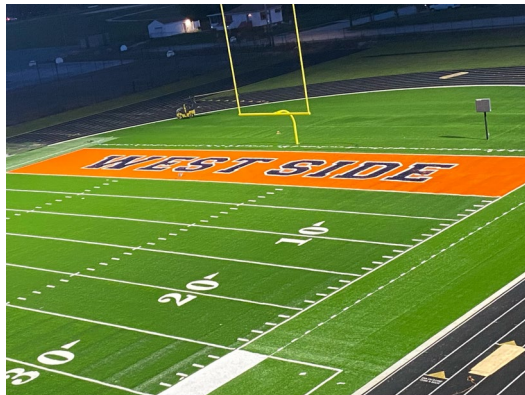
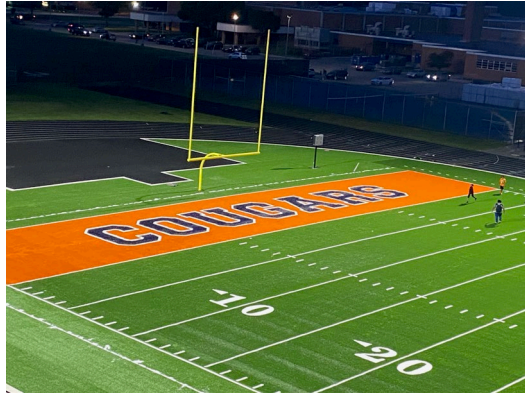


New Football Field



Gary Community School Corporation

Academic Update

August 25, 2022



Gary Community School Corporation

Strong. Resilient. Built for Education.

August Academic Update Goals

- **Share high level goals and approach, and proposed Q1 progress indicators to put GCSC on path to annual and long-term goals for students**
- **Provide updates on first weeks of school and early implementation of academic plan**
 - Teachers and leaders trained on curriculum and key strategies
 - Data being used to target students below proficiency
 - Collaboration systems launched to support teachers in implementation
 - Structures in place to support high expectations and school culture

Academic Goals

Long-Term

Ambitious long-term targets for equitable opportunity in Gary:

Recover from COVID *and* work to close gaps with the state in reading, math, and high school graduation

2022-23 School Year

Annual goals that align to long-term ambition:

Accelerate student growth and proficiency on path to meet long-term goals

Specific targets proposed in DUAB/MGT contract

Quarter 1

Quarterly targets to meet annual goals:

Implementation and student growth necessary to meet annual goals

Academic Implementation Plan

Specific milestones, action steps, owners and deadlines to meet goals

Overall 2022-23 Academic Plan Goals and Approach

Long-term goals for students: Academically prepared, civically engaged.

2022-23 Goals: Progress on closing gap with state. Ensure students farthest behind are in striking distance of proficiency by moving students from "below proficiency" to the "approaching" category

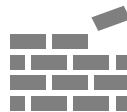
	Elementary School	Middle School	High School
Opportunity / Strategy	<ul style="list-style-type: none"> Reduce the % of students in "below proficiency" level; identify students and develop acceleration plan Increase students prepared for middle school 	<ul style="list-style-type: none"> Reduce the % of students in "below proficiency" level; identify students and develop acceleration plan Increase students ready for high school pathways 	<ul style="list-style-type: none"> Fewer students matriculating to HS below proficiency; less remediation, more acceleration Increased access to multiple pathways (college, credits, career, other)
Outcomes: Leading & Lagging Indicators	<ul style="list-style-type: none"> Formative assessments (i-Ready and common formative assessments) guide proficiency toward standards (<i>leading</i>) ILEARN "approaching" increases; "below" decreases (<i>lagging</i>) 	<ul style="list-style-type: none"> Formative assessments (i-Ready and common formative assessments) guide proficiency toward standards (<i>leading</i>) ILEARN "approaching" increases; "below" decreases (<i>lagging</i>) 	<ul style="list-style-type: none"> Grades / credit (<i>leading</i>) SAT/ACT (<i>leading/lagging</i>) Graduation rates (<i>lagging</i>) Career certifications & college acceptance (<i>lagging</i>)

Overall 2022-23 Academic Plan Goals and Approach

The following **levers of our Academic Plan** will guide our work towards our long-term goals:



**Curriculum &
Instruction**



**Collaborative
Structures**



**Assessment
Strategy**



**Data, Systems &
Structures**

Proposed Q1 Academic Progress Indicators

In order to provide regular updates on our implementation of the academic plan and movement towards closing gaps for students, **we recommend the following progress indicators to report on in Quarter 1:**

