Gary Community School Corporation
Academic Update

November 17, 2022

Gary Community School Corporation
Strong. Resilient. Built for Education.

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

Quarter 1

Quarterly progress indicators 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

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**: *- 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: 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 84%.*
	Ensure students are closing gaps and in striking distance of proficiency: *- 55% of students will meet or exceed 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: *50% 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

Assessment Strategy

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
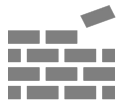
Collaborative Structures

Provide clear **professional learning**, support, guidance, and resources with a focus on student learning and collaboration

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

Data, Systems & Structures

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

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

Q2 Academic Plan

Milestones and Key Actions	Status	Owner	Week of 10/3	Week of 11/7	Week of 11/14	Week of 11/21	Week of 11/28	Week of 12/5
Collaborative Structures								
Develop professional development calendar aligned to new curricula and academic strategies	Complete	Curriculum Directors						
Reading PD: focus on 90 minute literacy block	Complete	CAO						
Math curriculum PD: focus on new curriculum	Complete	CAO						
Special education PD	Complete	CAO						
Differentiation PD	Complete	CAO						
Data and assessment PD (data analysis of formative and summative assessment, specific and targeted planning and actionable steps to drive instruction)	Complete	CAO						
Positive Behavior Intervention Supports PD	Complete	CAO						
Project Based Learning PD	Complete	CAO						
Professional learning communities (PLCs) meet biweekly to review data and plans to address	In Progress	CAO		x		x		x
Train school leaders and instructional coahces in effective small group instruction	In Progress	CAO	x					
Train teachers and support staff in effective small group instruction	In Progress	School Leaders	x	x				
Teachers share best practices and problems of practice with small group instruction during PLCs	In Progress	Instructional Coaches				x		x
Teachers discuss Unit 1 Common Formative Assessment (CFA) data in PLCs and group students between them for reteach	Not Started	Teachers						
Teachers recieve professional development in Ascend Math strategies	Not Started	Curriculum Directors						
Conduct walkthroughs of Math classrooms to monitor implementation of Ascend Math strategies	Not Started	Instructional Coaches						
Math teachers discuss Unit 2 and Unit 3 CFA data in PLCs and group students between them for reteach	Not Started	Teachers		x		x		
Teachers recieve professional development in SMEKENS/90-min, Reading Block	Not Started	Curriculum Directors	x					
Conduct walkthroughs of 90-min Reading blocks to monitor implementation of SMEKENS	In Progress	Instructional Coaches		x	x			
Teachers meet in PLCs to reflect on the first semester and plan for adjusting second semester instruction accordingly	Not Started	Teachers				x		
Data, Systems & Structures								
Multi-Tiered System of Support (MTSS)								
Instructional coaches provide job-embedded teacher coaching on use of data to inform instruction	In Progress	Instructional Coaches						

Updates: Curriculum and Instruction

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

Key Actions Initiated:

✔ Students are completing **individualized i-Ready modules** at their current skill level in Math and ELA, based on beginning of year diagnostic assessment

✔ Teachers are conducting **small group instruction** targeted at early literacy and foundational skills

✔ Instructional coaches are providing feedback and support on teachers' use of **90-min Reading block** to ensure effective differentiated instruction and project-based learning

✔ Teachers are implementing grade level curriculum using **high-quality instructional materials**

Assessment Strategy

How do we know that students are learning?
Teachers are administering Common Formative Assessments aligned to grade-level curriculum and reteaching commonly missed standards as needed

Key Actions Initiated:

✔ Students are finishing their **third Unit Tests / Common Formative Assessments (CFAs)** in Math and ELA

✔ Teachers are **analyzing their class CFA data** at the end of each grade-level unit and adjusting instruction accordingly

✔ Teachers are **reteaching grade-level content** that has been commonly missed on recent unit CFAs

Collaborative Structures
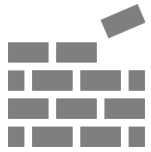
How are staff learning and working together?
Teachers participated in professional development and planning sessions to discuss data and plan accordingly. Teachers meet in Professional Learning Communities bi-weekly to discuss instructional strategies and data.

Key Actions Initiated:

✔ Teachers are holding bi-weekly **professional learning communities (PLC)**

✔ District and school leaders **are monitoring and attending PLC meetings**

✔ Teachers are receiving job-embedded professional development through **coaching and modeling** from instructional coaches

Data, Systems & Structures

What does data tell us about student culture?
Schools are implementing Positive Behavior Intervention Systems (PBIS) to incentive positive behavior and attendance and individualized student plans for those who need additional support.

Key Actions Initiated:

✔ Schools are **celebrating students with improved attendance** through Positive Behavior Interventions & Supports (PBIS)

✔ Teachers and administrators are implementing **individualized behavior plans for students** identified through the Multi-Tiered System of Support (MTSS) process

✔ School-based **attendance teams** continue review attendance and discipline data and plan interventions accordingly

Instructional Focus Area: Small Groups (1 of 3)

As a response to beginning of year student data, we are increasing our focus on **differentiation** in the form of **daily small group instruction**.

What is DIFFERENTIATION?

The use of **different instructional strategies** to respond to **variance**, in learning style, content knowledge, or skill level, **among learners** in a classroom

What is SMALL GROUP instruction?

