MANAGER REPORT

DISTRESSED UNIT APPEALS BOARD (DUAB)

June 29, 2021

Prepared by



Distressed Unit Appeals Board

Manager Report Prepared by Gary Schools Recovery, LLC June 29, 2021

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1.0 MANAGER UPDATE

MANAGER'S SUMMARY MAY 2021

- All Principals and Assistant Principals participated in a week-long professional development in the district. The focus was data collection, evidence-based instructional practices, procedures for next year, etc.
- We held our first Referendum Ambassador committee meeting. The first meeting focused
 on school budgeting and the expectations of the committee. We had a great turn out and
 look forward to working with the committee as we move forward in this process.
- Our district applied for the Strategic Planning Consortium committee through IDOE and we were selected to participate. Our district will receive up to \$125,000 to support these efforts and will begin working with 6 other school districts from North West Indiana this summer. The group will be facilitated by Education Resource Strategies (ERS).
- We were excited to be able to host an in-person graduation at West Side High School on the football field. In addition, we had our ribbon cutting ceremony for the track and were able to have many people from the community come and take a victory lap around the track in celebration of having the track re-open for the students and citizens.
- We had 10 students who were selected to receive scholarships through Boeing. The scholarships were awarded in a virtual "signing" presentation. All 10 students are going on to college to pursue degrees in a variety of science and math disciplines.
- State Board of Accounts (SBOA) is currently in our district conducting its regularly scheduled audit. We will report the results once the audit is finalized.
- We are in the process of updating all of the district's policies through NEOLA. This is a very tedious process, and each department director is working with the NEOLA representative to go through each policy that pertains to their area of work to make needed updates. We anticipate this being uploaded to our website in the next few months.
- Our district is working in collaboration with the teacher's union to add an hour to the instructional day for next calendar year. As I have mentioned previously, GCSC has one of the shortest school days in the state. This will allow for additional instructional time to address learning loss. Adding an hour to our school day, will be the equivalent of extending the year by 30 days. By adding an hour a day, 2 years will be added to the students educational career at GCSC. We will also be able to raise teacher pay up to \$10,000 to compensate for this additional time. We feel strongly that this is needed to help in our efforts with remediation and intervention as we move forward with our academic plans. This pay increase for teachers will be funded out of ESSER.

FREQUENTLY ASKED QUESTIONS (FAQ) FOR MAY 2021

 Good evening I have purchased my transcripts and wanted to know how soon will I receive it.

Transcripts take 3-5 business days to process. If you still need assistance, please reach out to Ms. Johnson at 219-881-5414.

How can I get my transcript?

You can submit a request through our online form at garyschools.org. If you need additional assistance once you've submitted, please reach out to Ms. Johnson at 219-881-5414.

 Hello. A few parents and I are concerned about the learning gaps our children have develop. We have a serious question. Will some of the COVID relief funds be used for summer school and programs for our children???

Yes, definitely! We have extended our summer school program and are planning additional programming for the fall to assist with filling in the gaps. We understand your concerns and are prepared to support our children and families through this. Thank you for your question.

Can you tell me if Brunswick school has been sold? If so, can I get contact info, because
the lawn needs to be mowed!! It's out of hand and a danger for attracting stray animals,
dumping, and etc. in a residential neighborhood.

Yes, Brunswick has been sold to the City of Gary. Please contact them at 219-881-1300 for assistance. For a list of all the properties sold, visit:

https://www.garycsc.k12.in.us/property-sale/#1579038291018-85ebcceb-20ab

CURRICULUM REPORT FOR MAY 2021

FORMATIVE ASSESSMENT

Students participated in End of Year testing K-8 in iReady and Edmentum 9th and 10th Grade in reading and math. This assessment shows the level of growth and proficiency over the course of the school year. The data below shows the proficiency rates and growth over the year. The percentages show the on level scores for the schools.

School	Fall/Reading	Spring/Reading	Fall/Math	Spring/Math
Bailly	17%	21%	6%	10%
Banneker	19%	32%	12%	20%
Beveridge	21%	23%	19%	18%
Williams	19%	30%	18%	20%
McCullough	19%	26%	16%	18%
GPA	22%	33%	12%	23%
GMS	14%	15%	5%	8%

Grade Level	Fall/Reading	Spring/Reading	Fall/Math	Spring/Math
9 th Grade	6%	19%	5%	9%
10 th Grade	9%	21%	14%	11%

STATE TESTING UPDATE

IREAD 3 Preliminary Data

School	2019	2020	2021
Banneker	53%	No Test	41%
Beveridge	26%	No Test	21%
GPA	41%	No Test	47%
McCullough	51%	No Test	33%
Williams	43%	No Test	35%

ILEARN Data

This data is not fully available and is embargoed at this time.



NEW STUDENT INFORMATION SYSTEM

Our district has adopted a new student information system. We are currently moving all of our data over to the new system currently. We will have trainings this summer for parents and guardians. We will support our families in the transition to the new system. The expectation for our families will be that they use the system for checking grades, paying fees, communicating with teachers, and supporting any online lessons.

CURRICULUM ADOPTION

Our district has adopted McGraw Hill for our Reading curriculum K-12. We are very excited about this reading adoption. McGraw Hill offers Wonders for our K-5 students and Study Sync for our 6th – 12th grade students. McGraw Hill offers a rigorous reading curriculum that has interventions, digital and print book titles that have multicultural characters, access to digital and print books and formal assessments, and SEL embedded in every lesson.

SUMMER SCHOOL

We will have two sessions of summer school this year. All sessions run from 9:00 - 2:00, Mondays through Thursdays. We will utilize the following schools for our sessions.

Elementary: GPA, McCullough and Banneker

Secondary: WSLA

Session 1: June 7th – July 1st, 2021 Pre K to 12th Grade No Fridays

Session 2: July 6th – July 29, 2021 9th to 12th Grade No Fridays

Students in $K - 8^{th}$ grade will participate in a traditional session in the morning and STEM activities in the afternoon. Breakfast and Lunches will be served.

INSTRUCTIONAL COACHES/SUMMER TRAINING

Our district has committed to the continued development of our teachers and collective instructional delivery by having an instructional coach to support our teachers at every school. At our high school, there will be a reading coach and a math coach. We are excited about the support that our teachers will receive in our new initiatives this year.



2.0 REVISED SCHOOL IMPROVEMENT FUND PLAN



School Improvement Fund Plan (HEA 1065) Revised for 2021-22

June 2021

Prepared by





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School Improvement Fund Plan Revised for 2021-22



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School Improvement Fund Plan Revised for 2021-22



School Improvement Fund Plan

Revised for 2021-22

Prepared by Gary Schools Recovery, LLC June 2021

Introduction

In 2020, Indiana House Enrolled Act 1065 (IHEA 1065) was passed by the Indiana legislature allowing the Distressed Unit Appeal Board (DUAB) to suspend certain payments to the Common School Fund for Gary Community School Corporation (GCSC) to establish a School Improvement Fund (SIF) and transfer to the SIF an amount equal to the payments that are delayed or suspended. The SIF may be used only for the following purposes: (1) Repair, renovation, or other improvements to school buildings and property being used for education purposes as of July 1, 2020. (2) Demolition of school buildings or other structures on school property in existence as of July 1, 2020.

All expenditures from the SIF must be approved by the DUAB. The opportunity to suspend payments and transfer funds from the Common School Fund into SIF begins July 1, 2020 and expires January 1, 2025.

The monthly transfer into the SIF is \$454,808.34. Over this 54-month timeframe, approximately \$24,560,000 could be deposited into the SIF. Money may be expended for the purposes described above as they are received or may grow over time for larger repair and renovation projects as needed.

The SIF Plan for 2020-21 (Year I) (Appendix B) was established in June of 2020 after considerable stakeholder input regarding what repairs and renovation projects the community would like to see prioritized. The SIF Plan is updated annually to reflect (1) the changing landscape of GCSC and re-prioritize projects based upon those changes and (2) updates to estimated costs.

A significant change that occurred in 2020-21 that has a direct impact on the SIF is the allocation of federal dollars to GCSC for the Elementary and Secondary School Emergency Relief Fund (ESSER). A portion of ESSER revenue will be used for some of the projects that were originally planned in the SIF. Dollars for projects originally planned in the SIF now planned with ESSER will be reallocated to projects that are high value but were not included in the 2020-21 SIF.

School Improvement Fund Plan Revised for 2021 22





2020-21 - Review

The following list provides an overview of the projects completed, in progress, or delayed from the original 2021-21 SIF. Details on specific projects, estimated costs and percent complete are found in the Progress Monitoring section on page 13.

Projects Completed

- Project signage installation
- Beveridge Elementary playground replacement
- Digital Access Control district-wide (a)
- · Camera and Video upgrades district-wide (a)
- Westside Leadership Academy Interior painting
- Gary Area Career Center interior painting
- · Westside Leadership Academy Locker painting
- Gary Middle School Painting
- Westside Leadership accent graphics and banners
- Westside Leadership track replacement
- Hazardous material survey for Lew Wallace demolition
- · Beveridge gym roof replacement (b)
- Gary Area Career Center roof replacement (b)

Projects in Progress

- HVAC upgrades at Bailly, Gary Middle, and Bethune (b)
- · Roof replacement at Westside Leadership Academy Phase 1 (b)
- · Roof replacement at Bailly (b)
- Roof replacement at Bethune (b)
- RFP for Lew Wallace demolition

Projects Proposed for Completion but Delayed

- · Chairlift repair / replace at Beveridge
- Pavement repair
- . Tennis Courts at WSLA (b)
- · Abatement and demolition
- (a) Funded by Title
- (b) Moved funding to ESSER

School Improvement Fund Plan Revised for 2021 22



Detailed Funding Changes

The Elementary and Secondary School Educational Relief Fund (ESSER) revenue can be used for certain facility repairs and upgrades. Therefore, funding, for several of the projects originally proposed to be financed from the SIF will now be funded using other available sources including ESSER funds. As a result, additional projects can be added to and funded by the SIF. Below are projects that have been moved out of the SIF as well as projects that have been added to the SIF.

Projects moved out of the SIF:

- Gary Middle School boiler replacement
- Bethune boiler replacement
- Westside Leadership Academy roof replacement
- · Camera and video upgrades
- Digital access control
- Bailly Chiller and chiller tower
- Gary Middle School chiller
- · Elevator and chairlift repair
- Westside Leadership Academy tennis court renovation
- Westside Leadership Academy football field press box
- · Gary Middle School ADA upgrades to bathrooms
- Gary Area Career Center boiler replacement
- Gary Area Career Center roof replacement
- Security Vestibule installations
- Playground upgrades
- · Outdoor lighting upgrades
- Fencing upgrades

Projects added to the SIF:

- · Westside Leadership Academy turf football field
- · Beveridge interior painting
- · Bailly interior painting
- Bethune air conditioning project
- Westside Leadership Academy football field and bleacher painting
- Westside Leadership Academy football field scoreboard lighting and sound
- · Internet (Fiber connection) to football field press box
- Westside Leadership Academy football field security cameras
- Gary Area Career Center Greenhouse
- Westside Leadership Academy football field bleacher upgrade

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- · Hall of Fame room and trophy cases
- Digital Signage
- · Power washing all buildings
- · Outdoor equipment and basketball goal repair
- · Westside Leadership Academy Theater Chair replacement
- District-wide Library upgrades
- · District-wide energy efficiency upgrades
- Gary Area Career Center upgrades

Four Year Plan

The following tables document the projects funded from the SIF only.

Projects completed are noted in bold.

Projects in-progress are noted in italics.

Projects added to the SIF are noted as underlined.

Phase I

Revised SIF June 2021

Immediate projects (Summer-Fall 2020)

- Paint- This upgrade will also use other funding opportunities, not the School Improvement Fund. Phase 1 will focus on WSLA interior (lockers, locker rooms and walls) and GACC interior.
- Accent graphics at WSLA, including rubber mats with school logo at entry points.
- Project signage sign at each building indicating projects underway and completed. Done in collaboration with Graphic Arts program at Gary Area Career Center.
- Roof WSLA

Original SIF June 2020

Immediate projects (Summer-Fall 2020)

Single boiler locations identified as critical (Critical being defined as high likelihood
of failure resulting in loss of instruction). Bethune Early Childhood Center and Gary
Middle School have a single boiler to heat the building. These boilers are
approximately 60 years old and have deteriorated such that replacement is
necessary.

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- Roof replacement identified as critical. West Side is critical. This replacement will
 occur in stages, with critical areas completed in Phase 1, and additional roof areas
 completed in later phases. For Phase 1 the identified section is above the small gym,
 at risk during severe weather.
- Digital access control, rekeying of doors followed by key management program. This
 line item will use other Federal dollars and work will begin prior to July 1, 2020. As a
 major school improvement, and one considered by community stakeholders, it is
 included in this plan.
- Paint- This upgrade will also use other funding opportunities, not the School Improvement Fund. Phase 1 will focus on WSLA interior (lockers, locker rooms and walls) and GACC interior.
- · Accent graphics at WSLA, including rubber mats with school logo at entry points.
- Project signage sign at each building indicating projects underway and completed.
 Done in collaboration with Graphic Arts program at Gary Area Career Center.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 2

Revised SIF June 2021

2020-21 School Year (Winter-Spring 2021)

- Pavement at WSLA
- Press Box WSLA
- Locker Rooms and Concessions WSLA
- · Playground replacement at Beveridge
- · Painting part 2: interior spaces in both middle school buildings
- . Lew Wallace environmental scan in preparation for demolition

Original SIF June 2020

2020-21 School Year (Winter-Spring 2021)

- Single chiller locations identified as critical. Bailly MS: chiller and chiller tower. Gary Middle chiller.
- ADA improvements: elevator maintenance all schools, chairlift repair/replace at Beveridge, bathroom entrances and stall widths at GMS, water fountain heights.
- Playground replacement at Beveridge.
- · Pavement repair and striping: in house pending hiring,
- · Painting part 2: interior spaces in both middle school buildings.
- Athletic updates: WSLA Football field, track, tennis courts, press box, locker rooms and concessions.

School Improvement Fund Plan Revised for 2021 22



- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.
- Bathroom extensions to comply with ADA regulations at Gary Middle School.

Phase 3

Revised SIF June 2021

Summer 2021 (May - August)

- · Pavement repair and striping
- Painting part 3: this phase will focus on the interior of <u>Beveridge</u>, <u>Bailly</u>, Glen Park and Marquette
- · Playground inspections
- · Abatement and Demolition
- Bethune air conditioning
- WSLA athletic updates: turf football field, pool, small gym floor

Original SIF June 2020

Summer 2021 (May - August)

- Boiler replacement phase 2 at GACC and Beveridge.
- Roof repair and replacement phase 2: WSLA, GACC and GMS.
- Pavement repair.
- Painting Phase 3: this phase will focus on the interior of Beveridge, Glen Park and Marquette.
- Playground inspections, repair, and upgrades part 2.
- · Athletic updates part 2: WSLA Pool, WSLA gym floor.
- Build or reconfigure security vestibules at the front door such that the door is visible
 to the main office and requires check in: West Side, Beveridge, Bethune, Bailly, Gary
 Middle, Career Center.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 4

Revised SIF June 2021

2021-22 School Year

- · Plumbing upgrade
- Lighting upgrade
- · Demolition of Lew Wallace
- WSLA athletic updates: Paint football field and bleachers

School Improvement Fund Plan Revised for 2021-22



Original SIF June 2020

2021-22 School Year

- · Chiller replacement part 2.
- · Plumbing upgrade.
- Lighting upgrade.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 5

Revised SIF June 2021

Summer 2022

- · Pavement repair
- · Athletic filed updates middle schools
- · Painting part 3: interior Williams, Bethune and McCullough
- · Playground inspections, repair, and upgrades part 3
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office
- WSLA scoreboard lighting and sound
- Fiber internet to WSLA press box
- Security Cameras for WSLA football field

Original SIF June 2020

Summer 2022

- · Boiler replacement part 3.
- · Roof replacement part 3: Bethune, Beveridge, WSLA, Bailly.
- · Pavement repair.
- Athletic updates part 3.
- · Painting phase 4: interior Williams, Bethune and McCullough.
- Playground inspections, repair, and upgrades part 3.
- Outdoor lighting upgrade.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 6

Revised SIF June 2021

2022-23 School Year

- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office
- Greenhouse at Career Center

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- WSLA bleacher upgrade
- · Hall of Fame room and trophy cases
- Power wash buildings
- Digital signage
- Belimo valves (Plumbing)
- Outdoor equipment and basketball goals

Original SIF June 2020

2022-23 School Year

- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.
- · Add and repair fencing and gates at all buildings.

Phase 7

Revised SIF June 2021

Summer 2023

- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office
- Asbestos Removal
- Theater chair upgrades
- Library renovations

Original SIF June 2020

Summer 2023

- Roof completion: complete all roofing projects at WLSA (as needed Bailly, GACC, Beveridge and Bethune).
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 8

Revised SIF June 2021

Phase 8: Final Projects

- Plumbing upgrades
- Roof at Buildings and Grounds
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office
- · Career Center upgrades

School Improvement Fund Plan Revised for 2021 22



Energy Efficiency upgrades

Original SIF June 2020

Phase 8: Final Projects

- · Plumbing upgrades.
- · Roof at Buildings and Grounds.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

School Improvement Fund Plan Revised for 2021-22



Progress Monitoring

The chart on the next page represents progress demonstration that will inform all stakeholders on the GCSC website through regular updates and the website of progress toward completion of each project. A monthly Control Budget will also be available at public meetings

School Improvement Fund Plan

Project	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
Phase 1 Original Plan: Summer-Fall 2020					
GMS Boiler	200,000	ESSER	-	-	10%
Bethune Boiler	200,000	ESSER	-	-	10%
West Side Roof, Part 1 of 4	2,125,000	ESSER	1,414,734	710,266	25%
Accent Graphics	7,000		-	7,000	100%
Paint, Part 1: Interior GACC, interior WSLA	(30,000)		-	56,034	100%
Camera and Video Upgrades	121,030	ESSER	-	-	100%
Digital Access Control	78,250	TITLE	-	-	100%
External Signage of Progress	-		-	-	10%
Phase 1: Estimated Total	\$2,532,000	(\$1,758,700)	\$1,414,734	\$773,300	

Phase 2: 2020-2021 School Year	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
Bailly chiller and chiller tower	650,000	ESSER	-		10%
Gary Middle chiller	150,000	ESSER	-		10%
Elevator and chairlift repair	25,000	ESSER	-		10%
Playground at Beveridge	70,000		-	151,055	100%
Paint, Part 2: interior middle schools	30,000		30,000		0%
Complete Pavement Resurface at WSLA	50,000		1,000,000		0%
Tennis Courts WSLA	100,000	ESSER	-		0%
Press Box	150,000		150,000		0%
Locker Rooms and Concessions	50,000		50,000		0%
Ongoing Abatement and Demolition	1,000,000		1,000,000		0%
ADA Bathrooms, GMS	75,000	ESSER	-		0%
Phase 2: Estimated Total	\$2,320,000	(\$1,000,000)	\$2,230,000	\$151,055	

Phase 3: Summer 2021	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
Boiler repair/replace, GACC, Beveridge	400,000	ESSER			0%
WSLA Roof, Part 2	2,125,000	ESSER	-		0%
GACC Roof	335,000	ESSER	-		0%
Gary Middle Roof	40,000	ESSER	-		0%
Pavement Repairs	50,000		250,000		0%
WSLA Small Gym Floor	57,000		57,000		0%
WSLA Pool	400,000		400,000		0%
Security Vestibules	500,000	ESSER	-		0%
Playground Upgrades	280,000	ESSER	-		0%
Ongoing Abatement and Demolition	500,000		1,000,000		0%
WSLA Football Turf	-		940,000		0%
Paint, Part 3, Beveridge, Bailly	-		200,000		0%
Bethune Air Conditioning	-		2,000,000		0%
Phase 3: Estimated Total	\$4,687,000	(\$3,680,000)	\$4,847,000	\$0	

Phase 4: 2021-22 School Year	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
Chiller replacement Part 2	-	ESSER	-		
Plumbing upgrades	2,000,000		2,000,000		0%
Internal Lighting upgrade	250,000		250,000		0%
Ongoing Abatement and Demolition	500,000		1,000,000		0%
Paint WSLA Football Field/Bleachers	-		28,000		0%
Phase 4: Estimated Total	\$2,750,000		\$3,278,000	\$0	

Phase 5: Summer 2022	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
West Side Roof, Part 3	2,125,000	ESSER	-		0%
Roof replacement, part 3: Elementary	4,139,000	ESSER	-		0%
Pavement repairs	75,000		150,000		0%
Athletic field updates- middle schools	200,000		200,000		0%
Paint Part 3	(30,000)		20,000		0%
Playground Inspections and Repairs	10,000		10,000		0%
Outdoor lighting upgrades	110,000	ESSER	-		0%
Ongoing Abatement and Demolition	500,000		1,000,000		0%
Scoreboard lighting and sound	-		50,000		0%
Fiber and Internet for Press box	-		50,000		0%
Security Cameras for WSLA Football field	-		10,000		0%
Phase 5: Estimated Total	\$7,159,000	(\$6,374,000)	\$1,490,000	\$0	

Phase 6: 2022-23 School Year	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
Ongoing Abatement and Demolition	500,000		1,000,000		0%
Gates and Fencing	20,000	ESSER	-		0%
Greenhouse at Career Center	-		200,000		0%
WSLA Bleachers	-		500,000		0%
Hall of Fame Room and Trophy Cases	-		150,000		0%
Power wash All School Buildings	-		50,000		0%
Digital Signage	-		600,000		0%
Belimo Valves (Plumbing)	-		300,000		0%
Outdoor Equipment: Basketball Goals	-		100,000		0%
Phase 6: Estimated Total	\$520,000	(\$20,000)	\$2,900,000	\$0	

Phase 7: Summer 2023	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
WSLA Roof part 4	2,125,000	ESSER	-		0%
Ongoing Abatement and Demolition	500,000		1,000,000		0%
Asbestos Removal	-		500,000		0%
Theater Chairs	-		250,000		0%
Library Renovations	-		3,000,000		0%
Phase 7: Estimated Total	\$2,625,000	(\$2,125,000)	\$4,750,000	\$0	

Phase 8: Final Projects	Original Est. Cost	New Allocation	Revised Est. Cost	Actual Cost	Completion
Plumbing upgrades	2,000,000		2,000,000		0%
Buildings and Grounds Roof	1,100,000		1,100,000		0%
Ongoing Abatement and Demolition	500,000		500,000		0%
Career Center Facility Upgrades	-		1,000,000		0%
Energy Efficiency Upgrades	-		930,645		0%
Phase 8: Estimated Total	\$3,600,000		\$5,530,645	\$0	

Communication and Outreach

Progress toward all projects will be communicated to all community stakeholders using the following methodologies:

- Signs will be placed in the front of each building that will reflect the work in progress and completed in that building. These signs will be updated regularly. Signs will be developed with the assistance of the Construction Trades and the Graphic Imaging programs at Gary Area Career Center.
- The GCSC website will display regular updates on each project, with an indication of progress toward completion and total expenditure for each project.
- Regular meetings of the Emergency Manager, the Advisory Board and the Fiscal Advisory Board will include a status report on projects and expenditures.
- GCSC will develop School Improvement Fund cadre of advisors, led by the Emergency Manager or designee. These advisors will be asked to provide insights on community viewpoints around the work supported by the Fund.
- The Emergency Management team will meet with the Mayor of Gary on a regular basis to share progress on each project.
- The Communications team will share periodic updates on all GCSC social media channels, newsletters, website and via media interviews.

