

Manager's Update: New Greenhouse



Gary Community School Corporation

Academic Update

September 29, 2022



Gary Community School Corporation

Strong. Resilient. Built for Education.

Academic Goals

Long-Term Goals

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 Outcomes

Annual outcomes that align to long-term ambition:

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

Quarter 1 Progress Indicators

Quarterly progress indicators to meet annual goals:

Implementation and student growth necessary to meet annual goals

Academic Strategy & Implementation Plan

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

Academic Goals and Outcomes

| | Elementary School | Middle School | High School |
|-------------------------|--|--|---|
| Long-Term Goals | Long-term goal for all students: academically prepared, civically engaged | | |
| | Students enter ready for K Students are prepared for middle school | Students are ready for high school pathways | Students have access to multiple pathways (college, credits, career, other) |
| 2022-23 Outcomes | Increase student proficiency on grade-level content: <ul style="list-style-type: none"> - Increase the % of students who are approaching / at / or above proficiency on ILEARN by 7 percentage points in ELA and Math - Students will move to a higher proficiency level on ILEARN (below to approaches, approaches to proficient, or proficient to above): 15% of students in ELA and 12% in Math | | Increase high school graduation rate: the district graduation rate, including 5th year graduates, will increase to between 80-84%. |
| | Ensure students are closing gaps and in striking distance of proficiency: <ul style="list-style-type: none"> - 50% of students will meet or exceed their i-Ready "typical" growth goal in ELA and Math - 25% of students will meet their i-Ready "stretch goal" in ELA and Math | | |
| | Increase student reading mastery in 3rd grade: 48% of students in grades 2-3 will pass IREAD3 | | |

Academic Strategy



Curriculum and Instruction

Reduce the % of students in "below proficiency" level; identify students and develop acceleration plan to put them in striking distance

Establish key best practices of teaching and learning to build **instructional foundation**

Build **instructional coherence** through high-quality instructional materials, common assessments, and differentiated, data-driven instruction

Assess and tier students **based on areas of need** and provide **differentiated academic support** on their level

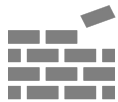
Use assessment **data to drive instruction** through formative assessment and data-based planning



Assessment Strategy

Provide clear **professional learning**, support, guidance, and resources targeted towards areas where the most support is needed

Establish structure for teacher collaboration and planning through **Professional Learning Communities (PLCs)**



Collaborative Structures

Codify expectations and systems, and incentivize good and **improved attendance**

Define **culture of high expectations** and create systems to support positive school culture



Data, Systems & Structures

Academic Implementation Plan

A district level plan outlines specific actions, owners, and timelines to implement academic strategies:

| Milestones and Key Actions | Status | Owner | Summer '22 | Week of 8/8 | Week of 8/15 | Week of 8/22 | Week of 8/29 | Week of 9/5 |
|--|-------------|-----------------------|------------|-------------|--------------|--------------|--------------|-------------|
| Curriculum & Instruction | | | | | | | | |
| Draft standards-based instructional calendar for ELA and Math | Complete | Curriculum Directors | X | | | | | |
| Train teachers on curriculum maps and calendar | Complete | Curriculum Directors | X | X | | | | |
| Building Leaders conduct walkthroughs to ensure effective classroom culture is developed | Complete | Building Leaders | | | X | X | | |
| Instructional coaches meet with teachers to reflect on curriculum implementation and develop goals | In Progress | Instructional Coaches | | | | | X | X |
| Instructional coaches conduct class visits to ensure curriculum is implemented with fidelity and progress is made toward teacher goals | Not Started | Instructional Coaches | | | | | | |
| Evaluate iReady diagnostic data to inform student grouping and lesson focus | Not Started | Instructional Coaches | | | | | | |
| Teachers reteach content that students have not yet mastered from the first 6 weeks | Not Started | Teachers | | | | | | |
| Develop plans for afterschool program based on student grouping and data | Complete | Curriculum Directors | | X | X | | | |
| Teachers conduct small group instruction during afterschool program | In Progress | Teachers | | | X | X | X | X |
| Train teachers on differentiated instruction, guided reading, and early literacy strategies | Complete | Curriculum Directors | X | | | | | |
| Instructional coaches support teachers to group students for 90-min reading block | Complete | Instructional Coaches | X | X | | | | |

Per DOE requirements each school also submits a school improvement plan, aligned to the overall district plan.