A differentiation strategy in which **students rotate through targeted activities in a small group** based on their individual needs or interests

Requires **specific and data-driven** planning from the teacher

WHY is it important?

When students in a single classroom having **varying needs** and skill levels, **small group instruction is often more effective** than whole-class teaching.

The **DOE** identified small group instruction as a **recommended approach** for learning acceleration
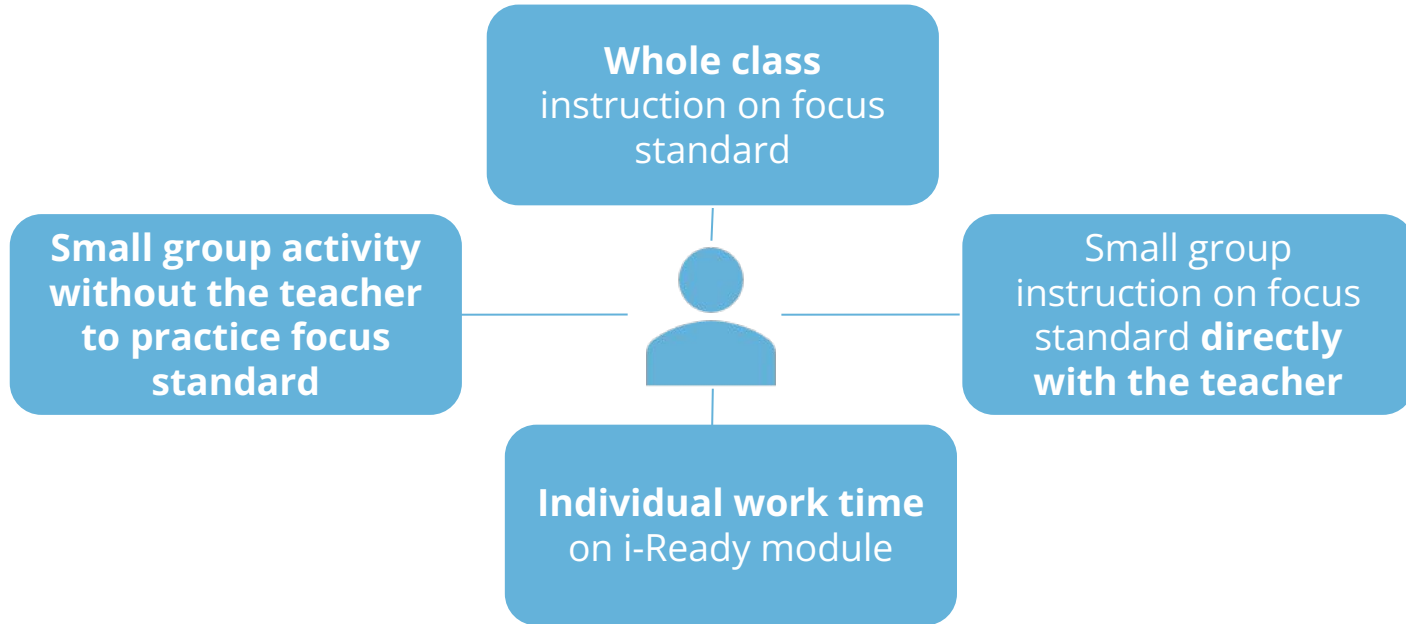
Instructional Focus Area: Small Groups (2 of 3)

What are we doing?

Last year...	- Instructional coaches and principals trained in small group strategies - Elementary School teachers trained in small group instruction
Beginning of Year...	- Elementary School teachers received refresher training - Rolled out small group implementation rubric
Ongoing...	- Small group trainer visits schools monthly to provide coaching and feedback - Teachers self-assess level of implementation against small group rubric - Principals and instructional coaches observe small groups during 90-min Reading block and provide feedback/coaching

Instructional Focus Area: Small Groups (3 of 3)

During the daily **90-min reading block**, an Elementary school student will experience the following differentiated **learning experience**:

Whole class instruction on focus standard

Small group activity without the teacher to practice focus standard

Small group instruction on focus standard **directly with the teacher**

Individual work time on i-Ready module

Q2 Progress Indicators

We will report our progress towards the following Q2 indicators at the end of Quarter 2 **during our January monthly board meeting**:

Category	Progress Indicator	Impact
Curriculum and Instruction	An average of **70% of lessons** assigned to students as part of their individualized pathways are passed in Q2	Students learn foundational reading and math skills and close gaps to grade-level learning.
Collaborative Structures	Principals implement an average of at least **3 classroom walkthroughs per day**, with actionable evidence-based feedback when applicable	Teachers receive support and feedback to ensure that students are receiving high-quality, differentiated instruction.
Collaborative Structures	**85% of schools meet their Professional Learning Community (PLC) implementation goals** as measured by rubric	Instruction is data-driven as teachers analyze, discuss, and plan together based on student data.
Data Systems and Structures	Schools achieve an average of **85% student attendance** during Q2	Students are in school and able to learn.
Data Systems and Structures	**85% of schools meet their Q2 Positive Behavior Intervention System (PBIS) goals**	School culture supports learning and safety is maintained on school campuses.

Preview of Upcoming Data Reporting

Next month, *we will share...*

❑   Updates on actions taken in four academic strategy areas for Quarter 2

Going forward, *we will share...*

❑   Quarterly updates on Progress Indicators

❑   Assessment data results and plans as available