APPENDIX A - CAPITAL PROJECTS TABLES

The following table identifies the type of capital project by building



Capital Projects Tables

Capital Project Categories

GCSC CAPITAL PROJECT CATEGORIES	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned
Roofing	No	No	No	No	No	No	No	No	Yes	No	Yes	No
Boiler	No	No	No	No	No	No	No	No	No	No	No	No
Pavement/Parking Lots	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Chiller	No	No	No	No	No	No	No	No	No	No	No	No
Control Systems	No	No	No	No	No	No	No	No	No	No	No	No
Security Enhancements	No	No	No	No	No	No	No	No	Yes	No	No	No
Lighting Upgrade: LED everywhere	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Locker repairs: missing flashings, paint, repair	No	No	No	No	No	No	No	No	Yes	No	No	No
Outdoor Sports Area	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Swimming Pool	No	No	No	No	No	No	No	No	Yes	No	No	No
Painting: interior	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Painting Exterior	No	No	No	No	No	No	No	No	No	No	No	No
Asbestos removal: have to remove tiles when leaks. Classrooms unusable without abatement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Plumbing upgrades: regular maintenance and repair. Old buildings have original galvanized pipes. Pipe replace	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Handicap lift repair/ accessibility	No	No	No	No	No	No	No	No	No	No	No	No
Bldg/Classroom lock retrofit: intruder locks that meet compliance; add security vestibules	No	No	No	No	No	No	No	No	No	Yes	No	No
Signage Indoor/Outdoor: all doors, marquees, parking, information signs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Gym Floor repairs: sand and resurface	No	No	No	No	No	No	No	No	Yes	No	No	No

GCSC CAPITAL PROJECT CATEGORIES	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned
Structural repairs	No	No	No	No	No	No	No	No	No	No	No	No
Bell/Clocks/PA systems: all need to be digitized	No	No	No	No	No	No	No	No	No	No	No	No
New Gates or Fencing	No	No	No	No	No	No	No	No	No	No	No	No
Playground Equipment	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No
Energy Leadership: building considerations for savings - windows, utility usage, insulation, etc.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Abetment and Demolition	No	No	No	No	No	No	No	No	No	No	No	Yes
WSLA Pre Box	No	No	No	No	No	No	No	No	Yes	No	No	No
Bethune Air Conditioning	No	Yes	No	No	No	No	No	No	No	No	No	No
Lighting Exterior	No	No	No	No	No	No	No	No	No	No	No	No
Greenhouse at Career Center	No	No	No	No	No	No	No	No	No	Yes	No	No
Hall of Fame Room and Trophy Cases	No	No	No	No	No	No	No	No	Yes	No	No	No
Exterior Enhancements (Power wash all school buildings)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Theater Chairs	No	No	No	No	No	No	No	No	Yes	No	No	No
Library Renovations	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No

Capital Project Estimated Costs by Buildings

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8

GCSC CAPITAL PROJECT ESTIMATED COSTS BY BUILDING	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned	Total
Roofing													\$2,514,734
SIF									1,414,734		1,100,000		
ESSER													
Title													
Other													
Boiler													\$0
SIF													
ESSER													
Title													
Other													
Pavement/Parking Lots													\$1,400,000
SIF	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	1,040,000	40,000			
ESSER													
Title													
Other													
Chiller													\$0
SIF													
ESSER													
Title													
Other													
Control Systems													\$0
SIF													
ESSER													
Title													
Other													
Security Enhancements													\$10,000
SIF									10,000				
ESSER													
Title													
Other													
Lighting Upgrade: LED every	where												\$250,000
SIF	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000			
ESSER													
Title													
Other													

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
--	---------	---------	---------	---------	---------	---------	---------	---------

GCSC CAPITAL PROJECT ESTIMATED COSTS BY BUILDING	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned	Total
Locker Repairs: missing flash	ings, paint, repa	ir											\$50,000
SIF									50,000				
ESSER													
Title													
Other													
Outdoor Sports Area							,		,		,		\$1,818,000
SIF	100,000		20,000	20,000	20,000	20,000	20,000	100,000	1,518,000				
ESSER													
Title													
Other													
Swimming Pool							,		,		,		\$400,000
SIF									400,000				
ESSER													
Title													
Other													
Painting Interior	,		'			,	,		1		1		\$250,000
SIF	117,000	\$2,000	102,000	\$2,000	\$2,000	\$2,000	\$2,000	17,000	2,000	2,000			
ESSER													
Title													
Other													
Painting Exterior	,	,				,	,		,		,		\$0
SIF													
ESSER													
Title													
Other													
Asbestos Removal	,					,	,		,		,		\$500,000
SIF	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000			
ESSER													
Title													
Other													
Plumbing Upgrade		1	'			'	1	1	1		,		\$4,300,000
SIF	430,000	430,000	430,000	430,000	430,000	430,000	430,000	430,000	430,000	430,000			
ESSER													
Title													
Other													

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
--	---------	---------	---------	---------	---------	---------	---------	---------

GCSC CAPITAL PROJECT ESTIMATED COSTS BY BUILDING	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned	Total
Handicap Lift Repair/ Access	ibility												\$0
SIF													
ESSER													
Title													
Other													
Bldg/Classroom Lock Retrofit	t						,						\$1,000,000
SIF										1,000,000			
ESSER													
Title													
Other													
Signage Indoor/Outdoor: all	doors, marque	es, parking, inforr	mation signs				,						\$600,000
SIF	60,000		60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000			
ESSER													
Title													
Other													
Gym Floor Repairs: sand and	resurface				,		1			1			\$57,000
SIF									57,000				
ESSER													
Title													
Other													
Structural Repairs					,		1			1			\$0
SIF													
ESSER													
Title													
Other													
Bell/Clocks/PA systems: all n	eed to be digiti	ized			,		1			1			\$0
SIF													
ESSER													
Title													
Other													
New Gates or Fencing		,											\$0
SIF													
ESSER													
Title													
Other													

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8]
								1

GCSC CAPITAL PROJECT ESTIMATED COSTS BY BUILDING	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned	Total
Playground Equipment													\$10,000
SIF			2,000	2,000	2,000	2,000	2,000						
ESSER													
Title													
Other													
Energy Leadership	'		· ·				1						\$930,645
SIF	93,065	93,065	93,065	93,065	93,065	93,065	93,065	93,065	93,065	93,065			
ESSER													
Title													
Other													
Abetment and													¢6 500 000
Demolition													\$6,500,000
SIF												6,500,000	
ESSER													
Title													
Other													
WSLA Pre Box													\$200,000
SIF									200,000				
ESSER													
Title													
Other													
Bethune Air Conditioning		'	,									'	\$2,000,000
SIF		2,000,000											
ESSER													
Title													
Other													
Lighting Exterior	I	I							I				\$0
SIF													· ·
ESSER													
Title													
Other													
Greenhouse at Career Center													\$200,000
SIF										200,000			7=00,000
ESSER													
Title													
Other													

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	

GCSC CAPITAL PROJECT ESTIMATED COSTS BY BUILDING	Bailly	Bethune	Beveridge	GPA	McCullough	Williams	Marquette	GMS	West Side	Career Center	B&G Warehouse	Abandoned	Total
Hall of Fame Room and Trop	hy Cases												\$150,000
SIF									150,000				
ESSER													
Title													
Other													
Exterior Enhancements													
SIF	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000			\$50,000
ESSER													
Title													
Other													
Theater Chairs													\$250,000
SIF									250,000				
ESSER													
Title													
Other													
Library Renovations													\$3,000,000
SIF	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000			
ESSER													
Title													
Other													
Estimated Total	\$1,220,065	\$3,005,065	\$1,127,065	\$1,027,065	\$1,027,065	\$1,027,065	\$1,027,065	\$1,120,065	\$6,054,799	\$2,205,065	\$1,100,000	\$6,500,000	\$26,440,379

APPENDIX B - SCHOOL IMPROVEMENT PLAN 2020

Appendix B - School Improvement plan 2020



SCHOOL IMPROVEMENT FUND PLAN

June 26, 2020

Prepared by





School Improvement Fund Plan

Prepared by Gary Schools Recovery, LLC June 26, 2020

INTRODUCTION

Indiana House Enrolled Act 1065 allows the Distressed Unit Appeal Board (DUAB) to suspend certain payments to the Common School Fund for Gary Community School Corporation (GCSC) in order to establish a School Improvement Fund and transfer to the School Improvement Fund an amount equal to the payments that are delayed or suspended. Such a School Improvement Fund may be used only for the following purposes: (1) Repair, renovation, or other improvements to school buildings and property being used for education purposes as of July 1, 2020. (2) Demolition of school buildings or other structures on school property in existence as of July 1, 2020.

All expenditures from a School Improvement Fund must be approved by the DUAB. The opportunity to suspend payments and transfer funds from the Common School Fund into School Improvement Fund begins July 1, 2020 and expires January 1, 2025.

The monthly transfer into the School Improvement Fund would be approximately \$470,000. Over this 54-month timeframe, approximately \$25,380,000 could be deposited into the School Improvement Fund. Money may be expended for the purposes described above as they are received or may grow over time for larger repair and renovation projects as needed.

To best understand the goals of all GCSC Stakeholders around uses of the School Improvement Fund, GCSC and MGT staff conducted extensive outreach, asking stakeholders to consider a number of detailed repair and renovation projects. Stakeholders included students, parents, teachers, administrators, Advisory Board members, City leaders, Legislative delegates, Gary pastors, the Urban League, the Chamber of Commerce, the Housing Authority, the Gary Education Foundation, and the Legacy Foundation. An invitation for input through a web and telephone portal was also made available to members of the public

Outreach to GCSC Stakeholders yielded the responses shown in the graph below, Exhibit 1. Responses reflect the top 4 priorities shared by each person who provided input. Not included in the table was a reflection from several Stakeholders to focus efforts with these funds on West Side Leadership Academy (WSLA). The narrative shared a number of times was that WSLA is the flagship building, used for performances and athletics across all grade bands and by the community at large. Also not included in the table was the representation to distribute funds across both structural and beautification improvements. Consistently stakeholders shared a need to serve both existing students and attract new or returning students.

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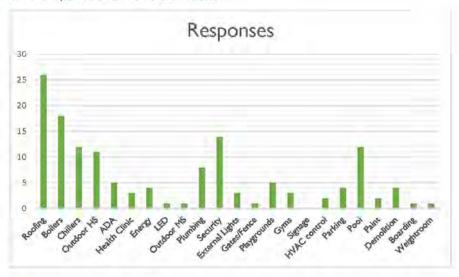


Exhibit 1: Responses from GCSC Stakeholders

FOUR YEAR PLAN

GCSC has broad facility needs, therefore projects considered are diverse in location, size, and area. Diversification of projects impacts the largest number of students and would have visual impact in a broad range of areas of the community. While this diversification is a leading consideration, this plan also engages the community focus points detailed in the graph above as well as on the concentration of efforts on West Side Leadership Academy.

Major facility systems are important, and failure of those systems poses the highest risk to loss of instruction. Major facility systems will be replaced in phases. This will allow for smaller less expensive projects to be completed at the same time and start a replacement cycle for the future. Facility systems with the highest need are designated in the earliest phases of this plan; lower need projects that do not impact instruction are noted in later phases of the plan.

Aesthetical considerations are important as well. Painting, floors, landscaping, paving, playgrounds, and athletic facilities are important to provide stimulating learning environments in addition to providing an opportunity for student, staff, and community pride. The maintenance and appearance of each building impacts staff and student morale. These

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aesthetic improvements intend to help with increased enrollment, student and parent satisfaction and academic performance.

Each phase of this plan reflects both the major facility systems as well as security and beautification details that create quality learning environments.

Phases also consider the deposits made in the Fund over time. Work to be done must reflect what funds are available at that time.

During each phase GCSC will work closely with the Gary Mayor's Office to determine which existing, but unused structures should be demolished.

Projects and phase detail are subject to modification based on cost estimate changes and project completions. GCSC anticipates that each phase will evolve as work is completed.

Modified phases will be presented to DUAB and all stakeholders throughout the duration of the Fund.

Several items reviewed and considered by community stakeholders are not included in the phases outlined in this plan. These items received little or no support from stakeholders. However, these may be pursued in the coming years using other funding options as available to GCSC.

Phase 1: Immediate projects (Summer-Fall 2020)

- Single boiler locations identified as critical (Critical being defined as high likelihood
 of failure resulting in loss of instruction). Bethune Early Childhood Center and Gary
 Middle School have a single boiler to heat the building. These boilers are
 approximately 60 years old and have deteriorated such that replacement is
 necessary.
- Roof replacement identified as critical. West Side is critical. This replacement will
 occur in stages, with critical areas completed in Phase 1, and additional roof areas
 completed in later phases. For Phase 1 the identified section is above the small gym,
 at risk during severe weather.
- Digital access control, rekeying of doors followed by key management program. This
 line item will use other Federal dollars and work will begin prior to July 1, 2020. As a
 major school improvement, and one considered by community stakeholders, it is
 included in this plan.
- Paint- This upgrade will also use other funding opportunities, not the School Improvement Fund. Phase 1 will focus on WSLA interior (lockers, locker rooms and walls) and GACC interior.
- · Accent graphics at WSLA, including rubber mats with school logo at entry points.
- Project signage sign at each building indicating projects underway and completed.
 Done in collaboration with Graphic Arts program at Gary Area Career Center.

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 Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 2: 2020-21 School Year (Winter-Spring 2021)

- Single chiller locations identified as critical. Bailly MS: chiller and chiller tower. Gary Middle chiller.
- ADA improvements: elevator maintenance all schools, chairlift repair/replace at Beveridge, bathroom entrances and stall widths at GMS, water fountain heights.
- · Playground replacement at Beveridge.
- · Pavement repair and striping: in house pending hiring.
- · Painting part 2: interior spaces in both middle school buildings.
- Athletic updates: WSLA Football field, track, tennis courts, press box, locker rooms and concessions.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.
- Bathroom extensions to comply with ADA regulations at Gary Middle School.

Phase 3: Summer 2021 (May - August)

- Boiler replacement phase 2 at GACC and Beveridge.
- · Roof repair and replacement phase 2: WSLA, GACC and GMS.
- · Pavement repair.
- Painting Phase 3: this phase will focus on the interior of Beveridge, Glen Park and Marquette.
- Playground inspections, repair, and upgrades part 2.
- · Athletic updates part 2: WSLA Pool, WSLA gym floor.
- Build or reconfigure security vestibules at the front door such that the door is visible
 to the main office and requires check in: West Side, Beveridge, Bethune, Bailly, Gary
 Middle, Career Center.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 4: 2021-22 School Year

- · Chiller replacement part 2.
- Plumbing upgrade.
- · Lighting upgrade.

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 Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 5: Summer 2022

- Boiler replacement part 3.
- Roof replacement part 3: Bethune, Beveridge, WSLA, Bailly.
- · Pavement repair.
- Athletic updates part 3.
- · Painting phase 4: interior Williams, Bethune and McCullough.
- Playground inspections, repair, and upgrades part 3.
- · Outdoor lighting upgrade.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 6: 2022-23 School Year

- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.
- Add and repair fencing and gates at all buildings.

Phase 7: Summer 2023

- Roof completion: complete all roofing projects at WLSA (as needed Bailly, GACC, Beveridge and Bethune).
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

Phase 8: Final Projects

- Plumbing upgrades.
- · Roof at Buildings and Grounds.
- Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

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PROGESS MONITORING

The chart below represents progress demonstration that will inform all stakeholders on the GCSC website through regular updates and the website of progress toward completion of each project. A monthly Control Budget will also be available at public meetings.

PROJECT	Estimated Cost	Progress toward Completion (sample)
Phase I: Summer - Fall 2020		
GMS Boiler	200,000	0%
Bethune Boiler	200,000	0%
West Side Roof, Part 1 of 4	2,125,000	0%
Accent graphics	7,000	10%
Paint, Part 1: Interior GACC, interior WSLA	(30,000)	10%
Camera and video upgrades	(121,030)	10%
Digital Access Control	(78,250)	10%
External Signage of Progress	0	10%
Phase I Estimated Total	2,532,000	
Phase 2: 2020-21 School Year (Winter - Spring)		
Bailly chiller and chiller tower	650,000	0%
Gary Middle chiller	150,000	0%
Elevator and chairlift repair	25.000	0%

School Improvement Fund Plan Revised for 2021-22



Playground replacement Beveridge	70,000	0%	
Paint, Part 2: interior middle schools	(30,000)	0%	
Pavement repair I	50,000	0%	
Tennis Courts at WS	(00,000	0%	
Press Box, Locker Rooms, Concessions	200,000	0%	
Ongoing Abatement and Demolition allocation	1,000,000	0%	
ADA Bathroom extensions, GMS	75,000	0%	
Phase 2 Estimated Total	2,320,000		
Phase 3: Summer 2021			
Boiler repair/replacement, GACC, Beveridge	400,000	0%	
West Side Roof, Part 2	2,125,000	0%	
GACC Roof	335,000	0%	
Gary Middle roof	40,000	0%	
Pavement repair part 2	50,000	0%	
West Side gym floor	57,000	0%	
West Side Pool	400,000	0%	
Add security vestibules	500,000	0%	
Playground upgrades Glen Park, Williams, Bethune, McCullough	280,000	0%	
Ongoing abatement and demolition allocation	500,000	0%	

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Phase 3 Estimated Total	4.687,000	
Phase 4: 2021-22 School Year		
Chiller replacement Part 2	Cost included in phase 2	0%
Plumbing upgrades	2,000,000	0%
Internal Lighting upgrade	250,000	0%
Ongoing Abatement and Demolition allocation	500,000	0%
Phase 4 Estimated Total	2,750,000	
Phase 5: Summer 2022		
West Side Roof, Part 3	2,125,000	0%
Roof replacement, part 3: Bethune, Beveridge, Bailly, GACC	4,139,000	0%
Pavement repair Part 2	75,000	0%
Athletic field updates – middle schools	200,000	0%
Painting Part 3	(30,000)	0%
Playground inspections and repair	10,000	0%
Outdoor lighting upgrade	110,000	0%
Ongoing abatement and demolition allocation	500,000	0%
Phase 5 Estimated Total	7,159,000	
Phase 6: 2022-23 School Year		
Ongoing Abatement and Demolition allocation	500,000	0%

School Improvement Fund Plan Revised for 2021-22



Gates and Fencing	20,000	0%
Phase 6 Estimated Total	520,000	
Phase 7: Summer 2023		
West Side Roof part 4	2,125,000	0%
Ongoing abatement and demolition allocation	500,000	0%
Phase 7 Estimated Total	2,625,000	
Phase 8: Final Projects		
Plumbing upgrades	2,000,000	0%
Buildings and Grounds Roof	1,100,000	0%
Ongoing abatement and demolition allocation	500,000	0%
Phase 8 Estimated Total	3,600,000	

COMMUNICATION AND OUTREACH

Progress toward all projects will be communicated to all community stakeholders using the following methodologies:

- Signs will be placed in the front of each building that will reflect the work in progress
 and completed in that building. These signs will be updated regularly. Signs will be
 developed with the assistance of the Construction Trades and the Graphic Imaging
 programs at Gary Area Career Center.
- The GCSC website will display regular updates on each project, with an indication of progress toward completion and total expenditure for each project.
- Regular meetings of the Emergency Manager, the Advisory Board and the Fiscal Advisory Board will include a status report on projects and expenditures.
- GCSC will develop School Improvement Fund cadre of advisors, led by the Emergency Manager or designee. These advisors will be asked to provide insights on community viewpoints around the work supported by the Fund.

