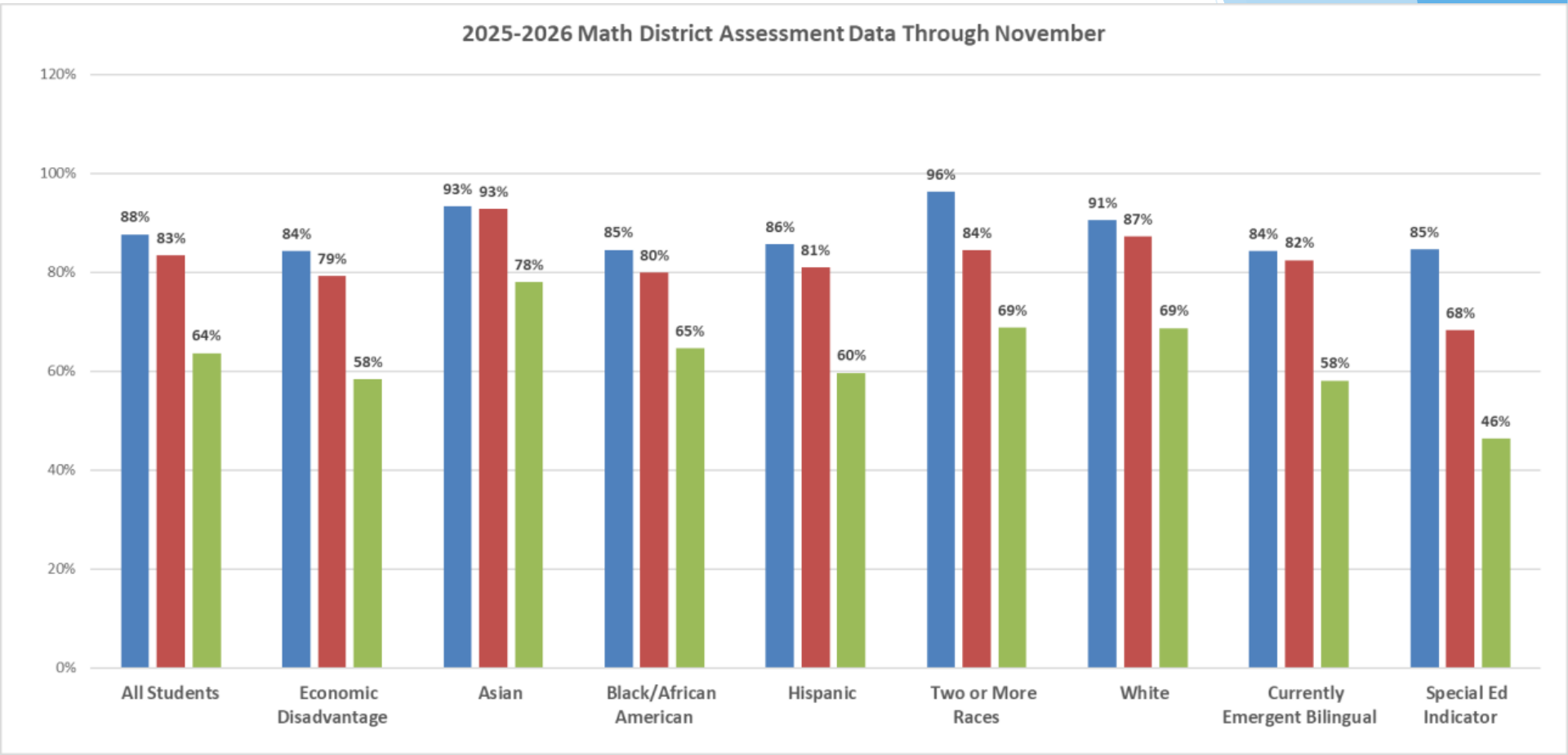
COVID
Prior-Years Data
GPISD
ESC 2
State


2025 STAAR/EOC Math Performance GPISD
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
78%
50%
22%
72%
40%
15%
93%
74%
46%
76%
48%
26%
74%
43%
14%
81%
50%
36%
85%
60%
29%
82%
52%
22%
47%
19%
7%
All Students
Eco Dis
Asian
Black/African American
Hispanic
Two or More Races
White
Currently Emergent Bilingual
Special Ed Indicator


2025-2026 Math District Assessment Data Through November
120%
100%
80%
60%
40%
20%
0%
88%
83%
64%
84%
79%
58%
93%
93%
78%
85%
80%
65%
86%
81%
60%
96%
84%
69%
91%
87%
69%
84%
82%
58%
85%
68%
46%
All Students
Economic Disadvantage
Asian
Black/African American
Hispanic
Two or More Races
White
Currently Emergent Bilingual
Special Ed Indicator

Key Strategic Actions

"Continuous Improvement Actions"

- Implementation of Bluebonnet Math in K-5 and continued implementation of Manuevering the Middle (Gr. 6-8 & Alg.1)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)

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* Curriculum Audit Key Recommendation

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Current Progress

"Where we are ..."