Category	Progress Indicator	Timeline	Impact
Assessment Strategy	Establish new baseline i-Ready scores in reading and math as diagnostic to shape instructional plans; 95% of students participate in formative assessments	Sept 22	Educators know where students have gaps, and can differentiate instruction to meet them
Collaborative Structures	Principals implement at least 3 classroom walkthroughs per day, with actionable evidence-based feedback when applicable	Aug-Oct 22	Educators receive coaching and support to strengthen teaching and learning
Collaborative Structures	Professional learning communities (PLCs) meet once per week in ES/MS and biweekly in HS for training, data review and planning; 80% of schools meet their PLC implementation goals as measured by rubric	Aug-Oct 22	Educators collaborate to learn, review data, and plan to meet student needs
Data, Systems & Structures	80% of schools meet their Q1 Positive Behavior Intervention System goals, as measured by rubric	Oct 22	Schools build cultures of high expectations that support learning
Data, Systems, & Structures	Schools achieve an average of 85% student attendance during Q1	Oct 22	Students are in school & learning

Aligning on Terms

As we report on progress towards our academic goals, we will use the following taxonomy:

- **Formative Assessments:** informal assessments given to students on an ongoing basis to monitor student learning and provide data to quickly inform planning and instruction
- **Summative Assessments:** formal assessments given at designated times to assess student mastery of specific content
- **Professional Learning Communities (PLCs):** structured meeting times for teachers of similar content/grade levels to discuss student data and plan for upcoming lessons
- **Positive Behavior Intervention and Supports (PBIS):** research-based approach to behavior and discipline focused on incentivizing students for positive behavior rather than escalating negative behavior through punitive discipline

Updates: Curriculum and Instruction



What are students learning?

In ELA and Math, students are closing out their first units of the year, focusing on foundational grade level standards.

Key Actions Initiated:

- ✓ Finalized **standards-based instructional calendar** for all grade levels and content areas
- ✓ **Teachers trained** on curriculum maps and standards-based calendar
- ✓ Principals conducting **daily classroom walkthroughs** to ensure curriculum is implemented with fidelity
- ✓ Evaluated 2022 **ILEARN data to group students** based on level of proficiency
- ✓ Initiated plans for **after-school program** to close gaps through small group instruction

Assessment Strategy



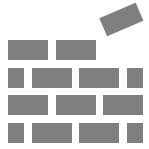
How do we know that students are learning?

Beginning of year diagnostic assessments are currently being administered to determine students' baseline levels and inform targeted instruction for the coming year.

Key Actions Initiated:

- ✓ **i-Ready Diagnostic Assessment** testing window opened
 - ✓ *Data will be available at the end of September and used to inform student grouping for 90-min Reading Block*
- ✓ Administered **Smart Start Assessments** in Kindergarten and 1st grade
- ✓ **Data Walls** created in all campuses and classrooms to recognize and incentivize student growth
- ✓ Received **IDOE Growth Impact Report** and used data to solidify academic action plan and goals.

Collaborative Structures



How are staff learning and working together?

Teachers participated in professional development and planning sessions to prepare for the school year. Expectations and meeting cadence are being set for bi-weekly professional learning communities.

Key Actions Initiated:

- ✓ Teachers held first weekly **professional learning community (PLC)**
- ✓ Teachers and staff received **professional development** in the following areas:
 - ✓ Project-Based Learning
 - ✓ Small Group Instruction (90-min Reading Block)
 - ✓ Pearson/SAAVAS Curriculum
 - ✓ Special Education Best Practices
 - ✓ Mindplay and Ascend Data Reports

Data, Systems & Structures



What does data tell us about student culture?

Schools have aligned on goals for attendance and discipline and have communicated goals to staff, students, and families.

Key Actions Initiated:

- ✓ **The Gary Way** was introduced to all GCSC staff to stamp community expectations
- ✓ **Positive Behavior Incentive System (PBIS) rubric created** and rolled out to schools to measure progress towards full implementation
- ✓ **All schools set and communicated goals** for attendance and school discipline
- ✓ School-based **attendance teams** created

IREAD-3 Results

- Each year, in addition to ILEARN, students in **third grade** take the IREAD-3, a state reading assessment that **measures foundational reading skills**. It evaluates a student's ability to read and understand grade level texts.
- The IREAD-3 assessment is **not used as a state accountability measure**, but it does provide valuable information on the early literacy skills that students develop in their first years of school.
- ***GCSC's IREAD-3 scores confirm our plans to prioritize small group reading instruction during the 90-min Reading Block and personalized individual literacy lessons through i-Ready.***

Percent of students who passed IREAD-3 assessment:

	2020	2021	2022	Change
GCSC (3 rd Grade)	NO DATA	36.9%	42.4%	+5.5