School Improvement Fund Plan Revised for 2021-22



- The Emergency Management team will meet with the Mayor of Gary on a regular basis to share progress on each project.
- The Communications team will share periodic updates on all GCSC social media channels, newsletters, website and via media interviews.

School Improvement Fund Plan Revised for 2021-22



3.0 SCHOOL IMPROVEMENT FUND LEDGER

SCHOOL IMPROVEMENT FUND CONTROL DOCUMENT

 Fund
 1065

 Revenue (Receipts)
 5,002,891.75

 Expenditures
 773,299.95

 Balance
 4,229,591.80

Project ID	Project Description	dgeted nount	Project Status		ual Project enses To Date	Estimated Start Date	Actual Start Date	Estimated Completion Date	Actual Completion Date
1001	New Playground at Beveridge	\$ 151,055.00	Awarded	\$	151,055.00	9/1/20	9/9/20	5/1/20	11/30/20
1002	Architectural Services	\$ 600,000.00	Bid approval	\$	338,719.99	9/15/20	10/1/20	7/1/25	
1003	Scope of Work Signage	\$ 2,500.00	In progress	\$	2,463.89	8/1/20	8/15/20	9/30/20	
1004	Westside Academy Locker Painting	\$ 55,000.00	Complete	\$	55,400.00				9/8/20
1005	Westside Track Renovation		In progress	\$	158,415.00				
1006	Gary Career Academy Painting	\$ 55,450.00	Complete	\$	55,450.00				12/8/20
1007	Gym Floor Refinishing		Complete	\$	7,500.00				1/12/21
1008	Career Center/Bethune roofing	\$ 1,507,809.00	In progress	\$	4,043.52		4/26/21	6/15/21	
1009	District wide painting		in progress	S	252.55				

CASH LEDGER BY FUND FOR 5-1-21 THRU 5-31-21

Effective	Budget	Receipt				
Date	Account Code	Check	Description	Receipts	Expenditure	Cash Balance
und: 3957 s	School Improvement Fu	ind 1065				
	Previous to 05/01/202	21		4,548,083 41	762,936.42	3,785,146.99
5/11/2021	3957.26200.611.0000	004390	Sherwin Williams Co.		252.55	3,784,894.44
5/11/2021	3957.43000.319.0000	004379	Martin Riley		10 110 98	3,774,783.46
5/14/2021	3957.05200.000.0000)		454,808.34		4,229,591.80
ate Span T	otals			454,808,34	10.363.53	
und: 2057 8	school Improvement Fu	nd 1005		5,002,891.75	773.299.95	4 229 591.80

Financial System

06/01/2021 08:59 AM by nwolverton

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Cash Ledger by Fund for 05-01-2021 thru 05-31-2021

Note: Includes transactions after the last posted date of 04-30-2021.

Gary Community School Corp

Effective Date

Budget Account Code Receipt/

Check Description

Receipts

Expenditure

Cash Balance

Grand Totals

5,002,891.75

773,299,95

4,229,591,80

Financial System

05/01/2021 08:59 AM by nwolverton

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SCHOOL IMPROVEMENT FUND MAY 2021 UPDATE



THE PATH FORWARD

SCHOOL IMPROVEMENT FUND (IHEA 1065) UPDATE - APRIL 2021

DISTRESSED UNIT APPEALS BOARD (DUAB)

APRIL 2021

Prepared by









SCHOOL IMPROVEMENT FUND OVERVIEW

Indiana House Enrolled Act 1065 allows the Distressed Unit Appeal Board (DUAB) to suspend certain payments to the Common School Fund for Gary Community School Corporation (GCSC) in order to establish a School Improvement Fund and transfer to the School Improvement Fund an amount equal to the payments that are delayed or suspended. Such a School Improvement Fund may be used only for the following purposes: (1) Repair, renovation, or other improvements to school buildings and property being used for educational purposes as of July 1, 2020. (2) Demolition of school buildings or other structures on school property in existence as of July 1, 2020.

All expenditures from a School Improvement Fund must be approved by the DUAB. The opportunity to suspend payments and transfer funds from the Common School Fund into School Improvement Fund begins July 1, 2020 and expires January 1, 2025.

The monthly transfer into the School Improvement Fund would be approximately \$470,000. Over this 54-month timeframe, approximately \$25,380,000 could be deposited into the School Improvement Fund. Money may be expended for the purposes described above as they are received or may grow over time for larger repair and renovation projects as needed.

GCSC has broad facility needs, therefore projects considered are diverse in location, size, and area. Diversification of projects impacts the largest number of students and would have a visual impact in a broad range of areas of the community.

GCSC and MGT staff conducted extensive outreach, asking stakeholders to consider a number of detailed repair and renovation projects. Stakeholders included students, parents, teachers, administrators, Advisory Board members, City leaders, Legislative delegates, Gary pastors, the Urban League, the Chamber of Commerce, the Housing Authority, the Gary Education Foundation, and the Legacy Foundation. An invitation for input through a web and telephone portal was also made available to members of the public.

Based upon responses from stakeholders and the community a four-year plan has been established to address major facility systems as well as aesthetical considerations. The plan is divided into 8 phases, with facility systems with the highest need designated in the earliest phases of this plan; lower need projects that do not impact instruction are in later phases of the plan.

Each phase of this plan reflects both the major facility systems as well as security and beautification details that create quality learning environments.

During each phase, GCSC will work closely with the Gary Mayor's Office to determine which existing, but unused structures should be demolished.

All projects in all phases of the Plan will consider engagement with minority and female-owned businesses in the Gary Community. GCSC will share the scope of all project work with the Gary Chamber of Commerce for distribution to its local membership.

Below is a link to the School Improvement Fund Plan:

The Path Forward
School Improvement Fund Plan

School Improvement Fund (IHEA 1065) Update



PHASE I AND PHASE II UPDATES

Phase I

 Single boiler locations identified as critical (Critical being defined as high likelihood of failure resulting in loss of instruction). Bethune Early Childhood Center and Gary Middle School have a single boiler to heat the building. These boilers are approximately 60 years old and have deteriorated such that replacement is necessary.

<u>JULY 2020</u> RFP for Architect design was posted July 15th. Pre-bid conference was held on July 20th. Bids are due August 11th. Gary Chamber of Commerce was notified on July 14th so they could reach out to appropriate Gary Indiana businesses.

AUGUST 2020 Architect firm has been selected. In process of negotiating contract terms.

SEPTEMBER GCSC has contracted with MartinRiley Architects & Engineers for the architectural design and construction administration. MartinRiley is located at 221 West Baker Street in Fort Wayne IN. MartinRiley has begun initial field work in preparation of first REP

OCTOBER MartinRiley has completed field research and is working on the design and construction drawings.

<u>NOVEMBER</u> Construction drawings are complete and ready for RFP. RFP bid timeline is below:

- December 4th First Legal advertisement
- December 11th Second Legal advertisement
- December 15th Pre-bid meeting
- ➢ January 8th − Bids due

JANUARY Quotes have been received and scored. The contract for the winning bidder is being finalized now and will be presented to DUAB for approval once agreed upon.

<u>FEBRUARY</u> Contract was approved and has been signed. Equipment has been ordered. Offsite prefab work will begin now. Onsite work will begin at the end of the heating season.

 Roof replacement identified as critical. West Side is critical. This replacement will occur in stages, with critical areas completed in Phase 1, and additional roof areas completed in later phases. For Phase 1 the identified section is above the small gym, at risk during severe weather.

JULY 2020 RFP for Architect design was posted July 15th. Pre-bid conference was held on July 20th. Bids are due August 11th. Gary Chamber of Commerce was notified on July 14th so they could reach out to appropriate Gary Indiana businesses.

AUGUST 2020 Architect firm has been selected. In process of negotiating contract terms.

<u>SEPTEMBER</u> GCSC has contracted with MartinRiley Architects & Engineers for the architectural design and construction administration. MartinRiley is located at 221 West



School Improvement Fund (IHEA 1065) Update



Baker Street in Fort Wayne IN. MartinRiley has begun initial field work in preparation of first RFP.

 $\underline{\text{OCTOBER}} \ \text{MartinRiley has completed the field research and is working on the design and construction drawings}.$

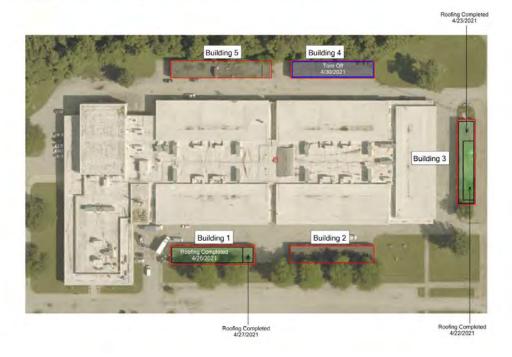
JANUARY RFP is out for bids.

<u>JANUARY</u> Beveridge gym roof was pulled for emergency bid to save the gym floor from complete replacement. Bids have been evaluated and scored. The contract for the winning bid is being finalized now.

<u>FEBRUARY</u> Quotes have been received and scored. The contracts for the winning bidders is being finalized and will be presented to DUAB for approval.

MARCH Contracts have been approved and signed. Pre-construction meetings were held April 7, 2021. Work is scheduled to start in April.

APRIL Roof work has begun on the Garry Career Center, pictures below:

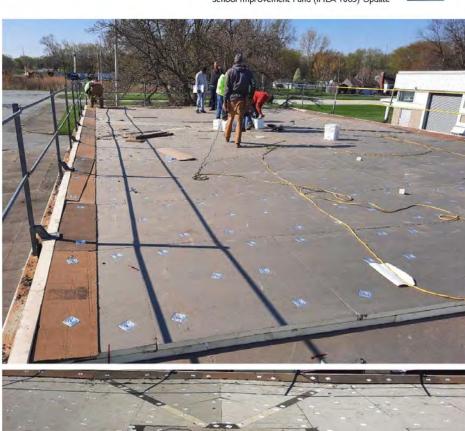




The Path Forward School Improvement Fund (IHEA 1065) Update



The Path Forward School Improvement Fund (IHEA 1065) Update



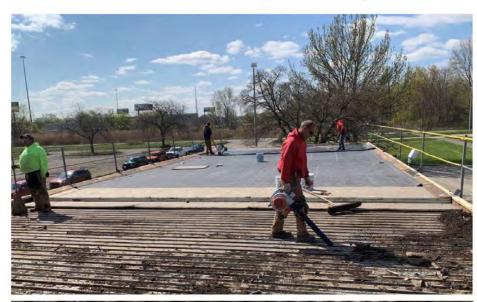


The Path Forward
School Improvement Fund (IHEA 1065) Update





The Path Forward
School Improvement Fund (IHEA 1065) Update





The Path Forward School Improvement Fund (IHEA 1065) Update



The Path Forward School Improvement Fund (IHEA 1065) Update

APRIL Roof Work on Beveridge gym has begun, pictures below:



<u>APRIL</u> The existing decking at Beveridge was rusted to a point of failure in places, resulting in 1543 square feet having to be removed and replaced with new metal. The total increase in cost was \$12,344.



The Path Forward
School Improvement Fund (IHEA 1065) Update







The Path Forward
School Improvement Fund (IHEA 1065) Update





Once the decking was replaced, the roof installation could begin:

The Path Forward
School Improvement Fund (IHEA 1065) Update

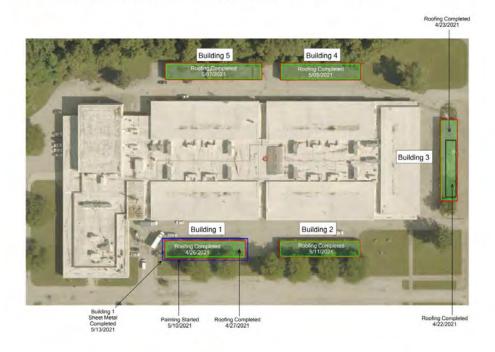






School Improvement Fund (IHEA 1065) Update







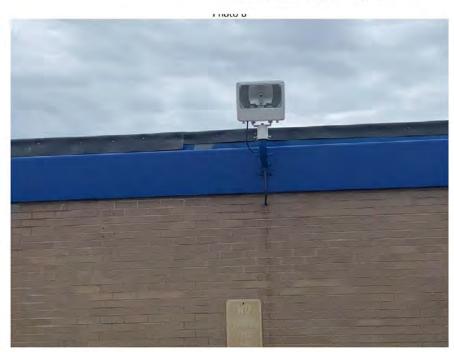


The Path Forward
School Improvement Fund (IHEA 1065) Update





School Improvement Fund (IHEA 1065) Update



Bethune roof work has begun:





The Path Forward
School Improvement Fund (IHEA 1065) Update





School Improvement Fund (IHEA 1065) Update



Digital access control, rekeying of doors followed by key management program. This line
item will use other funding sources and work will begin prior to July 1, 2020. As a major
school improvement, and one considered by community stakeholders, it is included in this
plan.

November 2020 Work to install Digital access control is nearly complete (90%).

 Paint- This upgrade will also use other funding sources, not just the School Improvement Fund. Phase 1 will focus on WSLA interior (lockers, locker rooms and walls) and GACC interior.

<u>JULY 2020</u> Painting at West Side Leadership Academy is in progress. Below is a photo of the newly painted lockers. Additional pictures and videos are posted on the "Path Forward" webpage.



AUGUST 2020 Interior painting has started at Gary Middle School and the Career Academy.

<u>SEPTEMBER</u> Interior painting has been completed at Gary Middle School and the Career Academy. Below is a link to a youtube video of the finished product. In addition to painting, lighting was repaired/replaced resulting in a bright clean appearance.

https://www.youtube.com/watch?v=CFi1-cnGygM

* Accent graphics at WSLA, including rubber mats with school logo at entry points.

<u>JULY 2020</u> The accent painting is in progress at West Side Leadership Academy. The outside doors have been painted in school colors, as well as areas inside the building. There is a video posted of some of the painting on the "Path Forward" webpage. Below are proofs of the proposed graphics and banners:



School Improvement Fund (IHEA 1065) Update





School Improvement Fund (IHEA 1065) Update



 Project signage – sign at each building indicating projects underway and completed. Done in collaboration with Graphic Arts program at Gary Area Career Center.

JULY 2020 Below is a proof of the signs to be installed at each school location:



School Improvement Fund (IHEA 1065) Update

AUGUST 2020 Below is the actual installed signage.



Phase II

 Single chiller locations identified as critical. Bailly MS: chiller and chiller tower. Gary Middle chiller.

JULY 2020 RFP for Architect design was posted July 15th. Pre-bid conference was held on July 20th. Bids are due August 11th. Gary Chamber of Commerce was notified on July 14th so they could reach out to appropriate Gary Indiana businesses.

AUGUST 2020 Architect firm has been selected. In process of negotiating contract terms.

<u>SEPTEMBER</u> GCSC has contracted with MartinRiley Architects & Engineers for the architectural design and construction administration. MartinRiley is located at 221 West Baker Street in Fort Wayne IN. MartinRiley has begun initial field work in preparation of first RFP.

 ADA improvements: elevator maintenance all schools, chairlift repair/replace at Beveridge, bathroom entrances and stall widths at GMS, water fountain heights.

<u>OCTOBER</u> Elevator inventory complete. All elevators are operational. Chairlift at Beveridge is inoperable.

* Playground replacement at Beveridge.

JULY 2020 Beveridge playground replacement has been awarded to Kids Stuff Play Systems.



School Improvement Fund (IHEA 1065) Update

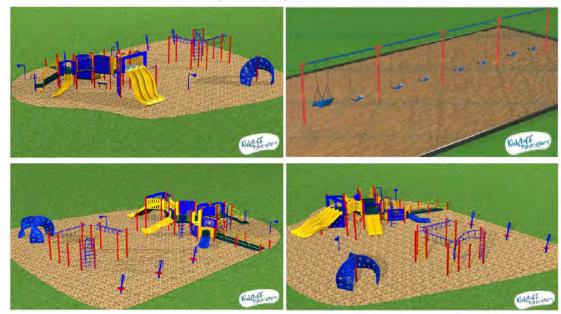


The playground will consist of a combination play system with wheelchair ramp, wall climber, fitness play center, and engineered poured rubber surface. Additionally, there will be a separate swing set with seven belt swings and one full body swing.

Total cost of the playground is \$155,055

Construction scheduled to start in 3 to 5 months due to lead time on equipment manufacturing.

Below are the renderings of the playground:



<u>SEPTEMBER</u> Site walk-through with playground installer has been conducted to verify location and installation needs and requirements.

<u>OCTOBER</u> Installation has begun and is nearly complete. The poured impact surface will be the last piece installed. Outside temperatures may impact timing.

Below are updated pictures of the progress of installation:





The Path Forward School Improvement Fund (IHEA 1065) Update







School Improvement Fund (IHEA 1065) Update









The Path Forward
School Improvement Fund (IHEA 1065) Update





School Improvement Fund (IHEA 1065) Update



- Pavement repair and striping: in house pending hiring.
- · Painting part 2: interior spaces in both middle school buildings.
- Athletic updates: WSLA Football field, track, tennis courts, press box, locker rooms and concessions.

<u>December 2020</u> WSLA Track has been demolished, sub-structure repaired, and new asphalt track installed. Final sealing, cushioning surface, and stripping will occur spring of 2021 weather permitting.

 Ongoing abatement and demolition of unused property in collaboration with the Gary Mayor's Office.

<u>APRIL</u> Currently seeking professional service proposals to evaluate and identify any possible hazardous substances at Lew Wallace, Report will be incorporated into RFP for demolition.

Hazardous substance review is underway with estimated completion date of 6/11/21.

Bathroom extensions to comply with ADA regulations at Gary Middle School.

GENERAL UPDATES

JULY 2020 Rubric for Awarding 1065 Projects

The rubric below has been established for evaluating and awarding future proposals.
 The rubric gives preference to Gary and WMBE businesses.

Total I	Points Possible	100 points
	Cost	35 points
	Experience and references	25 points
	Professional capacity to undertake the scope of work	15 points
	Completion date	10 points
	Business location in Gary Indiana	10 points
	WMBE certified company	5 points

JULY 2020 Public Transparency

- A school improvement fund webpage has been added to the GCSC website.
 The webpage contains the school improvement fund plan, a brief description of the IHEA 1065 Act, as well as pictures and videos of improvements. A link to the page is below;
- https://www.garycsc.k12.in.us/school-improvement-fund-ihea-1065-updates/
- Updates, videos, and photos are being shared on social media with links to the webpage.



4.0 WSLA PAVING AND CONCRETE



OFFICE OF THE GCSC DISTRICT MANAGER

900 Gerry Street, Gary, IN 46406 (219) 881-5401

Dr. Paige McNulty, GCSC Manager pmcnulty@garycsck12.in.us

TO: Courtr

Courtney Schaafsma

FROM:

Dr. Paige McNulty

DATE:

June 14, 2021

RE:

West Side Leadership Academy Paving and Concrete

Project Executive Summary

Item	Notes		
Approval Needed	Courtney Schaafsma		
Timeline	Needed by August 1, 2021.		
Terms of Contract	GCSC will pay the vendor upon receipt of the equipment and completion of installation.		
Total Cost	\$735,938.00		
Cost Savings	Avoids potential costs of repairs to school-owned vehicles due to damaged asphalt and liability for potential property damage and injury due to deteriorating parking lots and unsafe building access points.		
Fund	Local Operations Funding. GCSC will request an updated 1065 plan for approval to include this project (additional funding is available due to budget activities redirected to ESSER).		
Procurement Procedure	Formal RFP Process (RFP and bids attached)		
Recommended Vendor	Boyd Asphalt, Inc.		
Denied Vendors	Milestone Contractors North, Inc.; Rieth-Riley Construction Co., Inc. Both bids were more expensive than the recommended vendor's.		
Location	West Side Leadership Academy (WSLA)		
Allowability			
Description	Repave parking lots at WSLA, repaint parking lines, and pour concrete sidewalks in area near track where asphalt/paving equipment can't be used.		
Rationale			
Audience	WSLA students and staff, visitors and community members who attend WSLA events.		

