

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?	WHAT Is PBIS?	HOW GCSC is Implementing
<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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"><i>- Increase the % of students who are approaching / at / or above proficiency on ILEARN by 7 percentage points in ELA and Math</i><i>- Students will move to a higher proficiency level on ILEARN: 15% of students in ELA and 12% in Math</i>		Increase high school graduation rate: <i>the district graduation rate, including 5th year graduates, will increase to 84%.</i>
	Ensure students are closing gaps and in striking distance of proficiency: <ul style="list-style-type: none"><i>- 55% of students will meet or exceed i-Ready "typical" growth goal in ELA and Math</i><i>- 25% of students will meet their i-Ready "stretch goal" in ELA and Math</i>		
	Increase student reading mastery in 3rd grade: <i>50% of students in grades 2-3 will pass IREAD3</i>		

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**

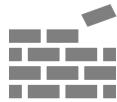
Build **instructional coherence** through high-quality instructional materials, common assessments, and differentiated, data-driven instruction



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)

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