

Gary Community School Corporation

Academic Update

January 26, 2023



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 2










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

Quarter 2 Progress Indicators

Category	Progress Indicator	Q1 Status	Q2 Status	Notes
Curriculum & Instruction	An average of 70% of lessons assigned to students as part of their individualized pathways are passed in Q2	N/A		Goal met 75% average pass rate in ELA and 88% in Math
Collaborative Structures	Principals implement an average of at least 3 classroom walkthroughs per day , with actionable evidence-based feedback when applicable			Goal met With evaluations largely taking place of walkthroughs in Q2
Collaborative Structures	85% of schools meet their Professional Learning Community (PLC) implementation goals			Goal met 100% of schools met their PLC implementation goal, meeting at least 1x/week (up from 70% in Q1)
Data Systems & Structures	Schools achieve an average of 85% student attendance during Q2			Progress made; goal not met On average, schools had 81% student attendance (up from 80% Q1 and 65% last school year)
Data Systems & Structures	85% of schools meet their Q2 Positive Behavior Intervention & Supports (PBIS) goals			Goal met 100% of schools met their PBIS goals (up from 63% in Q1)

Indicator Spotlight: Positive Behavior Intervention & Supports

WHY PBIS to support learning?

- Create the conditions for learning: **positive, predictable, equitable, and safe learning environments** where teachers and students can thrive
- PBIS is an **evidence-based framework** that improves social emotional competence, academic success, and school climate

WHAT Is PBIS?

- **Shared vision** for positive learning environment
- **Explicitly teaching expectations and skills** to set students up for success
- **Focusing on positive** and not just negative behavior
- **Alternatives to suspensions** to keep kids in school & learning
- Additional **instruction & practice for students who need more** support
- **School/family** collaboration

HOW GCSC is Implementing

- **Professional development** and coaching
- **School-based plans and goals**
- **Data reviews** to evaluate and adjust practices
- **Partnerships with local health agencies** to provide additional support for students who need it most

Proposed Q3 Progress Indicators

We will report our progress towards the following Q3 indicators at the end of Quarter 3 (March 10). **i-Ready middle of year assessment results will be shared at the the February board meeting.**

Category	Progress Indicator	Impact
Curriculum and Instruction	Progress toward students' annual "typical growth" goals will be a median of 50% for both reading and math on i-Ready middle of year assessment.	Students are on track to meet or exceed their growth goals for the year, learning foundational skills and closing 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	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 & Supports (PBIS) goals	School culture supports learning and safety is maintained on school campuses.

Appendix

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: 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: <ul style="list-style-type: none"> - 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

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

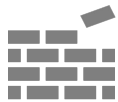
Use assessment **data to drive instruction** through formative assessment and data-based planning



Assessment Strategy

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

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