NOTICE TO BIDDERS

Notice is hereby given that SEALED BIDS will be received:

BY: Gary Community School Corporation

Attn: Nicole Wolverton

900 Gerry St. Gary, IN 46406 Phone: 219-881-5536

Email: nwolverton@garycsc.k12.in.us

FOR: West Side Leadership Academy

Bid- Asphalt Paving and Striping

900 Gerry St. Gary, IN 46406

UNTIL: 12:00 PM (local time), June 1, 2021

BID OPENING: Bids will be publicly opened and read aloud on Friday, June 4 at 12:00 PM at the Administration Office at West Side Leadership Academy, 900 Gerry St., Gary, Indiana 46406.

DESCRIPTION OF PROJECT: Work includes proposal for bid on asphalt paving for the main parking lot and an alternative bid on the other lots near sports fields/concessions on the property. In addition to asphalt paving, striping is to be included in the bid price. The base bid for the main parking lot and area closest to the football field is highlighted in blue, and the alternative to the base bid which is the remainder of the lot is highlighted in yellow on the diagram below:



RECEIPT OF BIDS: Bids received by mail or other carrier must be addressed to: Gary Community School Corporation, Attn: Nicole Wolverton, 900 Gerry St. Gary, IN 46406 and received on or before 12:00 pm, Friday, June 4, 2021 to be valid. Bids received after the designated day and time listed above will be unopened and not considered.

PREBID MEETING: There will be a pre-bid meeting on Tuesday, June 1, 2021 at 10:00AM at West Side Leadership Academy Administration Offices, 900 Gerry St., Gary, IN 46406 to discuss the scope of work and schedule timeline.

CONTRACT TYPE: Gary Community School Corporation will contract with vendor/contractor for the Bid items listed below, with bids received on a lump sum basis for each bid item. Each proposal shall include all labor, material, and services necessary to complete the project.

PERFORMANCE BOND AND PAYMENT BOND: A Performance Bond and Payment Bond in the amount of one hundred percent (100%) of the Contract Amount will be required of the successful bidder prior to execution of Contracts. Bidders will provide a cost for these bonds on the bid form. Bid Security in the amount of (10%) of the bid must accompany each Bid in Accordance with the Instructions to Bidders. Should a successful Bidder withdraw their Bid, or fail to execute a satisfactory Contract by providing Payment and Performance Bonds, Certificate(s) of Insurance, subcontractor and Materials listing and any other required documents within the required time periods after notice of acceptance of this Bid, Gary Community School Corporation may declare the Bid as non-responsive and declare the Bid Security forfeited as liquidated damages, not a penalty.

construction schedule: Time is of the essence and Bids shall be based upon performing the Work in full and strict accordance with the Project Schedule. The Project Schedule is for immediate repair while the school session is out for the summer and open for staff only during the months of June and July. Each entity submitting a Bid indicates it can and will have its own workers, Subcontractors, materials and equipment available to keep its Work on or ahead of the Preliminary Construction Schedule.

Contractors submitting bids for the performance of any Work as specified in this building Project should make such bids to Gary Community School Corporation. Contractors are advised that the Contract as finally entered into with any successful Bidder may be entered into with the School Corporation. The Owner reserves the right to accept or reject any bid and to waive any irregularities in

bidding. All Bids may be held for a period not to exceed 60 days before awarding contracts.

By: Nicole Wolverton, CFO

Barry O'Quinn, Director of Buildings & Grounds





Estimate

DATE	ESTIMATE#	
6/3/2021	99-4780-920	

306 N 400 E Valparaiso, IN 46383

219-462-5359 Office 219-548-8235 Fax

NAME / ADDRESS Gary Community School	-		
900 Gerry St. Gary, IN 46406	1	P.C). NO.
DESCRIPTION		QTY	TOTAL
PROPOSAL- We propose hereby to furnish, in accordance with specifications below or to complete the following:	on attached pages, all materials and labor necessary		
West Side Leadership Acade	my		
AREA #1 (Area highlighted in blue in diagram) Mill 2", clean and haul debris off site. Tack coat will be applied. Area to be paved approximate square yardage: Area will then be paved with 2" hot asphalt surface, Area will be laid out and striped in traffic yellow, or white and handicap s	ymbol(s) will be painted in standard blue.	18,401	164,300.00
AREA #2 (Area highlighted in yellow in diagram) Mill 2", clean and haul debris off site. Tack coat will be applied. Area to be paved approximate square yardage: Area will then be paved with 2" hot asphalt surface. Area will be laid out and striped in traffic yellow, or white and handicap s	ymbol(s) will be painted in standard blue.	67,260	544,138.00
Concrete: EAST BLEACHERS Remove asphalt between Bleachers & Curb at Track Grade, form, and sub base. Approximate 4" Pour areas with 6 bag Concrete with Fiber Reinforement: Approximate 4" Control joints will be cut where needed. Cure and seal all concrete.	250		27,500.00
GUARANTEE~ All work is guaranteed for a period of one year from date of completion. according to standard practices as weather permits. Boyd Asphalt, Inc. ca pavement slope has less than 1% fall. Our work and workers are fully inst	nnot guarantee against ponding water if the		
Boyd Asphalt Inc. Signature:	TOTAL		\$735,938.00

 N_{ole} : DUE TO THE FLUCTUATING ASPHALT PRICES THIS PROPOSAL MAY BE WITHDRAWN BY BOYD ASPHALT INC IF NOT ACCEPTED WITHIN 15 DAYS

Acceptance of Proposal: The above prices and specifications are satisfactory and herby accepted. Boyd Asphalt, Inc is authorized to complete the work as specified. To accept this proposal please sign this copy and send back to: estimating@boydasphalt.net. For any questions, please call 219-462-5359. Pax 219-548-8235

Authorized Signature and Date:



Page 1 of 2



Milestone Contractors North, Inc. 1700 E. Main St. Griffith, IN 46319 Phone: (219) 924-5900 Fax (219) 924-8768

(Contract When Accepted)

Date: June 3, 2021

Gary Community School Corporation To:

Nicole Wolverton Attn: Base Bid Approximately - 16,370 Sq Yds

Alternate Area Approximately - 59,152 Sq Yds

Project: West Side Leadership Academy

Estimate No. 21-5-20

Ashley Henningfield Estimator:

We propose to furnish only the material(s), labor, equipment and/or services (collectively "Work") for the above Project at the Price(s) and in accordance with terms stated below. We may, without notice, deem this Proposal to have been withdrawn if not accepted within 14 days following the date hereof. Upon timely acceptance, this Proposal shall become a binding contract. Our obligations concerning the Work will, in all cases, be subject to our initial and ongoing credit approvals

Base Bid (16, 370 SO YDS):

- · 2" Asphalt Milling
- Sweep and apply a tack coat
- Overlay with 2" HMA Surface
- Stripe new pavement

Area by football field/bleachers (2, 855 SQ YDS):

- 4" Asphalt Milling
- Place and compact 2.5" HMA Binder
- Place and compact 1.5" HMA Surface

Patching (500 SQ YDS):

Alternate Bid (59, 152 SQ YDS):

- 2" Asphalt Milling
- Sweep and apply a tack coat
- Overlay with 2" HMA Surface
- Stripe new pavement
 - o LUMP SUM\$511,241.80

Notes:

- Additional patching can be included for \$10.50/sy
- Cost of a permit is not included

Terms and conditions include those on reverse side and/or continuation sheet(s) SUBMITTED as of the Date stated above on behalf of Milestone Contractors North, Inc.

Rv. Ashlev Henningfield

Title: Fetimator



RIETH RILEY CONSTRUCTION CO., INC.

100% Quality • 100% Employee Owned • Over 100 Years

7500 W 5th Ave, Gary, IN 46406.

219-977-0722

PROPOSAL

Reference #21	HW-037	Date: 6/4/2	2021
Job Name:	West Side Leadership Academy Bid Asphalt Paving and Striping	Job Location: 900 Gerry St Gary, IN 46406	
	Proposal Submitted To Customer	Owner Information	
Name:	Nicole Wolverton	Name:	
Company:	Gary Community School Corporation	Company:	
Address:	900 Gerry St	Address:	
City/St/Zip	Gary, IN 46406	City/St/Zip	
Phone:	219-881-5536	Phone:	
Email:	nwolverton@garycsc.k12.in.us	Email:	

Rieth-Riley Construction Co., Inc. ("Contractor") submits to Owner/General Contractor ("Customer") this Proposal based on scope of work provided at Pre-Bid Meeting on 6/1/2021 and the following addends: none.

- Base Bid Asphalt Paving, Sidewalk, and Striping (North Lot, West Lot, and area around Grandstand)

 1. Mill the existing asphalt pavement in the north and west lots to a depth of 2 inches (approx. 15,960 SY).
 - Mill the existing asphalt pavement around the grandstand to a depth of 4 inches (approx. 2,905 SY).
 - All millings and broken asphalt to be hauled off site.
 - Form and pour concrete sidewalk to a depth of 4 inches between track & bleachers and area below bleachers inaccessible for asphalt paving equipment (approx. 205 SY).
 - Protection of running track for removal of existing asphalt and placement of sidewalk along track is included.

 - Finegrade the existing aggregate base course around the grandstand area (approx. 2,700 SY).

 Place a hot mix asphalt binder course to a depth of 2.5 inches around the grandstand area (approx. 2,700 SY).

 Place a hot mix asphalt surface course to a depth of 1.5 inches around the grandstand area (approx. 2,700 SY).

 - Place a hot mix asphalt surface course to a depth of 2 inches in the north and west lots (approx. 15,960 SY).
 - 10. Clean and tack the milled surface or HMA binder course prior to placement of the surface course
 - Stripe the new pavement for vehicular parking to comply with ADA standards. Signage is not included.
- Removal and reset 10 each handralls at gales to grandstand area.
 Removal and replacement of fencing to be performed by others.
- 14. Cleaning of existing storm structures to be provided by others
 - Total Base Bld Asphalt Paving, Sidewalk, and Striping (excludes HMA Patching): \$247,145.00

HMA Patching - Unit Price Allowance (500 SY)

- After west and north lots are milled to a 2 inch depth, Rieth-Riley will inspect the remaining asphalt pavement with owner's representative and marking areas to be patched.
- Mill remaining asphalt pavement to the aggregate base course. Place a hot mix asphalt binder course up to milled surface.

Unit Price HMA Patching: \$17.25/SY @ 500 SY = \$8,625.00

Total Base Bld - Asphalt Paving, Sidewalk, and Striping with HMA Patching Allowance: \$255,770.00

(05/15 Edition)

Page 1 of 3



2. Mill the existing pavement in far south lot to a depth of 4 in All millings and broken asphalt to be hauled off site. 4. Finegrade the existing aggregate base course in east and Place a hot mix asphalt binder course to a depth of 2.5 inc Place a hot mix asphalt surface course to a depth of 1.5 in Place a hot mix asphalt surface course to a depth of 2 incl Clean and tack the milled surface or HMA binder course p. Stripe the new pavement for vehicular parking to comply w. Cleaning of existing storm structures to be provided by oth Total Alternate – Asphalt Paving and Str. Total Alternate – Asphalt Paving and Str.	south lots (approx. 6 shes in far south lot (a ches in far south lot hes in the south and nor to placement of t vith ADA standards.	SY). ,025 SY). approx. 6,025 SY). (approx. 6,025 SY). east lots (approx. 54,725 SY). he surface course. Signage is not included.
HIS PROPOSAL SHALL REMAIN VALID ONLY FOR 15 DAYS FROM THE ABO THIS PROPOSAL INCLUDES ALL, OF THE STANDARD TERMS & CONDITIONS ENCLOSED WITH THIS PROPOSAL.	By: RIETI	SALES TAX INCLUDED: NO LEILEY CONSTRUCTION CO., INC.
THIS PROPOSAL INCLUDES ALL OF THE STANDARD ERMS & CONDITIONS ENCLOSED WITH THIS PROPOSAL.	By: RIETU	Arrigan Williams, Sales Manager

(05/06 Edition)

Page 2 of 2



STANDARD TERMS & CONDITIONS OF THIS PROPOSAL

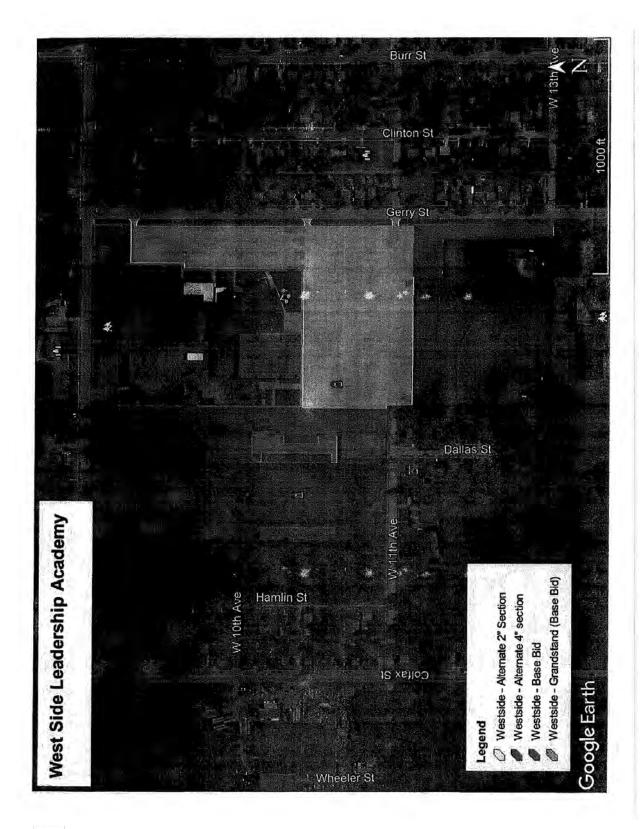
The following terms and conditions are part of this Proposal:

- 1. This Proposal's prices are based on the current average posted price for asphalt cement as listed in the "Asphalt Weekly Monitor" published by Potent & Partners, Inc. If this average posted price increases at the time Contractor commences performance of the work covered by this Proposal, we reserve the right to adjust the Proposal prices consistent with the increase in the price of the asphalt cement.
- All material is warranted to be as specified. All work is to be completed according to this Proposal and in a workmanlike manner. Unless otherwise provided in this Proposal, Customer, at its expense, shall provide a properly compacted and stable subgrade or subbase (proof rolling or other testing satisfactory to Contractor) upon which any material is to be placed.
- 3. OTHER THAN AS EXPRESSLY PROVIDED FOR IN THIS PROPOSAL, CONTRACTOR MAKES NO EXPRESS OR IMPLIED WARRANTIES, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. CUSTOMER'S SOLE REMEDY FOR BREACH OF WARRANTY IS LIMITED EXCLUSIVELY TO REMOVAL AND REPLACEMENT OF THE DEFECTIVE WORK. OTHER THAN REMOVAL AND REPLACEMENT, RIETH-RILEY HAS NO OTHER LIABILITY FOR ANY TYPE OF DAMAGE, WHETHER INCIDENTAL, CONSEQUENTIAL OR OTHERWISE.
- 4. Any express performance warranty provided in this Proposal shall be walved in the event Customer, either verbally or in writing, directs Contractor to place its paving materials over a subgrade or a subbase the condition of which Rieth-Riley has advised Customer is unacceptable.
- Contractor will not be liable for delays caused by labor disturbances, weather conditions, acts of God, acts of governmental agencies, accidents, shortages of necessary materials and supplies, or any other cause beyond our control.
- 6. Any damage to or caused by appurtenances, including but not limited to stumps, buried concrete slabs or footing, septic tanks, sprinkler systems or utilities not specifically described on the plans or accurately marked on the jobsite so as to make us aware of their exact location and depth, will be the Customer's responsibility; and any extra work involved will become an extra charge over the quoted price.
- Extra work not included in this Proposal will be performed at the direction of the Customer or his authorized representative.
 Customer shall promptly issue an appropriate written change order to cover the authorized work.
- If no sales tax is included in this Proposal, Customer is required to provide a valid sales tax exemption certificate; otherwise, sales tax will be added when completed work is involced.
- Contractor will not proceed with the work as specified in this Proposal until satisfied of the Customer's ability and intent to pay according to the terms outlined herein.
- PAYMENT IS DUE UPON CUSTOMER'S RECEIPT OF INVOICES issued, whether progress or final, for work completed to date. If prompt payment is not received, Contractor will suspend work in progress.
- Nothing herein contained shall be construed as a waiver or modification of Contractor's statutory lien rights, which lien rights Contractor will exercise if payment by Customer is not promptly made.
- 12. A SERVICE CHARGE OF 1½% PER MONTH, which is an annual percentage rate of 18% per annum, will be made on all account balances not paid as provided for herein, together with costs of collection and reasonable attorney fees and expenses.
- 13. Customer represents and warrants that there are no hazardous substances or hazardous wastes located on or within the jobsite. Customer agrees to defend, Indemnify, and hold harmless Contractor, its officers and employees from any type of loss and/or liability, including reasonable attorney fees and expenses, arising from a breach of this representation or warranty or Customer's violation of environmental law, regulation, or policy.
- 14. The following sentence only applies if the parties intend that their contractual relationship will be governed by a written contract other than this Proposal: This Proposal is submitted subject to entering into a written contract, the terms and conditions of which are acceptable to both parties.

(05/15 Edition)

Page 3 of 3







BOYD ASPHALT CONTRACT

CONTRACTOR AGREEMENT

This Agreement is entered into between the Gary Community School Corporation (the "School Corporation") and Boyd Asphalt (the "Contractor") on the dates set forth below.

- Description of Project and Scope of Work: The School Corporation and Contractor agree that the Contractor shall perform the work set forth in the "Project Description and Scope of Work" in <u>Exhibit A</u> of this Agreement, which is attached hereto and incorporated herein by reference.
- Contract Term: The work to be performed under this Agreement shall commence within 30 calendar days of the last signatory to this Agreement. The work shall be completed within 84 calendar days. The term of this Agreement may be extended by written mutual agreement of the parties.
- 3. <u>Timeline for Project</u>: The work performed by the Contractor shall be carried out in accordance with the timeline set forth in <u>Exhibit B</u> of this Agreement, which is attached hereto and incorporated herein by reference. If the scope of work is not substantially completed by the date set forth in <u>Exhibit B</u>, then the Contractor agrees to pay liquidated damages to the School Corporation in the sum of \$1,000.00 a week.
- 4. <u>Change Orders</u>: Any changes or modifications to the scope of work, the timeline for the project, payment terms or any other aspect of this Agreement must be made in writing and signed by an authorized representative for each party to this Agreement.
- 5. Payments: In exchange for the work performed by Contractor pursuant to this Agreement, the School Corporation agrees to pay a total contract price in the sum of \$735,938.00 which shall be paid in accordance with the invoicing and payment schedule in Exhibit C, which is attached hereto and incorporated herein by reference. Contractor shall issue an invoice to the School Corporation for each payment due at least 30 days prior to the due date in which the School Corporation must pay each invoice.
- 6. <u>Permits and Other Requirements</u>: Contractor shall obtain all permits, certifications and/or other documents required to complete the project through the appropriate local, state or federal agencies. Contractor must present to the School Corporation a valid copy of all required permits, certifications or other documents as proof that it has fulfilled the requirements of this provision of the Agreement.
- 7. Criminal History Background Check: Contractor shall have an expanded criminal history background check completed on any employee or agent of Contractor who will be performing work under this Agreement and will be having contact with students. Such expanded criminal history background check must be completed prior to commencement of work under this Agreement. Contractor shall pay all costs associated with the criminal history background check required pursuant to this provision. Contractor shall provide documentation of the results of all expanded criminal history background checks to the Business Office of the School Corporation. A copy of the criminal history background checks will be made for the School

Corporation's file and the original returned to the Contractor. Contractor understands and agrees that this Agreement is contingent upon acceptable results of the criminal history background check. If the results of such background checks are unacceptable to the School Corporation in the School Corporation's sole discretion, then the School Corporation may immediately terminate this Agreement and all obligations of the parties under this Agreement shall immediately cease.