Middle School Math Progress:

- Data-Driven instructional precision with PLC's and targeted student intervention
- Strategic intervention program built into the school day for 6th-7th grades
- Staffing Shifts to create Math Reinforcement classes for second semester for 8th grade

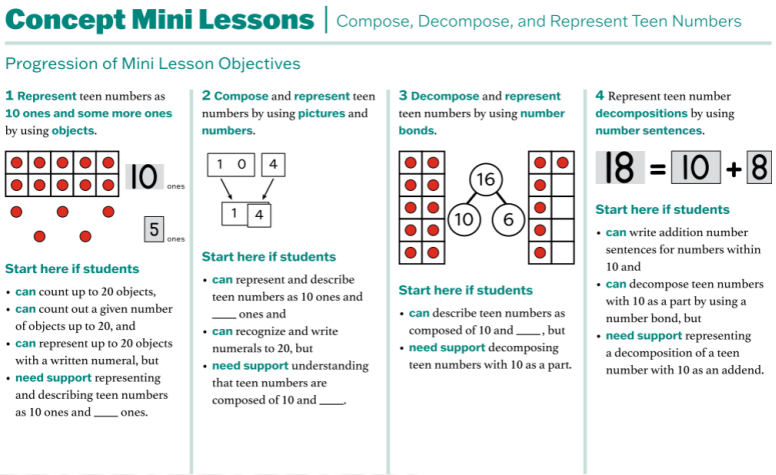
Continued High School Support:

- Full day PLCs and data digs along with target supports built into the Algebra classroom
- High-Impact Math Models Course for Algebra Re-testers & Geometry Readiness
- Algebra Camp to boost mastery for December Retest, only have 37 re-testers this year
- Extended advisory classes to strengthen our freshman foundation

Current Progress/Data

"Where we *are* ..."

- Wildcat Wednesdays: Monthly District Elementary Professional Learning Communities
- Experiential Learning Walls
- Math Catalyst Tiered Support Implementation



Concept Mini Lessons | Compose, Decompose, and Represent Teen Numbers

Progression of Mini Lesson Objectives

1 Represent teen numbers as **10 ones and some more ones** by using **objects.**

10 ones, 5 ones

Start here if students

- **can** count up to 20 objects,
- **can** count out a given number of objects up to 20, and
- **can** represent up to 20 objects with a written numeral, but
- **need support** representing and describing teen numbers as 10 ones and ____ ones.

2 Compose and **represent** teen numbers by using **pictures** and **numbers.**

1 0 4

1 4

Start here if students

- **can** represent and describe teen numbers as 10 ones and ____ ones and
- **can** recognize and write numerals to 20, but
- **need support** understanding that teen numbers are composed of 10 and ____.

3 Decompose and **represent** teen numbers by using **number bonds.**

16, 10, 6

Start here if students

- **can** describe teen numbers as composed of 10 and ____, but
- **need support** decomposing teen numbers with 10 as a part.

4 Represent teen number **decompositions** by using **number sentences.**

18 = 10 + 8

Start here if students

- **can** write addition number sentences for numbers within 10 and
- **can** decompose teen numbers with 10 as a part by using a number bond, but
- **need support** representing a decomposition of a teen number with 10 as an addend.

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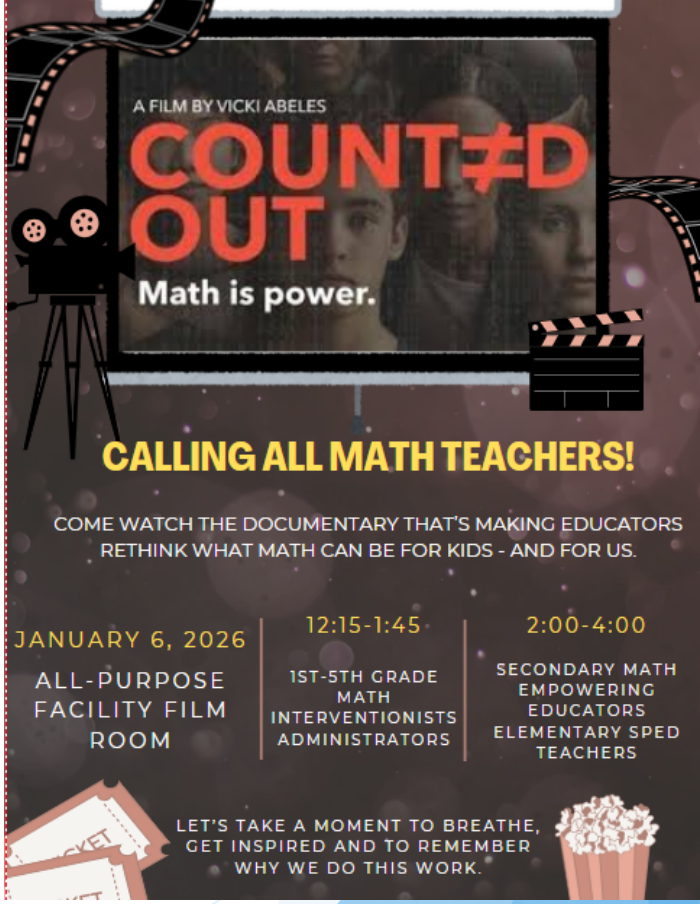
Next Steps

- Counted Out Viewing scheduled for Jan. 6
- January 6th- Beginning Vertical Alignment Collaboration
- Refine Multi-Tiered Systems of Support(MTSS) Processes *
- Continue to support Middle School Math Intervention plans.
- 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. *



* Curriculum Audit Key Recommendation

Thank you!

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