Assessment Calendar

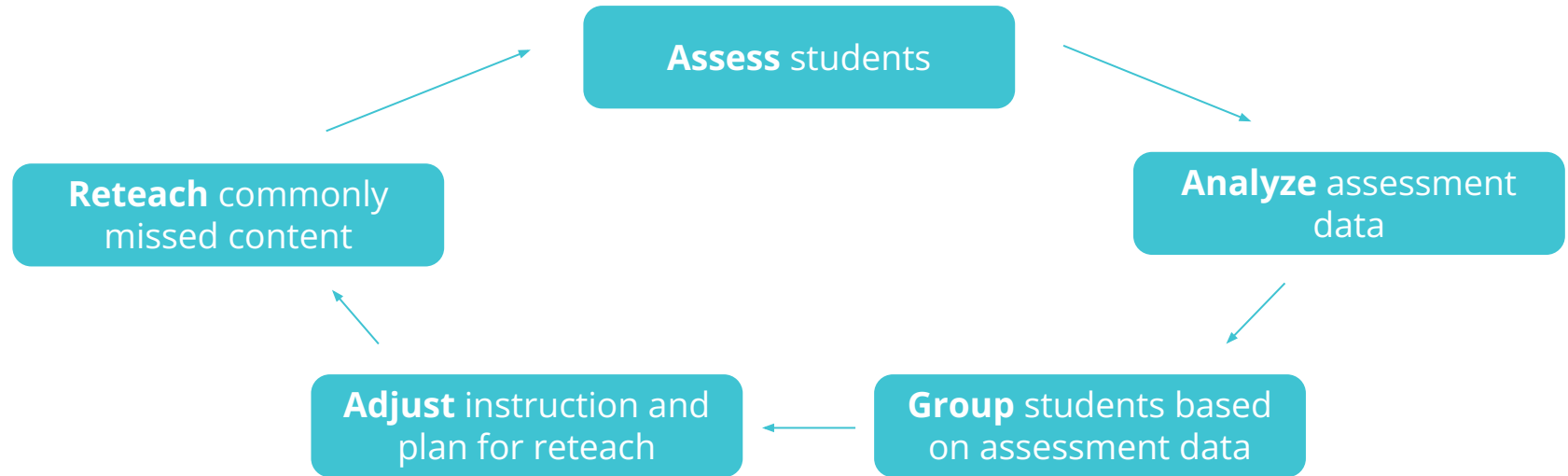
The following tools are used to **assess student learning throughout the year**. *While this is not an exhaustive list, these assessments most directly inform instruction.*

| Assessment | Grade Levels | Frequency | Type | Use |
|-------------------|--------------|----------------------------|-----------|---|
| Exit Tickets | K-12 | Daily | Formative | Shows student mastery of the lesson content and allows for real-time adjustments |
| Unit Tests (CFAs) | K-5 | End of unit (~monthly) | Summative | Shows which grade level standards should be retaught |
| iReady Diagnostic | K-8 | 3x a year (Sept, Jan, May) | Formative | Shows student mastery at their level, and used for student grouping and differentiation |
| ILEARN | 3-8 | Yearly | Summative | Summary of grade level proficiency |