- 8. <u>Indemnification</u>: Contractor agrees to indemnify and hold the School Corporation harmless from any and all claims, liabilities, damages and expenses (including attorneys' fees) that may be incurred by or asserted against the School Corporation on account of or arising out of any act or omission by Contractor or anyone acting on the Contractor's behalf in conjunction with the performance of the services contemplated by this Agreement.
- 9. <u>Insurance</u>: Contractor shall obtain and maintain general liability insurance in the minimum amount of \$1,000,000.00. Contractor shall provide the Business Office of the School Corporation with a copy of his/her/its general liability insurance coverage showing the coverage specified is in force and effect throughout the entire time in which Contractor is performing work under this Agreement. Contractor shall also provide to the Business Office of the School Corporation written proof of worker's compensation insurance coverage for all employees who perform work for the Contractor pursuant to this Agreement.
- 10. <u>Termination</u>: This Agreement may be immediately terminated by the School Corporation if Contractor defaults under the terms of this Agreement and does not remedy such default within 5 days of being provided written notice by the School Corporation of the default. In the event the School Corporation would be unable to fund this Agreement, then the School Corporation may immediately terminate this Agreement and its relationship with Contractor with or without advance notice. In the event the School Corporation terminates this Agreement, then Contractor shall only receive compensation for work performed up through the date of termination of this Agreement.
- 11. Claims and Disputes: All disputes between the parties will be submitted to a court with jurisdiction in Lake County, Indiana.
- 12. Independent Contractor Status: Contractor acknowledges that his/her/its status is that of an INDEPENDENT CONTRACTOR and that nothing contained herein is intended to create any other type of relationship with the School Corporation, specifically including an employer-employee relationship between the Contractor and/or any of Contractor's employees, representatives and/or agents with the School Corporation. Contractor understands and acknowledges that he/she/it is not permitted to make any representation that he/she/it is an employee, agent or representative of the School Corporation.
- 13. **Employment Eligibility Verification**. The Contractor swears or affirms under the penalties of perjury that the Contractor does not knowingly employ an unauthorized alien. The Contractor further agrees that:

- A. The Contractor shall enroll in and verify the work eligibility status of all his/her/its newly hired employees through the E-Verify program as defined by law. The Contractor is not required to participate should the E-Verify program cease to exist. Additionally, the Contractor is not required to participate if the Contractor is self-employed and does not employ any employees.
- B. The Contractor shall not knowingly employ or contract with an unauthorized alien. The Contractor shall not retain an employee or contract with a person that the Contractor subsequently learns is an unauthorized alien.
- C. The Contractor shall require his/her/its subcontractors, who perform work under this Agreement, to certify to the Contractor that the subcontractor does not knowingly employ or contract with an unauthorized alien and that the subcontractor has enrolled and is participating in the E-Verify program. The Contractor agrees to maintain this certification throughout the duration of the term of a contract with a subcontractor. The School Corporation may terminate for default if the Contractor fails to cure a breach of this provision no later than thirty (30) days after being notified by the School Corporation.
- 14. Severability: The parties agree that each and every paragraph, sentence, clause, term and provision of this Agreement is severable and that, in the event any portion of this Agreement is adjudged to be invalid or unenforceable, the remaining portions thereof shall remain in full force and effect to the fullest extent permitted by law.
- 15. Nondiscrimination. Pursuant to the Indiana Civil Rights Law, specifically including IC § 22-9-1-10, and in keeping with the purposes of the federal Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the Americans with Disabilities Act, the Contractor covenants that it shall not discriminate against any employee or applicant for employment relating to this Agreement with respect to the hire, tenure, terms, conditions or privileges of employment or any matter directly or indirectly related to employment, because of the employee's or applicant's race, color, national origin, religion, sex, age, disability, ancestry, status as a veteran, or any other characteristic protected by federal, state, or local law ("Protected Characteristics"). Contractor certifies compliance with applicable federal laws, regulations, and executive orders prohibiting discrimination based on the Protected Characteristics in the provision of services. Breach of this paragraph may be regarded as a material breach of this Agreement, but nothing in this paragraph shall be construed to imply or establish an employment relationship between the School Corporation and any applicant or employee of the Contractor or any subcontractor.
- 16. <u>Miscellaneous</u>: This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, and all of such together shall constitute one and the same instrument. The section headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.
- 17. Governing Law: This Agreement shall be interpreted in accordance with and be governed

exclusively by the laws of the State of Indiana.

- 18. Entire Agreement: This Agreement constitutes the complete agreement between the parties with regard to the subject matter addressed herein, shall supersede any and all previous agreements and/or commitments, whether oral or written, between the parties and shall not be amended or modified absent an agreement signed by both parties. The parties further agree that no verbal or other statements, discussions, or impressions, other than those provisions contained in this Agreement, have been relied upon by either party in executing this Agreement.
- 19. Compliance with Laws. The Contractor shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, and all provisions required thereby to be included herein are hereby incorporated by reference. The enactment or modification of any applicable state or federal statute or the promulgation of rules or regulations thereunder after execution of this Agreement shall be reviewed by the School Corporation and the Contractor to determine whether the provisions of this Agreement require formal modification.

IN WITNESS WHEREOF, the parties have signed, or caused a duly authorized agent thereof to sign, this Agreement on their behalf and thereby acknowledge their intent to be bound by its terms and conditions.

GARY COMMUNITY SCHOOL CORPORATION	CONTRACTOR
Bv:	Pur Allanda San San San San San San San San San Sa
Authorized Representative	Authorized Representative
Approval Date:	Approval Date 22-2/

EXHIBIT A

Project Description and Scope of Work

Proj	ect	De	escr	ipt	ion:
		-		-	

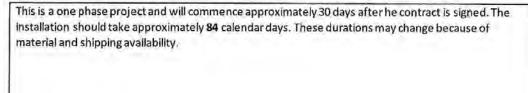
The replacement of all asphalt in and around	West Side
Scope of Work:	
	es and four inches depending on repair needed. This will be perations. After everything has been paved the parking

EXHIBIT B

Project Timeline

Work shall commence approximately 30 days after contract and will be carried out in one phase in accordance with the following schedule:

Phase 1:



[Add additional phases as applicable to the project.]

All work to be performed under this Agreement shall be substantially completed by no later than September 24, 2021. For purposes of this Agreement, "substantial completion" shall mean the entire project and scope of work set forth in Exhibit A have been completed and the School Corporation may occupy and use the building or portion of the building subject to this Agreement for its intended purpose.

EXHIBIT C

Payment Schedule

Invoice Issuance Date by Contractor	Payment Due Date by School Corporation	Payment Amount
Upon completion of the project	Within 30 days of submission of invoice	735,938.00

5.0 FORMATIVE AND SUMMATIVE ASSESSMENT REPORT



FORMATIVE AND SUMMATIVE ASSESSMENTS REPORT PLAN

DISTRESSED UNIT APPEALS BOARD (DUAB)

June 29, 2021

Prepared by





Distressed Unit Appeals Board

Formative and Summative Assessments Report Plan Prepared by Gary Schools Recovery, LLC June 29, 2021

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1.0 INTRODUCTION

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1.0 INTRODUCTION

1.0 INTRODUCTION

Gary Schools Recovery LLC (GSR) is pleased to present this report on the Gary Community School Corporation formative assessments for the 2020-2021 school year.

The following overview, summary and detail results and assessment data is based on data provided by third-party vendors but administered, owned, and maintained by GCSC.

2.0 FORMATIVE ASSESSMENT OVERVIEW

FORMATIVE VS. SUMMATIVE ASSESSMENTS

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria:

- The tests, assignments, or projects are used to determine whether students have learned
 what they were expected to learn. In other words, what makes an assessment "summative" is
 not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e.,
 to determine whether and to what degree students have learned the material they have been
 taught.
- Summative assessments are given at the conclusion of a specific instructional period, and
 therefore they are generally evaluative, rather than diagnostic—i.e., they are more
 appropriately used to determine learning progress and achievement, evaluate the
 effectiveness of educational programs, measure progress toward improvement goals, or make
 course-placement decisions, among other possible applications.



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3. Summative-assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

Source: edglossary.org

The following table further defines the difference between formative and summative assessments.

FORMATIVE		SUMMATIVE		
0.000	ides evidence for roving] student ing	Provides evidence of student learning		
with	ething teachers do and <i>for</i> students er than <i>to</i> students	Often driven by federal and state requirements; may be used for accountability purposes		
	high-stakes ssment	High-stakes assessment		
work	hers and students together and e responsibility in ing	Often refers to an "end-goal" test that takes place near the end of the school year		
large gains	arch has suggested student learning using formative ssments	 As embodied by statewide standardized tests, summative assessment provides a wealth of data that is useful to educators at the state, district, and school levels 		

 $Source: \underline{https://www.doe.in.gov/sites/default/files/assessment/why-it-important-assess-webinar-\underline{final.pptx}$

Additional information related to assessments is found on the IDOE web site.

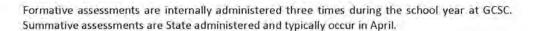
https://www.doe.in.gov/assessment/assessment-literacy



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OBJECTIVES OF FORMATIVE AND SUMMATIVE ASSESSMENTS

A well-designed course will have a balance of formative and summative assessments. An instructor will use formative assessments while students are learning new material, to check on their understanding of the new concepts. The results of the formative assessments tell both the students and the instructor whether or not students are ready to move on to new material. A summative assessment is used to demonstrate new knowledge and skills.

Source: citl.indina.edu

FORMATIVE ASSESSMENTS USED IN 2020-2021

GCSC used i-Ready for formative assessments for grades K-8 in the 2020-202 school year.

The Indiana Department of Education (IDOE) convened a committee of Indiana school leaders and university partners to review benchmark, formative, interim, and similar assessment programs for required criteria. Technical validity, reliability, accessibility, and usefulness of scoring and reporting were also considered. All assessment vendors were invited to participate in the public request for approval process. All submitted assessment programs were evaluated impartially by educator committee according to the published Criteria and Evaluation Rubric. These published criteria establish a high standard for approved assessment programs to ensure that schools and students receive trustworthy and useful data that support remediation efforts and differentiated instruction for students throughout the school year.

i-ready was found to meet and/or exceed all of these requirements.

i-Ready:

- Provides dashboards and reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need
- Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards
- Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth
- Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction
- Is research-based



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Source: Curriculum Associates and Indiana Department of Education

GCSC used Edmentum for formative assessments for grades 9-10 in the 2020-202 school year.

Edmentum was also found to meet and/or exceed all of the IDOE requirements.

Edmentum:

- Implements assessment-driven individualized learning
- * Focuses instruction on essential knowledge and skills
- Addresses learning gaps and mitigates learning loss
- * Integrates digital curriculum as a curricular resource
- Provide standards-based practice

Edmentum is used for grades 9-10 assessment for the following reasons.

- * I-Ready assessments only serve K-8 students
- . Edmentum breaks standards into skills such as the SAT and ACT
- Edmentum is also the GCSC credit recovery provider for WSLA

Source: Edmentum and Indiana Department of Education

FORMATIVE AND SUMMATIVE ASSESSMENTS SCHEDULE FOR 2020-2021

Consistent with practices of many school districts, three formative assessments were administrated at GCSC in the 2020-2021 school year. The first formative assessment was administered in September 2020. The second formative assessment was administrated in January 2021. The third formative assessment was administrated in May 2021.

The State administered summative assessments were administered in April 2021.

BENEFITS TO STUDENTS AND FAMILIES FROM FORMATIVE AND SUMMATIVE ASSESSMENTS

<u>Formative assessments</u> provide instant feedback for students and teachers, allowing them to see how well students have grasped the material and to immediately adjust their teaching styles and curriculum. Formative assessments also can encourage students to participate and can increase cooperation among students. For students who "test poorly," this type of assessment gives teachers a more accurate view of what students are actually learning, not just what they're able to recount in a test. Best of all, formative assessments are effective tools in personalized learning.



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Summative assessments are helpful for students who are motivated by scores and grades and benefit from comparing themselves to other students. Summative assessments can also be helpful for teachers, because the collective scores of a group of students can indicate whether the teaching was effective. Summative assessments can also prepare students for tests that they will need to take throughout their lives, including state standardized tests, SATs and ACTs, and even employment tests.

Source: equity4education.com

SUMMARY OF RESULTS FOR THE 2020-2021 SCHOOL YEAR

GCSC realized increased growth from reading and math formative assessment results for grades K-10 for the 2020-21 school year. Growth is measured by the number of students at or above grade level in reading and math as well as the number of students below grade level in reading and math.

While the growth was modest and did not meet desired targets, growth during a year of disruption from the COVID-19 pandemic is still a positive outcome. Each assessment cohort achieved increased growth in reading and math with the exception of math for the grade 9-10 cohort which realized a decrease.

READING GRADES K-8

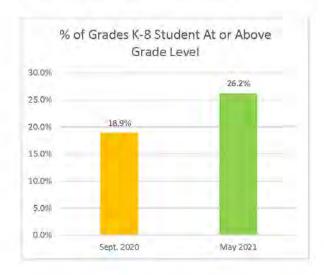
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade K	54.3%	45.7%	77%
Grade 1	17.5%	82.5%	83%
Grade 2	15.7%	84.3%	86%
Grade 3	19.2%	80.8%	91%
Grade 4	9.0%	91.0%	87%
Grade 5	8.7%	91.3%	90%
Grade 6	9.3%	90.7%	67%
Grade 7	14.6%	85.4%	78%
Grade 8	21.8%	78.2%	74%
Total	18.9%	81,1%	82%



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Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade K	72%	28%	92%
Grade 1	26%	74%	96%
Grade 2	20%	80%	94%
Grade 3	31.4%	68.6%	98%
Grade 4	14.3%	85.7%	97%
Grade 5	14.1%	85.9%	98%
Grade 6	12.1%	87.9%	89%
Grade 7	18.6%	81.4%	89%
Grade 8	22.4%	77.6%	90%
Total	26.2%	73.8%	94%





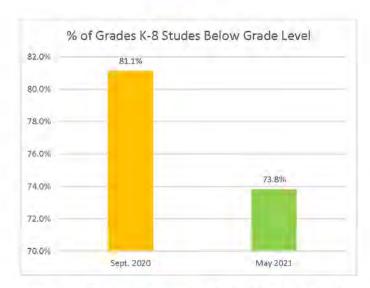
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Percent increase (decrease) in the percentage of students at or above grade level





% Increase (Decrease) in the percentage of students Below Grade Level





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MATH GRADES K-8

Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade K	44.8%	55.2%	78%
Grade 1	21.9%	78.1%	84%
Grade 2	12.9%	87.1%	87%
Grade 3	4.7%	95.3%	91%
Grade 4	4.5%	95.5%	88%
Grade 5	5.4%	94.6%	91%
Grade 6	5.6%	94.4%	75%
Grade 7	6.2%	93.8%	82%
Grade 8	4.0%	96.0%	79%
Total	12.5%	87.5%	84%

Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade K	60%	40%	93%
Grade 1	19%	81%	96%
Grade 2	14%	86%	94%
Grade 3	10.9%	89.1%	98%
Grade 4	9.9%	90.1%	98%
Grade 5	8.3%	91.7%	98%
Grade 6	8.8%	91.2%	89%
Grade 7	10.1%	89.9%	91%
Grade 8	9.0%	91.0%	91%
Total	17.0%	83.0%	94%

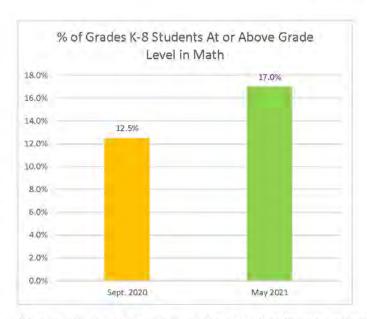


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% Increase (Decrease) in the percentage of students At or Above Grade Level

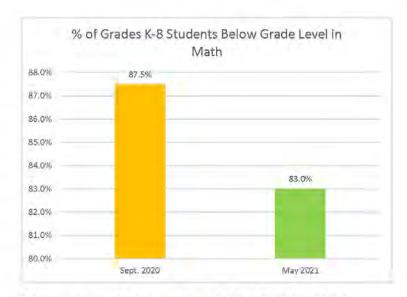




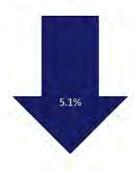
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% Increase (Decrease) in the percentage of students Below Grade Level





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READING GRADES 3-8

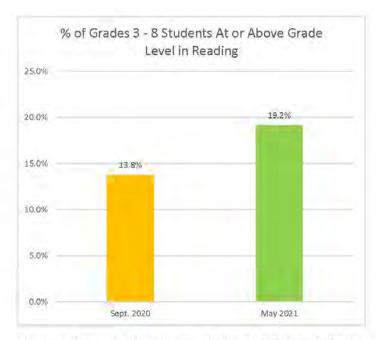
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade 3	19.2%	80.8%	91%
Grade 4	9.0%	91.0%	87%
Grade 5	8.7%	91.3%	90%
Grade 6	9.3%	90.7%	67%
Grade 7	14.6%	85.4%	78%
Grade 8	21.8%	78.2%	74%
Total	13.8%	86.2%	82%

Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade 3	31.4%	68.6%	98%
Grade 4	14.3%	85.7%	97%
Grade 5	14.1%	85.9%	98%
Grade 6	12.1%	87.9%	89%
Grade 7	18.6%	81.4%	89%
Grade 8	22.4%	77.6%	90%
Total	19.2%	80.8%	94%



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% Increase (Decrease) in the percentage of students At or Above Grade Level

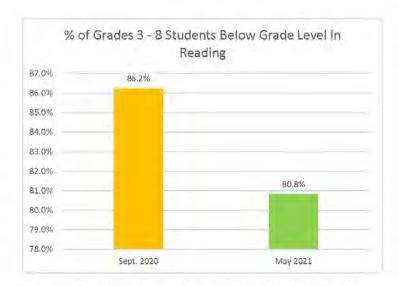




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% Increase (Decrease) in the percentage of students Below Grade Level





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MATH GRADES 3-8

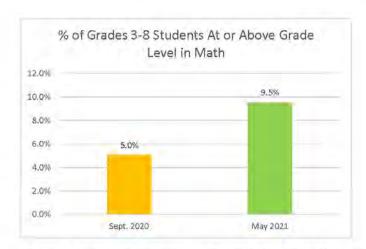
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade 3	4.7%	95.3%	91%
Grade 4	4.5%	95.5%	88%
Grade 5	5.4%	94.6%	91%
Grade 6	5.6%	94.4%	75%
Grade 7	6.2%	93.8%	82%
Grade 8	4.0%	96,0%	79%
Total	5.0%	95.0%	85%

Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students
Grade 3	10.9%	89.1%	98%
Grade 4	9.9%	90.1%	98%
Grade 5	8.3%	91.7%	98%
Grade 6	8.8%	91.2%	89%
Grade 7	10.1%	89.9%	91%
Grade 8	9.0%	91.0%	91%
Total	9.5%	90.5%	94%



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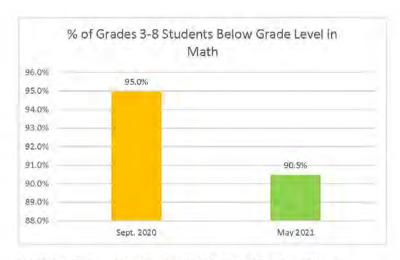
% Increase (Decrease) in the percentage of students At or Above Grade Level





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% Increase (Decrease) in the percentage of students Below Grade Level





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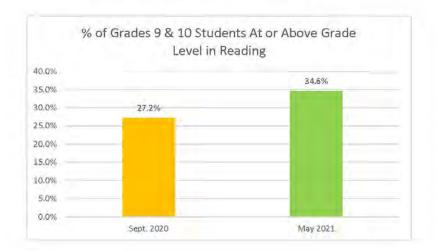


2.0 FORMATIVE ASSESSMENT OVERVIEW

READING GRADES 9-10

Formative Assessment September 2020										
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students							
Grade 9	21.8%	78.2%	61%							
Grade 10	33.2%	66.8%	58%							
Total	27.2%	72.8%	59%							

	Summative Asse	ssment May 2021			
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students		
Grade 9	29.9%	70.1%	31%		
Grade 10	38.7%	61.3%	37%		
Total	34.6%	65.4%	34%		





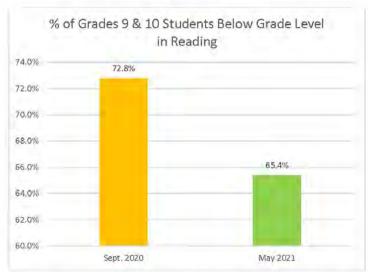
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2,0 FORMATIVE ASSESSMENT OVERVIEW

% Increase (Decrease) in the percentage of students At or Above Grade Level





% Increase (Decrease) in the percentage of students Below Grade Level





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MATH GRADES 9-10

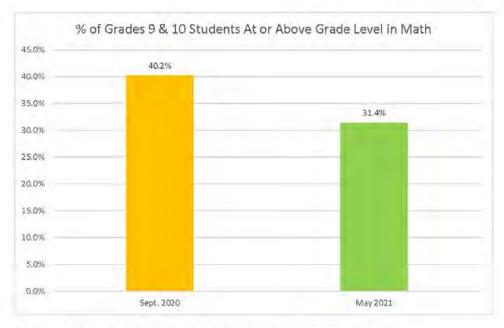
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students		
Grade 9	22.1%	77.9%	68%		
Grade 10	40.2%	59.8%	57%		
Total	40.2%	59.8%	57%		

	Summative Assess	ment May 2021			
Grade Level	% of Students At or Above Grade Level	% of Students Below Grade Level	% of Total Enrolled Students		
Grade 9	28.8%	71.2%	33%		
Grade 10	31.4%	68.6%	35%		
Total	31.4%	68.6%	35%		









% Increase (Decrease) in the percentage of students At or Above Grade Level

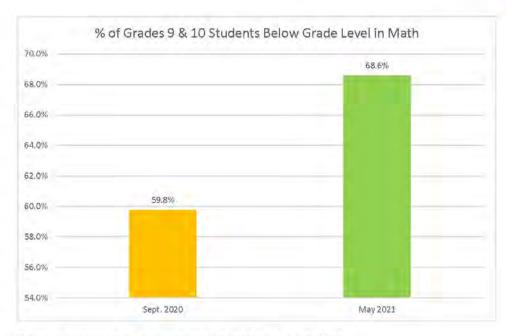




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% Increase (Decrease) in the percentage of students Below Grade Level





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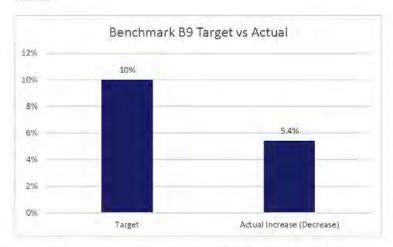
3.0 FORMATIVE AND SUMMATIVE ASSESSMENT BENCHMARKS FOR THE 2020-2021 SCHOOL YEAR.

3.0 FORMATIVE AND SUMMATIVE ASSESSMENT BENCHMARKS FOR THE 2020-2021 SCHOOL YEAR

BENCHMARK B9:

The School Corporation shall see an increase in the IDOE approved i-Ready formative reading assessment scores for grades 3-8 in May 2021 by 10% compared to the baseline score in September of 2020. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB in June 2021 documenting the formative assessment scores from the 2020-2021 school year and including supportive evidence from the i-Ready system. DUAB, in conjunction with IDOE, shall evaluate the i- Ready formative assessment results for the School Corporation to determine if the benchmark has been achieved.

Results:



The i-Ready assessment score for **reading** for grades 3-8 increased 5.4 percentage points or a percent increase of 39.3.

BENCHMARK BIO:

The School Corporation shall see an increase in the IDOE approved i-Ready formative reading assessment scores for grades 9-10 in May 2021 by 10% compared to the baseline score in September of 2020. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB in June 2021 documenting the formative assessment scores from the 2020-2021 school year and including supportive evidence



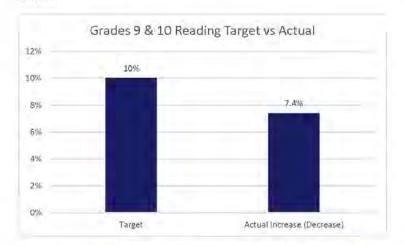
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3.0 FORMATIVE AND SUMMATIVE ASSESSMENT BENCHMARKS FOR THE 2020-2021 SCHOOL YEAR.

from the i-Ready system. DUAB, in conjunction with IDOE, shall evaluate the i-Ready formative assessment results for the School Corporation to determine if the benchmark has been achieved.

Results



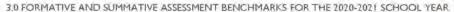
The Edmentum assessment score for **reading** for grades 9-10 increased 7.4 percentage points or a percent increase of 27.2.

BENCHMARK BII:

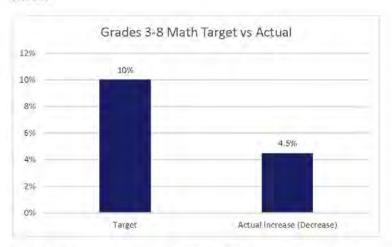
The School Corporation shall see an increase in the IDOE approved i-Ready formative math assessment scores for grades 3-8 in May 2021 by 10% compared to the baseline score in September of 2020. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB in June 2021 documenting the formative assessment scores from the 2020-2021 school year and including supportive evidence from the i-Ready system. DUAB, in conjunction with IDOE, shall evaluate the i- Ready formative assessment results for the School Corporation to determine if the benchmark has been achieved.



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Results



The i-Ready assessment score for **math** for grades 3-8 increased 4.5 percentage points or a percent increase of 88.9.

BENCHMARK B12:

The School Corporation shall see an increase in the IDOE approved i-Ready formative math assessment scores for grades 9-10 in May 2021 by 10% compared to the baseline score in September of 2020. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB in June 2021 documenting the formative assessment scores from the 2020-2021 school year and including supportive evidence from the i-Ready system. DUAB, in conjunction with IDOE, shall evaluate the i- Ready formative assessment results for the School Corporation to determine if the benchmark has been achieved.

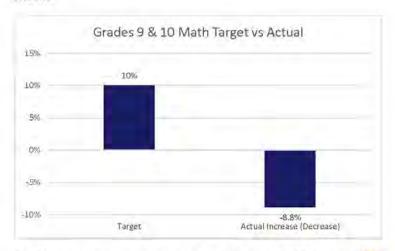


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The Edmentum assessment score for math for grades 9-10 decreased 8.8 percentage points or a percent decrease of 14.8.

BENCHMARK BI3:

The School Corporation sees 50% up to, but not including, 60% of students enrolled in grades 3-8 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for ELA in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The School Corporation sees 60% or more of students enrolled in grades 3-8 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for ELA in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB documenting the formative assessment scores and progress made by each student toward meeting their individual goals, including supportive evidence from the i-Ready system, by June 2021. DUAB, in conjunction with IDOE, shall evaluate the i-Ready formative assessment results for the School Corporation against the individual goals for each student to determine if the benchmark has been achieved.



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3.0 FORMATIVE AND SUMMATIVE ASSESSMENT BENCHMARKS FOR THE 2020-2021 SCHOOL YEAR.

Results



The percentage of students in grades 3-8 meeting their i-Ready formative assessment individual goals for reading was 37.5.

BENCHMARK B14:

The School Corporation sees 50% up to, but not including, 60% of students enrolled in grades 9-10 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for ELA in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. If the School Corporation sees 60% or more of students enrolled in grades 9-10 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for ELA in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB documenting the formative assessment scores and progress made by each student toward meeting their individual goals, including supportive evidence from the i-Ready system, by June 2021. DUAB, in conjunction with IDOE, shall evaluate the i-Ready formative assessment results for the School Corporation against the individual goals for each student to determine if the benchmark has been achieved.



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3.0 FORMATIVE AND SUMMATIVE ASSESSMENT BENCHMARKS FOR THE 2020-2021 SCHOOL YEAR.



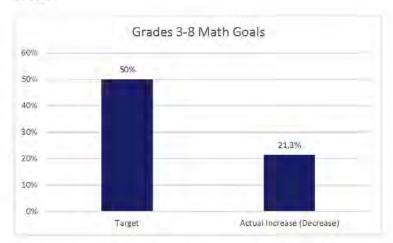
Results

The Edmentum assessment used in the 2020-21 school year did not capture individual goal data.

BENCHMARK BIS:

The School Corporation sees 50% up to, but not including, 60% of students enrolled in grades 3-8 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for math in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The School Corporation sees 60% or more of students enrolled in grades 3-8 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for math in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB documenting the formative assessment scores and progress made by each student toward meeting their individual goals, including supportive evidence from the i-Ready system, by June 2021. DUAB, in conjunction with IDOE, shall evaluate the i-Ready formative assessment results for the School Corporation against the individual goals for each student to determine if the benchmark has been achieved.

Results



The percentage of students in grades 3-8 meeting their i-Ready formative assessment individual goals for math was 21.3.



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4.0 ANALYSIS OF RESULTS



BENCHMARK BI6:

The School Corporation sees 50% up to, but not including, 60% of students enrolled in grades 9-10 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for math in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The School Corporation sees 60% or more of students enrolled in grades 9-10 on or before the fall 2020 ADM count day meet their i-Ready formative assessment individual goals for math in May 2021 based on individual goals generated from the September 2020 formative assessment, with at least 80% of students participating in the formative assessments. The attainment date for this benchmark shall be the end of Year 1 of the Contract Term. The Manager shall submit a report to DUAB documenting the formative assessment scores and progress made by each student toward meeting their individual goals, including supportive evidence from the i-Ready system, by June 2021. DUAB, in conjunction with IDOE, shall evaluate the i-Ready formative assessment results for the School Corporation against the individual goals for each student to determine if the benchmark has been achieved.

Results

The Edmentum assessment used in the 2020-21 school year did not capture individual goal data.

4.0 ANALYSIS OF RESULTS

STRENGTHS

Through the extreme disruption caused by the COVID-19 pandemic, students overall did demonstrate growth in reading and math. While the actual growth results fell short of the targeted growth goals, the targeted growth goals were set not knowing the extent of the pandemic disruption.

Teachers, administrators, and students were able to overcome the challenge of administering assessments in both a virtual and hybrid learning environment. The first two assessment were in a virtual or remote environment and the third assessment was in a hybrid environment.

The assessments were administered with integrity and the results are reliable. Having solid data assisted teachers and students during the 2020-21 school year and will provide a credible starting point for detailed and individualized instruction for the 2021-22 school year.

Teachers and administrators continue to receive professional development and gain proficiency on leveraging assessment data for the benefit of students.



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5.0 PLANNING FOR THE 2021-22 SCHOOL YEAR AND BEYOND



The actual assessment results were below targeted assessment results. Achievement gains must improve in the 2021-22 school year.

The number of students completing all three assessments during the 2020-21 school year was below expectation. Assuming a non-disruptive and primarily in-person 2021-22 school year the percentage of students completing all three assessments should be near 100%.

The number of students in grades nine and ten completing the final assessment was much too low. The percentage of all students, but especially high school students, completing the final assessment will improve in an in-person environment.

Not unexpected, but still disappointing, are the math results especially for grades nine and ten. Inperson instruction will address the low gains in math.

5.0 PLANNING FOR THE 2021-22 SCHOOL YEAR AND BEYOND

Formative assessments given at the conclusion of the 2020-21 school year will be used diagnostically for the 2021-2022 school year. The final formative assessments from the 2020-2021 school year give teachers assessment results to identify students more likely to struggle academically in certain subject areas or with certain concepts.

The assessment data illuminates the need for differentiated instruction, student-focused lessons, data driven decision-making, lesson planning and instruction. Some areas of general need and focus for the district in the 2021-22 school year according to the data include the following:

- Reading comprehension
- Literary analysis
- Written expression
- Number sense
- Algebraic thinking
- Geometry

Areas of specific need and focus for the district in the 2021-22 school year according to the data include the following:

* Ensuring students are at grade level by or before third grade



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5.0 PLANNING FOR THE 2021-22 SCHOOL YEAR AND BEYOND

- Literacy boot camp
- . High school math remediation

Over the summer meetings are taking place with building principals and assistant principals to discuss action items and expectations for instruction for the 2021-22 school year. The following are areas of primary focus.

- * Student-focused decisions
- * Data-driven decision making
- Data-driven instruction
- Differentiation/Small groups
- Improvements to school climate/culture
- Teacher Collaboration

Teachers are receiving targeted, ongoing professional development on an individual bases on the areas of data disaggregation, best practices for small groups, differentiated instruction, collaboration and instructional best practices in the focus areas and power standards that will drive instruction in the 2021-22 school year.



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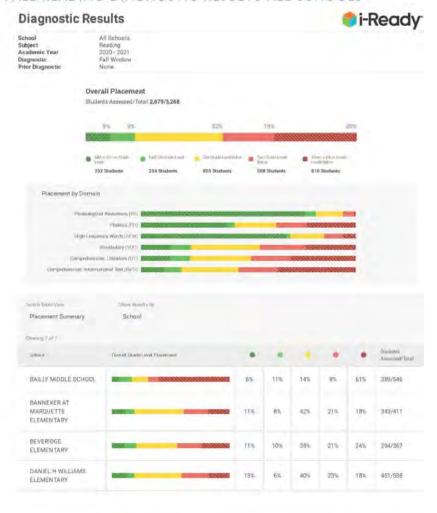


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6.0 APPENDIX: I-READY AND EDMENTUM DATA

I-READY

FALL READING DIAGNOSTIC RESULTS-ALL SCHOOLS



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6.0 APPENDIX: 1-READY AND EDMENTUM DATA i-Ready **Diagnostic Results** School Subject Academic Year Diagnostic Prior Diagnostic All Schools Reading 2020 - 2021 Fall Window Dynail Brade Lavel Placement FRANKIE MCCULLOUGH **6%** 11% 41%-24% 16% 413/452 ACADEMY GARY MIDDLE SCHOOL 6% 7% 8% 381/518 GLENPARK ACADEMY OF 10% 24% 475/537 EXCELLENCE

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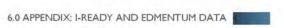
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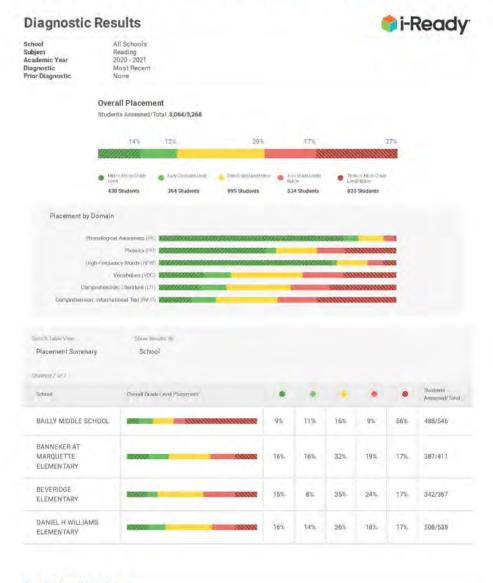


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MOST RECENT READING DIAGNOSTIC RESULTS-ALL SCHOOLS



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6.0 APPENDIX: 1-READY AND EDMENTUM DATA **Diagnostic Results** i-Ready School Subject Academic Year Diagnostic Prior Diagnostic All Schools Reading 2020 - 2021 Most Recent Dynail Trade-sayel Placement FRANKIE MCCULLOUGH 14% 12% 39%-22% 13% 444/452 ACADEMY GARY MIDDLE SCHOOL 7% 8% 15% 10% 60% 463/518 GLENPARK ACADEMY OF 21% 13% 20% 526/537 EXCELLENCE

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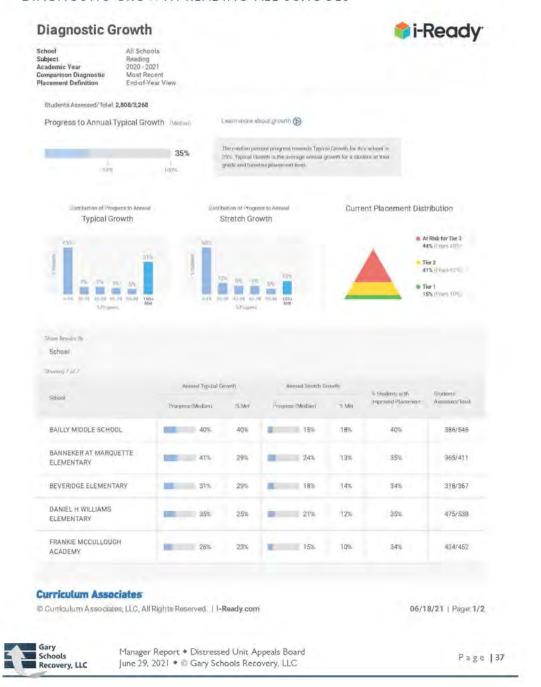
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DIAGNOSTIC GROWTH READING-ALL SCHOOLS







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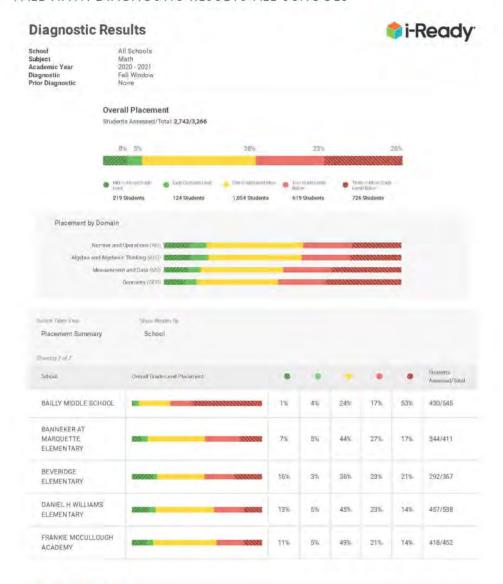
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FALL MATH DIAGNOSTIC RESULTS-ALL SCHOOLS



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6.0 APPENDIX: 1-READY AND EDMENTUM DATA **Diagnostic Results** i-Ready School Subject Academic Year Diagnostic Prior Diagnostic All Schools Math 2020 - 2021 Fall Window Dverall Drades and Placement GARY MIDDLE SCHOOL 4% 21% 76% 58% 400/517 GLENPARK ACADEMY OF B% 4% 44% 28% 16% 476/587 EXCELLENCE

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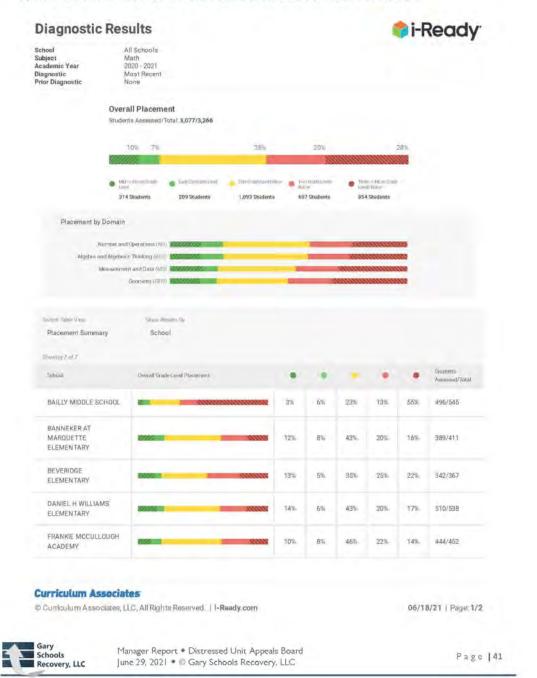
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MOST RECENT MATH DIAGNOSTIC RESULTS-ALL SCHOOLS



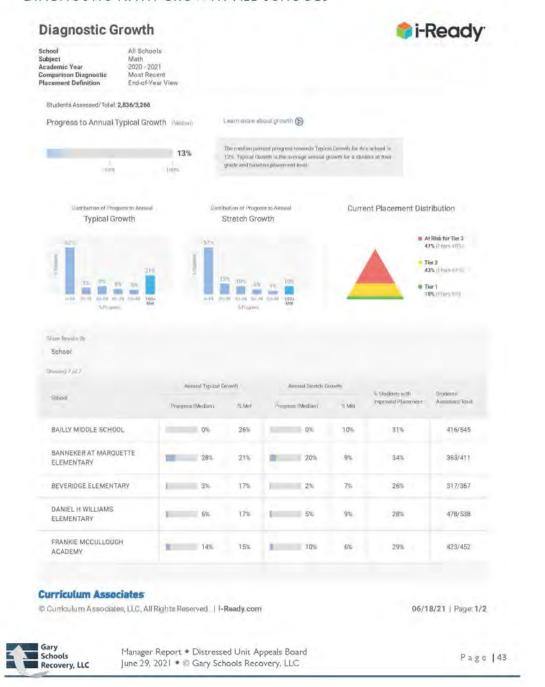


6.0 APPENDIX: 1-READY AND EDMENTUM DATA i-Ready **Diagnostic Results** School Subject Academic Year Diagnostic Prior Diagnostic All Schools Math 2020 - 2021 Most Recent None Dyena Grades and Phicament GARY MIDDLE SCHOOL 2% 17% 14% 60% 461/517 GLENPARK ACADEMY OF 527/537 17% 7% 39% 23% 15% EXCELLENCE





DIAGNOSTIC MATH GROWTH-ALL SCHOOLS







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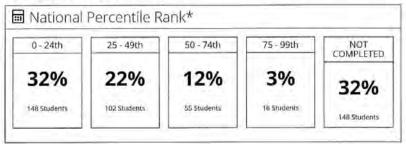
FALL RESULTS

A Diagnostics

Diagnostic 1 \$

Aggregated Results

Below is a summary of students' national percentile ranks in Mathematics, in the classes associated to the school and grade you selected.