- **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

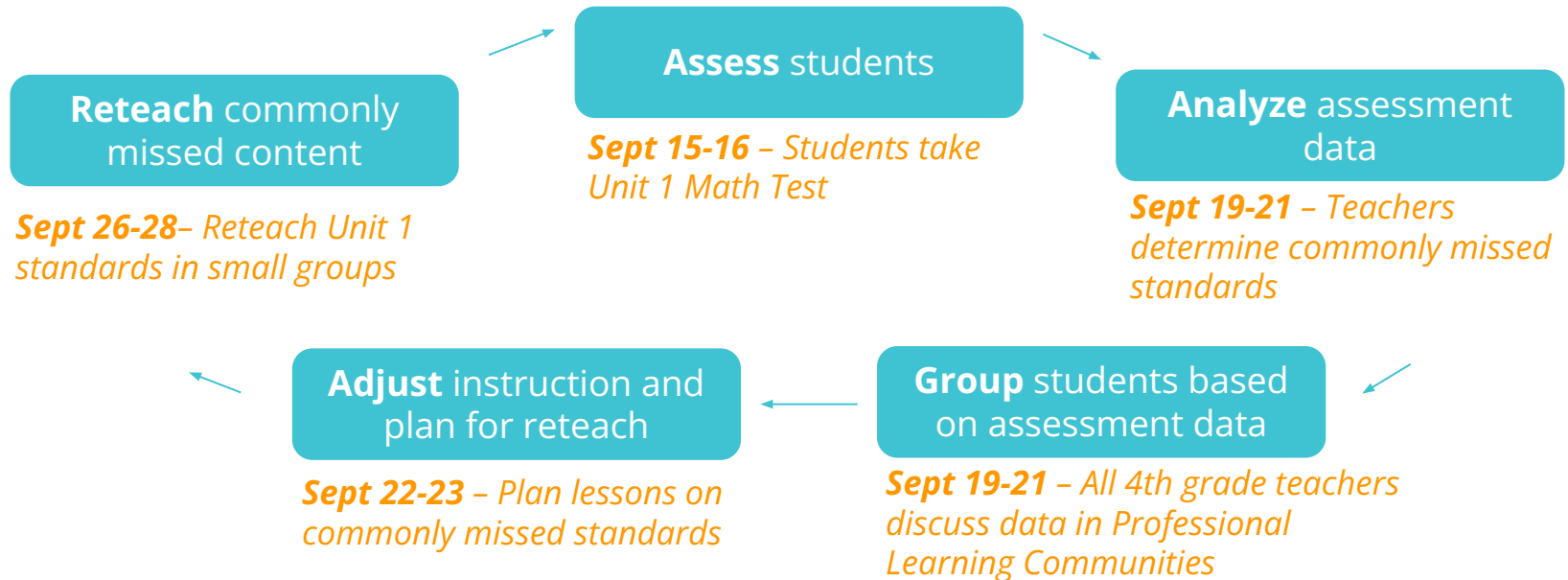
Data Driven Instruction Cycle

When an assessment is given, **teachers use data from the assessment to inform instruction**, either by adjusting upcoming lessons, reteaching past content, or providing differentiated lessons at students' level. Generally, the following process is used:



Data Driven Instruction Cycle - *Example*

4th grade students recently completed **Unit 1 Math assessments**. Teachers are currently reteaching content students missed in small groups.



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:

- ✓ **Focus groups held** with students who were proficient on ILEARN to determine instructional best practices
- ✓ Principals have begun **individualized plans for the top 30% of students who were below proficiency** on ILEARN
- ✓ Instructional coaches **conducting class visits** to ensure curriculum is implemented with fidelity and progress is made toward teacher goals
- ✓ Teachers are conducting **small group instruction** during after school programming

Assessment Strategy



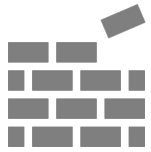
How do we know that students are learning?

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 Beginning of Year Diagnostic Assessment** testing window closed 9/23
 - ✓ i-Ready data is being used this week to place students in small groups based on their current skill level and areas for growth
- ✓ Students are finishing their **first Unit Tests (Common Formative Assessments) in Math and ELA**. Data will be analyzed and commonly missed standards will be retaught.
- ✓ **ISPROUT Assessment** administered in Pre-K to measure baseline of foundational skills

Collaborative Structures



How are staff learning and working together?

Teachers participate in professional development and planning sessions throughout the year. Professional learning communities come together bi-weekly to review data, learn, and plan support for students.

Key Actions Initiated:

- ✓ Teachers held bi-weekly **professional learning communities (PLC)**
- ✓ Teachers and staff received **professional development** in Positive Behavior Intervention Supports (PBIS) and differentiation

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
- ✓ School-based **attendance teams** beginning to review attendance data and progress towards goals

Preview of Upcoming Data Reporting

Next month, we will share...

- Report on Quarter 1 Progress Indicators
 - iReady Beginning of Year Diagnostic data
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Going forward, we will share...

- Monthly updates on actions taken in four academic strategy areas
- Quarterly updates on Progress Indicators
- Assessment data results and plans as available

Appendix

Q1 Academic Progress Indicators

| Category | Progress Indicator | 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 | 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 | 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 | 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 | Schools build cultures of high expectations that support learning |
| Data, Systems, & Structures | Schools achieve an average of 85% student attendance during Q1 | Students are in school to learn |