Breakdown by Class

Below is a summary of diagnostic performance for the classes associated to the school and grade you selected. Click on a class title to open a more detailed view of that class's performance.

Class Name 2	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
All Classes	469	N/A	1041 (123)	32%	22%	12%	3%	32%
Holley English10 Period #2, 2020-2021	8	N/A	1040 (63)	38%	25%	096	0%	38%
Holley, English 9, 6th Period, 2020-2021	6	N/A	909 (62)	50%	096	096	096	50%
Felea Period 6 + 2020- 2021	27	N/A	1033 (92)	37%	37%	496	096	22%



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Class Name 🗣	No, of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Fetea Périod 3 - 2020- 2021	40	N/A	1030 (110)	48%	18%	15%	296	18%
Fetea1- 2020-2021	32	N/A	1014 (123)	44%	22%	9%	3%	22%
Fetea Period 2 - 2020- 2021	30	N/A	1028 (115)	47%	17%	10%	3%	23%
Bratton, English 9, Period 1, 2020-21	18	N/A	826 (87)	61%	0%	0%	096	39%
Ms. Peterson Period 1	19	N/A	1060 (113)	21%	16%	5%	5%	53%
Ms. Peterson Period 2	28	N/A	993 (138)	32%	21%	11%	0%	36%
Ms. Peterson Period 3	29	N/A	1155 (108)	7%	28%	24%	24%	17%
Ms. Peterson Period 5	23	N/A	1135 (89)	9%	17%	35%	9%	30%
Vazquez 01 hr Freshmen Algebra 1	4	N/A	N/A	50%	094	096	096	50%
Vazquez 03 HR Freshmen Algebra	10	N/A	950 (92)	60%	20%	0%	0%	20%
Mr. Reese Algebra 1 Period 1- 2020-2021	37	N/A	1036 (88)	32%	32%	596	0%	30%
Mr. Reese Algebra 1 Period 2- 2020-2021	39	N/A	1076 (121)	23%	28%	21%	5%	23%
Mr. Reese Algebra 1 Period 3 - 2020-2021	40	N/A	1066 (85)	20%	30%	15%	094	35%
Mr. Reese Algebra 1 Period 5 - 2020-2021	37	N/A	1049 (80)	30%	35%	896	096	27%
HallPoDSS	5	N/A	N/A	20%	20%	096	096	60%
Vazquez 01 HR Algebra 1 19-20	6	N/A	887 (102)	50%	D96	0%	0%	50%
Vazquez 03 HR Algebra 1 19-20	12	N/A	967 (99)	42%	17%	0%	0%	42%
Bio I Period 2	7	N/A	961 (105)	57%	14%	0%	0%	29%
LWIlliams Summer School 2020	14	N/A	1099 (122)	29%	14%	21%	14%	21%
Peterson, Algebra, Period 1, 2020-21	39	N/A	1048 (100)	31%	21%	10%	0%	38%
Peterson, Algebra, Period 2, 2020-21	40	N/A	1018 (129)	38%	18%	15%	296	28%



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Class Name 🗣	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Peterson, Algebra, Period 3, 2020-21	39	N/A	1042 (113)	46%	21%	8%	5%	21%
Scott_ Algebra, Period 1, 2020-21	9	N/A	905 (54)	44%	0%	0%	0%	56%
Peterson, Algebra, Period 5, 2020-21	36	N/A	1029 (103)	39%	17%	8%	3%	33%
Scott_Algebra, Period 2, 2020-21	21	N/A	830 (82)	62%	096	0%	0%	38%
makins_period 1	40	N/A	1062 (118)	32%	20%	15%	5%	28%
makins_period 2	28	N/A	1071 (82)	21%	29%	2196	0%	29%
makins_period 3	42	N/A	1055 (80)	31%	33%	1296	0%	24%
makins_period 6	37	N/A	1081 (82)	19%	35%	8%	3%	35%
Hall_2020-21	16	N/A	910 (73)	38%	696	0%	096	56%

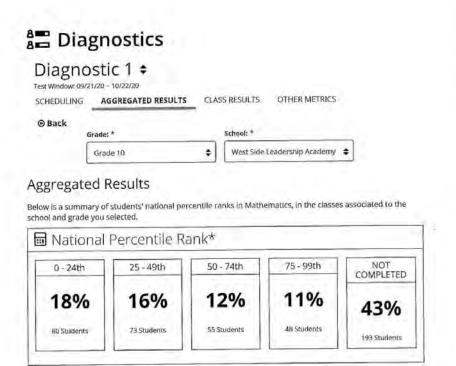
^{*}NPR percentages will only include students that completed the diagnostic and might not add up to 100% due to rounding.

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Breakdown by Class

Below is a summary of diagnostic performance for the classes associated to the school and grade you selected. Click on a class title to open a more detailed view of that class's performance.

Class Name 🕏	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
All Classes	449	N/A	1098 (136)	18%	16%	12%	11%	43%
Ms. Anderson's First Hour ('20-'21)	29	N/A	1046 (119)	10%	3%	796	0%	79%
Bratton, English 10, Period 6, 2020-21	17	N/A	962 (84)	53%	12%	0%	0%	35%
Williamson LA1 2020-21	34	N/A	1077 (113)	15%	9%	9%	6%	62%



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Class Name 🕏	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Williamson LA2 2020-21	31	N/A	1070 (86)	19%	26%	6%	3%	45%
Williamson LA3 2020-21	28	N/A	1082 (87)	14%	29%	2196	0%	36%
Williamson LA6 2020-21	31	N/A	1113 (110)	13%	10%	13%	10%	55%
Ms. Anderson's Second Hour- ('20-'21)	34	N/A	994 (124)	35%	26%	9%	0%	29%
Ms. Anderson's Third Hour ('20-'21)	28	N/A	1184 (92)	496	32%	29%	25%	1196
Ms. Anderson's Sixth Hour ('20-'21)	29	N/A	1078 (122)	24%	14%	10%	10%	4196
Dr. Colaire John 1st Hour	33	N/A	1252 (98)	0%	1296	21%	52%	15%
Dr.Colaire John 2nd Hour	20	N/A	1122 (124)	10%	20%	10%	10%	50%
Dr. Colaire John 5th Hour	26	N/A	1109 (89)	15%	27%	27%	496	27%
LWilliams Geometry - P5	32	N/A	1042 (97)	6%	6%	0%	0%	88%
Vazquez 02 hr Sophomores Algebra 2	9	N/A	915 (130)	56%	1196	0%	0%	33%
Ms. Thompson 2nd Hour 11th Grade	27	N/A	1117 (125)	22%	0%	15%	15%	48%
Scott-Biology 2nd. hr 2019-2020	16	N/A	1137 (114)	12%	12%	696	19%	50%
Scott-Biology I-3hr- 2019- 2020	20	N/A	1108 (91)	20%	35%	20%	5%	20%
Scott-Biology I 5th hr 2019-2020	21	N/A	1110 (130)	24%	24%	19%	19%	14%
Scott-Biology 6th hr 2019-2020	20	N/A	1246 (84)	096	10%	30%	55%	5%
LWilliams Basic Skills - period 4A	10	N/A	N/A	096	096	100%	0%	0%
Vazquez 02 HR Algebra 2 19-20	8	N/A	915 (130)	62%	12%	0%	0%	25%
Bio I Period 5	8	N/A	941 (79)	62%	12%	0%	0%	25%
Bio I Period 6	7	N/A	929 (104)	57%	14%	0%	0%	29%
summer2020SEC1A,1B,1C	23	N/A	1223 (75)	0%	4%	35%	30%	30%
5. Keller, Geometry, Period 1, 2020-21	35	N/A	1191 (94)	3%	3196	29%	31%	696
S. Keller, Geometry, Period 2, 2020-21	32	N/A	1105 (96)	19%	31%	22%	9%	19%



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Class Name 🖨	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
S. Keller, Geometry, Period 3, 2020-21	36	N/A	985 (132)	39%	25%	696	3%	28%
S. Keller, Geometry, Period 5, 2020-21	19	N/A	1059 (111)	26%	11%	26%	0%	37%
Scott- Geometry, Period 3, 2020-21	16	N/A	953 (93)	62%	12%	0%	0%	25%
GEOMETRY p1	31	N/A	1114 (111)	13%	13%	13%	13%	48%
GEOMETRY p2	31	N/A	1088 (123)	16%	10%	10%	10%	55%
GEOMETRY p3	20	N/A	1083 (82)	15%	25%	5%	5%	50%
GEOMETRY p5	13	N/A	1010 (100)	23%	096	8%	0%	69%
Ms. Dunlap 5th period- Geometry 2021	8	N/A	1040 (63)	38%	25%	096	0%	38%

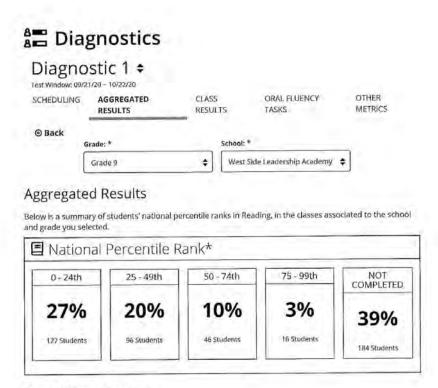
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Breakdown by Class

Below is a summary of diagnostic performance for the classes associated to the school and grade you selected. Click on a class title to open a more detailed view of that class's performance.

Class Name \$	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
All Classes	469	N/A	1063 (121)	27%	20%	10%	3%	39%
Holley English10 Period #2, 2020-2021	8	N/A	1081 (86)	25%	25%	12%	0%	38%
Holley, English 9, 6th Period, 2020-2021	6	N/A	906 (60)	50%	0%	096	0%	50%



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Class Name 🗣	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Fetea Period 6 - 2020- 2021	27	N/A	1060 (106)	22%	26%	1196	0%	41%
Fetea Period 3 - 2020- 2021	40	N/A	1091 (122)	35%	15%	18%	8%	25%
Fetea1- 2020-2021	32	N/A	1061 (109)	34%	25%	6%	6%	28%
Fetea Period 2 - 2020- 2021	30	N/A	1078 (93)	27%	37%	17%	0%	20%
Bratton, English 9, Period 1, 2020-21	18	N/A	847 (103)	56%	0%	0%	0%	4496
Ms. Peterson Period 1	19	N/A	1107 (125)	21%	21%	16%	1196	32%
Ms. Peterson Period 2	28	N/A	1043 (108)	29%	25%	1196	0%	36%
Ms. Peterson Period 3	29	N/A	1157 (92)	14%	38%	17%	14%	17%
Ms. Peterson Period 5	23	N/A	1137 (89)	13%	17%	22%	9%	39%
Vazquez 01 hr Freshmen Algebra 1	4	N/A	945 (33)	75%	096	0%	096	25%
Vazquez 03 HR Freshmen Algebra	10	N/A	931 (94)	60%	20%	0%	0%	20%
Mr. Reese Algebra 1 Period 1- 2020-2021	37	N/A	1073 (94)	22%	22%	5%	.3%	49%
Mr. Reese Algebra 1 Period 2- 2020-2021	39	N/A	1097 (129)	26%	8%	15%	8%	44%
Mr. Reese Algebra 1 Period 3 - 2020-2021	40	N/A	1061 (114)	18%	25%	12%	0%	45%
Mr. Reese Algebra 1 Period 5 - 2020-2021	37	N/A	1052 (106)	27%	24%	896	3%	38%
HallPoDSS	5	N/A	N/A	40%	0%	0%	0%	60%
Vazquez 01 HR Algebra 1 19-20	6	N/A	966 (46)	67%	096	0%	096	33%
Vazquez 03 HR Algebra 1 19-20	12	N/A	969 (93)	50%	17%	0%	0%	33%
Blo I Period 2	7	N/A	961 (100)	57%	14%	0%	096	29%
LWilliams Summer School 2020	14	N/A	1082 (100)	36%	21%	14%	7%	21%
Peterson, Algebra, Period 1, 2020-21	39	N/A	1057 (86)	23%	21%	3%	0%	54%



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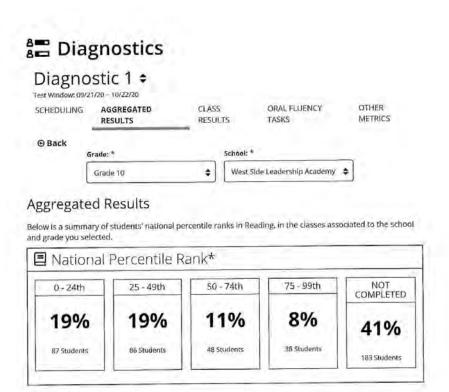


Class Name 🕏	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Peterson, Algebra, Period 2, 2020-21	40	N/A	1031 (133)	28%	20%	2%	596	45%
Peterson, Algebra, Period 3, 2020-21	39	N/A	1080 (90)	26%	36%	15%	0%	23%
Scott_ Algebra, Period 1, 2020-21	9	N/A	938 (76)	44%	0%	0%	D96	56%
Peterson, Algebra, Period 5, 2020-21	36	N/A	1082 (110)	28%	14%	14%	3%	42%
Scott_Algebra, Period 2, 2020-21	21	N/A	858 (104)	52%	0%	0%	0%	48%
makins_period 1	40	N/A	1050 (126)	30%	8%	12%	2%	4896
makins_period 2	28	N/A	1085 (85)	14%	36%	1496	0%	36%
makins_period 3	42	N/A	1053 (107)	29%	26%	5%	5%	36%
makins_period 6	37	N/A	1079 (78)	16%	16%	3%	0%	65%
Hall_2020-21	16	N/A	966 (54)	4496	0%	0%	0%	56%

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Breakdown by Class

Below is a summary of diagnostic performance for the classes associated to the school and grade you selected. Click on a class title to open a more detailed view of that class's performance.

Class Name \$	No. of Students	Avg. Growth	Avg. Score (SD) 1105 (132)	0- 24th 19%	25- 49th 19%	50- 74th	75- 99th 8%	Not Completed 41%
Bratton, English 10, Period 6, 2020-21	17	N/A	928 (75)	53%	6%	0%	0%	41%
Williamson LA1 2020-21	34	N/A	1148 (98)	9%	26%	9%	12%	44%



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Class Name 🕏	No, of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Williamson LA2 2020-21	31	N/A	1098 (105)	19%	29%	696	10%	35%
Williamson LA3 2020-21	28	N/A	1108 (79)	1.496	29%	21%	0%	36%
Williamson LA6 2020-21	31	N/A	1093 (99)	23%	23%	1696	6%	42%
Ms. Anderson's Second Hour- ('20-'21)	34	N/A	1039 (96)	29%	29%	6%	0%	35%
Ms. Anderson's Third Hour ('20-'21)	28	N/A	1169 (101)	14%	32%	25%	18%	1.196
Ms. Anderson's Sixth Hour ('20-'21)	29	N/A	1025 (84)	38%	10%	7%	0%	45%
Dr. Colaire John 1st Hour	33	N/A	1240 (124)	9%	996	18%	52%	12%
Dr.Colaire John 2nd Hour	20	N/A	1097 (150)	20%	15%	10%	5%	4096
Dr. Colaire John 5th Hour	26	N/A	1096 (106)	12%	31%	12%	0%	35%
LWilliams Geometry - P5	32	N/A	1113 (148)	12%	9%	9%	696	6296
Vazquez 02 hr Sophomores Algebra 2	9	N/A	903 (55)	56%	0%	0%	0%	44%
Ms. Thompson 2nd Hour 11th Grade	27	N/A	1054 (178)	22%	496	4%	7%	63%
Scatt-Biology I 2nd, hr 2019-2020	16	N/A	1076 (116)	19%	0%	19%	0%	56%
Scott-Biology I-3hr- 2019- 2020	20	N/A	1061 (111)	25%	25%	10%	0%	35%
Scott-Biology I 5th hr 2019-2020	21	N/A	1062 (154)	33%	1496	10%	10%	33%
Scott-Biology 6th hr 2019-2020	20	N/A	1294 (56)	0%	0%	20%	75%	5%
LWilliams Basic Skills - period 4A	1	N/A	N/A	096	0%	0%	100%	0%
Vazquez 02 HR Algebra 2 19-20	8	N/A	906 (61)	50%	0%	0%	096	50%
Bio I Period 5	8	N/A	921 (67)	62%	12%	0%	0%	25%
Blo I Period 6	7	N/A	N/A	1496	0%	0%	0%	86%
summer2020SEC1A,1B,1C	23	N/A	1172 (136)	13%	17%	13%	22%	30%
S. Keller, Geometry, Period 1, 2020-21	35	N/A	1171 (95)	11%	37%	1796	23%	1196
S. Keller, Geometry, Period 2, 2020-21	32	N/A	1083 (84)	25%	34%	16%	0%	25%



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Class Name 🖨	No. of Students	Avg, Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
S. Keller, Geometry, Period 3, 2020-21	36	N/A	1020 (88)	33%	3196	0%	0%	36%
S. Keller, Geometry, Period 5, 2020-21	19	N/A	1084 (119)	32%	5%	16%	5%	37%
Scott- Geometry, Period 3, 2020-21	16	N/A	949 (82)	56%	12%	0%	096	31%
GEOMETRY p1	31	N/A	1121 (93)	16%	19%	16%	3%	45%
GEOMETRY p2	31	N/A	1124 (95)	16%	23%	16%	6%	39%
GEOMETRY p3	20	N/A	1117 (110)	15%	40%	10%	15%	20%
GEOMETRY p5	13	N/A	1128 (68)	096	23%	15%	0%	52%
Ms. Duniap 5th period- Geometry 2021	8	N/A	1081 (86)	25%	25%	12%	0%	38%

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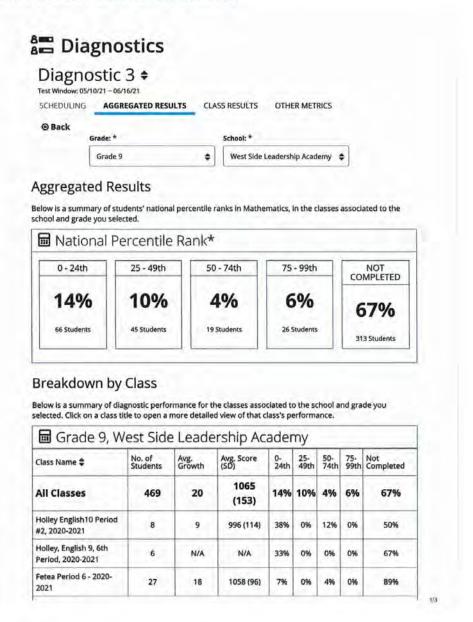


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MOST RECENT EDMENTUM RESULTS





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Class Name 🕏	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Fetea Period 3 - 2020- 2021	40	38	1104 (119)	15%	15%	5%	10%	55%
Fetea1- 2020-2021	32	69	1,133 (161)	9%	9%	9%	9%	62%
Fetea Period 2 - 2020- 2021	30	65	1094 (110)	17%	20%	0%	10%	53%
Bratton, English 9, Period 1, 2020-21	18	-28	835 (71)	56%	0%	0%	0%	44%
Ms. Peterson Period 1	19	127	1155 (165)	0%	21%	0%	5%	74%
Ms. Peterson Period 2	28	-8	1021 (97)	29%	11%	11%	0%	50%
Ms. Peterson Period 3	29	37	1148 (126)	17%	21%	7%	24%	31%
Ms. Peterson Period 5	23	18	1148 (59)	0%	1796	22%	0%	61%
Vazquez 01 hr Freshmen Algebra 1	4	-88	869 (54)	75%	0%	0%	0%	25%
Vazquez 03 HR Freshmen Algebra	10	16	950 (103)	60%	10%	0%	0%	30%
Mr. Reese Algebra 1 Period 1- 2020-2021	37	-91	958 (45)	8%	0%	.0%	0%	92%
Mr. Reese Algebra 1 Period 2- 2020-2021	39	95	1224 (121)	0%	3%	3%	5%	90%
Mr. Reese Algebra 1 Period 3 - 2020-2021	40	-116	974 (124)	10%	8%	0%	Ω96	82%
Mr. Reese Algebra 1 Period 5 - 2020-2021	37	-19	1006 (92)	14%	3%	3%	0%	8196
HalfPoDSS	5	N/A	N/A	20%	0%	0%	0%	80%
Vazquez 01 HR Algebra 1 19-20	6	-52	910 (84)	67%	0%	0%	0%	33%
Vazquez 03 HR Algebra 1 19-20	12	42	976 (88)	42%	8%	0%	0%	50%
Bio I Period 2	7	-15	949 (79)	57%	0%	0%	0%	43%
LWilliams Summer School 2020	14	N/A	N/A	096	0%	7%	7%	86%
Peterson, Algebra, Period 1, 2020-21	39	74	1118 (171)	3%	10%	3%	8%	77%
Peterson, Algebra, Period 2, 2020-21	40	21	1087 (178)	20%	8%	8%	12%	52%



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Class Name 🛊	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Peterson, Algebra, Period 3, 2020-21	39	68	1097 (114)	15%	23%	3%	10%	49%
Scott_ Algebra, Period 1, 2020-21	9	N/A	N/A	22%	0%	0%	096	78%
Peterson, Algebra, Period 5, 2020-21	36	62	1122 (111)	1196	1796	6%	1196	56%
Scott_ Algebra, Period 2, 2020-21	21	-24	835 (71)	48%	0%	0%	0%	52%
makins_period 1	40	-11	1086 (182)	596	8%	2%	5%	80%
makins_period 2	28	-19	1069 (124)	11%	1196	4%	4%	7196
makins_period 3	42	-27	1017 (123)	10%	0%	0%	2%	88%
makins_period 6	37	96	1165 (103)	0%	11%	0%	8%	81%
Hall_2020-21	16	N/A	N/A	6%	0%	0%	0%	94%

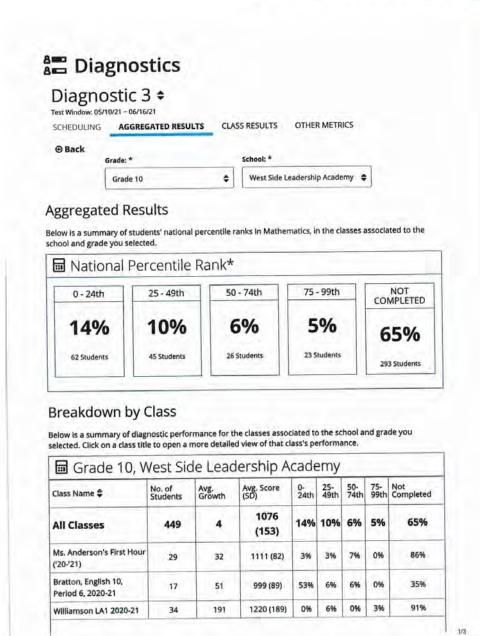
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Class Name 🗣	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Williamson LA2 2020-21	31	61	1158 (151)	0%	13%	3%	3%	81%
Williamson LA3 2020-21	28	32	1073 (71)	7%	25%	496	096	64%
Williamson LA6 2020-21	31	-68	1020 (117)	6%	6%	3%	0%	84%
Ms. Anderson's Second Hour- ('20-'21)	34	13	1014 (95)	35%	6%	9%	0%	50%
Ms. Anderson's Third Hour ('20-'21)	28	10	1148 (151)	18%	29%	1196	29%	1496
Ms. Anderson's Sixth Hour ('20-'21)	29	-14	1024 (148)	24%	14%	10%	0%	52%
Dr. Colaire John 1st Hour	33	56	1248 (138)	3%	6%	15%	24%	52%
Dr.Colaire John 2nd Hour	20	-126	971 (117)	20%	5%	0%	0%	75%
Dr. Colaire John 5th Hour	26	-9	1067 (153)	8%	12%	15%	096	65%
LWilliams Geometry - P5	32	64	959 (132)	6%	3%	0%	0%	91%
Vazquez 02 hr Sophomores Algebra 2	ġ	72	973 (92)	33%	22%	096	0%	44%
Ms. Thompson 2nd Hour 11th Grade	27	18	1144 (126)	496	7%	4%	796	78%
Scott-Biology 2nd, hr 2019-2020	16	50	1110 (182)	12%	0%	0%	12%	75%
Scott-Biology I-3hr- 2019- 2020	20	32	1114 (180)	5%	20%	15%	5%	55%
Scott-Biology I 5th hr 2019-2020	21	-24	1055 (142)	19%	24%	14%	5%	38%
Scott-Biology I 6th hr 2019-2020	20	31	1279 (92)	.0%	0%	15%	30%	55%
LWilliams Basic Skills - period 4A	t	N/A	N/A	0%	0%	0%	0%	100%
Vazquez 02 HR Algebra 2 19-20	8	72	973 (92)	38%	25%	0%	0%	38%
Bio Period 5	8	41	954 (109)	62%	12%	0%	0%	25%
Bio I Period 6	7	12	1002 (66)	29%	29%	0%	0%	43%
summer2020SEC1A,1B,10	23	38	1175 (181)	9%	9%	496	229	57%
S. Keller, Geometry, Period 1, 2020-21	35	12	1149 (140)	1,496	31%	14%	29%	1196
S. Keller, Geometry, Period 2, 2020-21	32	22	1069 (96)	16%	22%	9%	0%	53%

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Class Name 🕏	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
S. Keller, Geometry, Period 3, 2020-21	36	-7	1025 (108)	36%	6%	8%	3%	47%
S. Keller, Geometry, Period 5, 2020-21	19	17	1039 (161)	21%	16%	16%	0%	47%
Scott- Geometry, Period 3, 2020-21	16	32	976 (105)	50%	6%	6%	0%	38%
GEOMETRY p1	31	-90	1002 (95)	6%	6%	0%	0%	87%
GEOMETRY p2	31	N/A	N/A	0%	3%	0%	0%	97%
GEOMETRY p3	20	N/A	N/A	096	5%	0%	5%	90%
GEOMETRY p5	13	N/A	N/A	8%	0%	8%	0%	85%
Ms. Dunlap 5th period- Geometry 2021	8	9	996 (114)	38%	0%	12%	096	50%

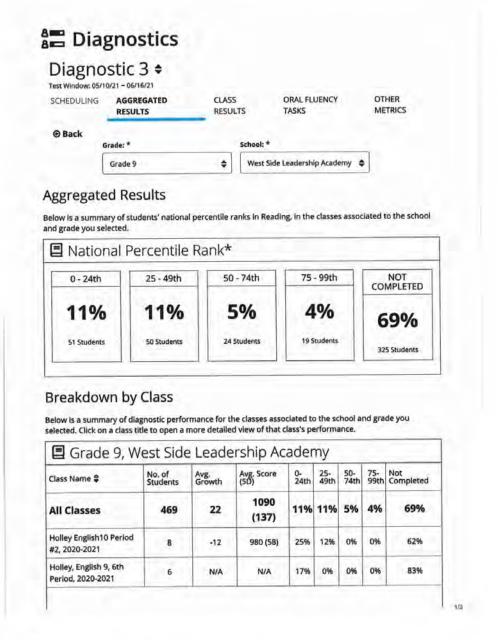
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Class Name 😩	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Fetea Period 6 - 2020- 2021	27	-48	1003 (113)	19%	7%	4%	0%	70%
Fetea Period 3 - 2020- 2021	40	-5	1106 (143)	12%	15%	12%	2%	58%
Fetea1- 2020-2021	32	98	1171 (93)	3%	16%	3%	6%	72%
Fetea Period 2 - 2020- 2021	30	64	1137 (94)	796	10%	7%	3%	73%
Bratton, English 9, Period 1, 2020-21	18	-3	884 (55)	50%	096	0%	0%	50%
Ms. Peterson Period 1	19	108	1156 (155)	5%	1196	0%	11%	74%
Ms. Peterson Period 2	28	-32	1050 (97)	14%	14%	496	0%	68%
Ms. Peterson Period 3	29	-13	1169 (121)	10%	28%	14%	21%	28%
Ms. Peterson Period 5	23	20	1152 (90)	0%	22%	0%	9%	70%
Vazquez 01 hr Freshmen Algebra 1	4	N/A	N/A	25%	0%	0%	0%	75%
Vazquez 03 HR Freshmen Algebra	10	26	978 (74)	30%	10%	0%	0%	60%
Mr. Reese Algebra 1 Period 1- 2020-2021	37	-10	1022 (139)	14%	8%	0%	3%	76%
Mr. Reese Algebra 1 Period 2- 2020-2021	39	1	1138 (103)	8%	8%	13%	3%	69%
Mr. Reese Algebra 1 Period 3 - 2020-2021	40	3	1086 (134)	896	8%	10%	0%	75%
Mr. Reese Algebra 1 Period 5 - 2020-2021	37	25	1080 (104)	16%	3%	8%	3%	70%
HallPoDSS	5	N/A	N/A	0%	0%	096	0%	100%
Vazquez 01 HR Algebra 1 19-20	6	N/A	N/A	33%	0%	0%	0%	67%
Vazquez 03 HR Algebra 1 19-20	12	-9	974 (78)	25%	8%	0%	0%	67%
Bio i Period 2	7	N/A	N/A	29%	0%	0%	0%	71%
LWilliams Summer School 2020	14	58	1175 (81)	0%	14%	0%	7%	79%
Peterson, Algebra, Period	39	53	1150 (72)	0%	13%	0%	5%	82%

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Class Name \$	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Peterson, Algebra, Period 2, 2020-21	40	39	1107 (140)	8%	15%	2%	5%	70%
Peterson, Algebra, Period 3, 2020-21	39	61	1130 (89)	8%	10%	8%	3%	72%
Scott_Algebra, Period 1, 2020-21	9	N/A	N/A	22%	096	0%	0%	78%
Peterson, Algebra, Period 5, 2020-21	36	-9	1100 (145)	11%	14%	8%	3%	64%
Scott_ Algebra, Period 2, 2020-21	21	-7	884 (55)	43%	0%	0%	0%	57%
makins_period 1	40	-17	1076 (119)	10%	8%	8%	0%	75%
makins_period 2	28	54	1137 (71)	4%	11%	14%	0%	7196
makins_period 3	42	41	1106 (114)	12%	5%	5%	5%	74%
makins_period 6	37	28	1154 (68)	0%	14%	3%	5%	78%
Hall_2020-21	16	N/A	N/A	0%	0%	0%	0%	100%

^{*}NPR percentages will only include students that completed the diagnostic and might not add up to 100% due to rounding.

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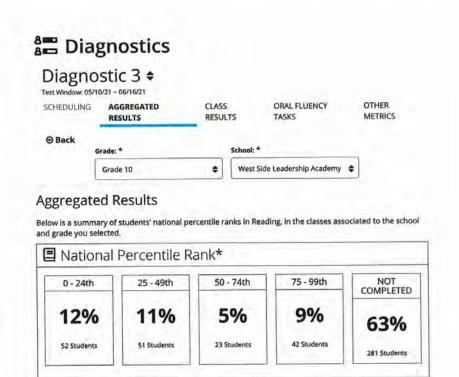


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Breakdown by Class

Below is a summary of diagnostic performance for the classes associated to the school and grade you selected. Click on a class title to open a more detailed view of that class's performance.

Class Name 🖨	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
All Classes	449	18	1132 (149)	12%	11%	5%	9%	63%
Ms. Anderson's First Hour ('20-'21)	29	-40	1102 (95)	10%	3%	3%	3%	79%
Bratton, English 10, Period 6, 2020-21	17	3	996 (86)	29%	18%	0%	0%	53%
Williamson LA1 2020-21	34	77	1187 (108)	3%	12%	9%	996	68%

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Class Name 🕏	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
Williamson LAZ 2020-21	31	21	1138 (91)	3%	23%	3%	6%	65%
Williamson LA3 2020-21	28	27	1151 (134)	496	21%	4%	7%	64%
Williamson LA6 2020-21	31	41	1126 (133)	10%	6%	6%	10%	68%
Ms. Anderson's Second Hour- ('20-'21)	34	-19	1059 (127)	21%	9%	6%	3%	62%
Ms. Anderson's Third Hour ('20-'21)	28	-44	1157 (139)	25%	21%	1196	25%	18%
Ms. Anderson's Sixth Hour ('20-'21)	29	41	1101 (142)	10%	1796	0%	7%	66%
Dr. Colaire John 1st Hour	33	45	1284 (140)	6%	6%	9%	45%	33%
Dr.Colaire John 2nd Hour	20	46	1113 (156)	15%	5%	5%	10%	65%
Dr. Colaire John 5th Hour	26	94	1126 (90)	4%	12%	896	0%	77%
LWilliams Geometry - P5	32	94	1125 (87)	6%	16%	3%	3%	72%
Vazquez 02 hr Sophomores Algebra 2	9	N/A	N/A	0%	0%	11%	0%	89%
Ms. Thompson 2nd Hour 11th Grade	27	-35	1122 (172)	796	0%	0%	496	89%
Scott-Biology I 2nd. hr 2019-2020	16	-39	1066 (67)	12%	19%	0%	096	69%
Scott-Biology I-3hr- 2019- 2020	20	117	1152 (127)	596	15%	5%	5%	70%
Scott-Biology I 5th hr 2019-2020	21	-76	1025 (186)	38%	0%	096	10%	52%
Scott-Biology 6th hr 2019-2020	20	7	1312 (87)	096	5%	15%	60%	20%
LWilliams Basic Skills - period 4A	1	N/A	N/A	0%	0%	0%	1009	096
Vazquez 02 HR Algebra 2 19-20	8	N/A	N/A	0%	0%	12%	0%	88%
Bio I Period 5	8	10	979 (86)	25%	12%	096	0%	62%
Bio I Period 6	7	N/A	N/A	14%	0%	1496	0%	71%
summer2020SEC1A,1B,10	23	-12	1218 (138)	496	9%	17%	13%	57%
S. Keller, Geometry, Period 1, 2020-21	35	-29	1164 (128)	1796	29%	11%	26%	17%
S. Keller, Geometry, Period 2, 2020-21	32	26	1119 (150)	9%	16%	6%	6%	62%

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Class Name 🖨	No. of Students	Avg. Growth	Avg. Score (SD)	0- 24th	25- 49th	50- 74th	75- 99th	Not Completed
S. Keller, Geometry, Period 3, 2020-21	36	-51	1025 (103)	22%	1196	6%	096	61%
S. Keller, Geometry, Period 5, 2020-21	19	140	1164 (105)	0%	1696	0%	1196	74%
Scott- Geometry, Period 3, 2020-21	16	-24	973 (68)	31%	12%	0%	D%	56%
GEOMETRY p1	31	-10	1111 (144)	16%	10%	10%	13%	52%
GEOMETRY p2	31	56	1157 (115)	10%	10%	10%	6%	65%
GEOMETRY p3	20	17	1124 (129)	10%	20%	0%	10%	60%
GEOMETRY p5	13	-2	1140 (103)	8%	8%	8%	8%	69%
Ms. Dunlap 5th period- Geometry 2021	8	-12	980 (58)	25%	12%	0%	0%	62%

*NPR percentages will only include students that completed the diagnostic and might not add up to 100% due to rounding.

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6.0 EXTENDED SCHOOL DAY

Extended School Day

GCSC proposes to lengthen the school day for all Gary schools by one (1) hour. An extended school day will provide more time for academics and related services, including addressing learning loss from the pandemic, but also to address low academic performance prior to the pandemic.

Added Instructional Days

Extending the school day by one hour is the equivalent of adding approximately 28 school days to the calendar and with the potential of sustainably raising teacher pay of up to \$10,000 per year.

Rationale for Extending the School Day

GCSC has the shortest school day in the state, only meeting the state required minimum times. The current length of the school day for each level is as follows:

- West Side High School: 6 hours outside of the lunch break (6 hours is the state minimum for secondary)
- Gary Middle School and Bailly Middle School: 6 hours outside of the lunch break (6 hours is the state minimum for secondary)
- Elementary schools: 6 hours (5 hours is the state minimum for elementary).

By comparison, the following examples are for other school systems in Indiana and their length of day beyond the lunch break:

- East Chicago: 6.5 hours
- School City of Hammond: 6.5 hours
- Merrillville: 6 hours 38 minutes
- Indianapolis Public Schools: 6.5 hours
- Carmel Clay: 6.5 hours

Over the course of a year, a half an hour more of instruction adds up to approximately **14 more** days of school in a year when compared to other districts or almost an entire year gained of learning over a K-12 educational career. Over the course of a year, an hour more of instruction adds up to approximately **28 more** days of school in a year when compared to other districts or almost two entire years gained of learning over a K-12 educational career.

Adoption for the 2021-22 School Year

GCSC proposes to extend the school day for the 2021-2022 school year for the following reasons.

- 1) Due to the pandemic, children have lost out on valuable learning time, resources, and programming
- 2) GCSC has a shorter day than neighboring and other state school systems. In order to address that shortage of time, an extended day is needed immediately
- 3) GCSC is utilizing this strategy to address academic deficits and gains that need to occur to support school and district turnaround

Benefits of Extended School Day

In a time when GCSC children are often in need of more schooling, our current system is providing far less schooling than other districts. An addition of 1 hour of instruction time per day will allow for

- 1. Compensatory time for multiple years of shortened school days
- 2. Partnering with college, career, organization, and business partners to provide enrichment opportunities
- 3. Offering more high school course credits. Currently, a child has to pass every single credit in order to be on track to graduate, as there is no room for error in the schedule. Lengthening the day will provide more credit bearing opportunities for our high school students to provide for student choice while accounting for the need for children to retake certain courses when the first attempt was unsuccessful.

Families will benefit from additional services to their children while supporting the time needed for supervision while parents are working. Community members will have the ability to better engage with the school system in the longer day, through specific programming, internships, partnerships, etc.

Alignment and Research

The structure of GCSC's extended day proposal aligns with the Indiana Department of Education's (IDOE) Accelerated Learning Guide¹. When the school day is lengthened and certified teachers are providing literacy and math instruction, children realize statistically significant gains in both subject areas². Children are safer and risky behaviors are reduced³.

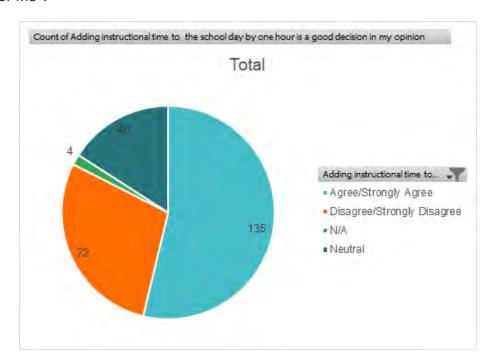
When including engaging partnership activities that align to students' interests, students' attendance increases as well⁴.

Ability to Implement an Extended Day

GCSC has collaborated with the Indiana Education Employment Relations Board (IEERB) and our labor law attorney, Michelle Cooper, to ensure that extending the school day is compliant with collective bargaining and Indiana's labor law. No MOU is required nor is an amendment to GCSC's current collective bargaining agreement. GCSC has discussed this item with the Gary Teachers Union (GTU). The teachers will receive a contract for the 2021-2022 school year that includes a salary amount that is reflective of the longer school day. IDOE has been consulted regarding the use of Title I and ESSER funds to support this activity.

Stakeholder Survey

GCSC conducted a survey to inform our decision to extend the school day. A majority of stakeholders do support the decision by a 2:1 margin of strongly agree/agree versus disagree/strongly disagree with the decision of "extending the school day by one hour is a good decision for me".



Funding Implications

Due to the fact that the extended school day will be beyond the state required minimums, GCSC can utilize Title I revenue to sustainably fund the extended day. This structure will reduce the need for GCSC to find the traditional Title I teachers during the school day, which is difficult to fill due to teacher shortages, as the Title I method of providing interventions will be through



additional time with existing staff. Similarly, since the time is beyond the state required minimums, the time can be utilized for enrichment as well, which will allow different types of activities to be offered (such as music, chess, robotics, student leadership, gardening, and so on) with staff with varying levels of certification. GCSC will still pair these types of activities with literacy and math interventions through its certified staff. During the time that GCSC has ESSER funds due to the pandemic, these funds can be utilized for a similar purpose, or ensure additional staff are available as well, such as related health services, counseling, social workers, special education, and more.

Due to unilateral extension of the day for all children, the transportation costs will remain consistent as solely the times are adjusted and not additional routes.

GCSC will negotiate with the Gary Teachers' Union (GTU) to utilize the funding to extend the day as a raise to the base salary, with the expectation that all staff contract hours are lengthened to cover this additional time. Staff will also benefit from more time to collaborate with their peers.

The expected increase of pay to a certified position is up to \$10,000 per year, and an increase up to \$3,000 for a classified position. The total cost of this proposal will be approximately \$3.5 million, which can be sustainably funded through Title I in future years through a restructuring of programming and reassessed annually for budget purposes.

Additional Considerations

The school day will be lengthened for all, which will remove the need to have multiple bus routes. The timing of the bus routes will just be delayed accordingly. The afterschool snack program and other feeding opportunities will be offered. Students and families will have the opportunity to opt out of the extended school day due to extenuating circumstances, such as employment and athletics, but high performance will be a prerequisite.

Next Steps

Upon approval by DUAB, GCSC will:

- 1. Notify families of the updated school schedules, transportation, and other affected activities
- Update daily school schedules, course loads, and educator expectations
- 1 https://www.doe.in.gov/sites/default/files/ialp/accelerate-learning-your-school.pdf
- ² https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL 2014015.pdf
- 3 http://afterschoolalliance.org//documents/issue briefs/issue KeepingKidsSafe 65.pdf
- 4 https://www.doe.in.gov/sites/default/files/21stcclc/2019-state-evaluation.pdf

