



Gary Community School Corporation

Phase 3

Increase Academic Performance

SUMMARY OF ACADEMIC ACTION PLAN

This document summarizes the key actions and desired outcomes of ongoing academic acceleration efforts at the Gary Community School Corporation (GCSC). This collaborative work continues in earnest by leadership, educators, and families and builds on the work completed to date from 2017-2022.

GUIDING PRINCIPLES CORE VALUES

- **Equity:** All Gary children can achieve at high levels. We match resources and support to meet every student's needs.
- **Joy and Rigor:** Gary deserves high quality public schools for all students. We create joyful and engaging learning environments with high standards that develop the knowledge, skills, beliefs, and mindsets necessary for success in school, post-secondary pathways, and life.
- **Team and Collaboration:** We show care for one another and for our community and work daily to invest and collaborate with our team and the broader community. Our success is premised on taking collective action and keeping promises to students and families.

KEY ACTIONS ON ACADEMIC ACTION PLAN

WHAT:

Culture of High Expectations and Positive Student Experiences

- **Activate the "The Gary Way" project:** This effort will partner with teachers, staff, students, and parents to develop shared expectations for all stakeholders particularly around expectations for academic and student well-being. This central deliverable will codify critical academic and student-well-being work in the district and be a central mechanism to build capacity and support a smooth transition to a new governance at the end of Phase 3.
- **Continue deep and intentional engagement with parents, families, and the Gary community:** Continue intentional and consistent communication and engagement efforts from the district through social media and in-person.
- **Fully implement Positive Behavior Interventions with supports:** Continue development of multi-faceted student support including counseling, social workers, thoughtful behavior plans.

Ambitious Instruction

- **Complete rollout of high-quality curriculum and instructional materials:** Ensure adoption and delivery of standards-based, high-quality curriculum in English/language arts for 2021-22 and math for 2022-23 including tools to build and support educator capacity on new curriculum.

- **Accelerate differentiated instruction including small group, co-teaching models, and data driven instructional efforts for students:** Implement regular coaching cycles with teachers, delivered by instructional coaches, using data. Support teacher delivery of high-yield strategies.
- **Focus on early literacy:** Integrate more time and focus on reading blocks and project-based learning ensuring ninety-minute reading blocks are implemented with fidelity at the elementary level. Build on additional and small group instructional time on early literacy and GCSC's extended day, and afterschool programming, all with a focus on literacy. Build on early literacy work at Bethune preschool to accelerate early literacy efforts from PreK onward to ensure students are Kindergarten ready.
- **Assessment for learning:** Continue comprehensive approach to assessment **for** learning including ongoing classroom, formative, and common benchmark assessments (i-Ready) to understand student skills and gaps / opportunities to target differentiated instructional strategies and support, with a focus on literacy and math.

Highly Effective and Well Supported Educators

- **Clear expectations, support, and coaching:** Continue defining the instructional expectations for what it means to be a teacher in the district, including observation, feedback, and coaching with and job-specific feedback from a peer, coach, or administrator.
- **Culture of feedback and collaboration:** Accelerate walkthroughs and evidence-based feedback for all educators. Develop culture for evidence-based feedback with every teacher through professional learning communities (PLCs) in regular cycles incorporating feedback, data, and instructional strategies. New and improving teachers receive mentors providing targeted coaching and support.
- **Early literacy support:** Continue educator training on early literacy with tools and instructional coaching support.
- **Continue partnership with Indiana University Northwest:** Maintain the pipeline of well-trained teachers in core subject areas.

HOW:

- **Design and deliver the Academic Action Plan for 2022-23 and 2023-24:** The Academic Action Plan will anchor and cohere all parts of the academic plan. With a detailed scope and sequence for monthly, quarterly, and annual actions, personnel responsible, timelines and metrics.
- **Translate the Academic Action Plan into implementation detail in the District Improvement Plan for 2022-23:** This will take the Academic Action Plan and identify key actions, activities, and milestones for the 2022-23 school year.
- **Ongoing Dashboard implementation of leading Indicators, launch monthly report out:** Move from foundational work on the dashboard to deep execution and implementation. A focus on leading and lagging indicators will support ongoing progress monitoring and necessary adjustments through implementation. Leading indicators include attendance, suspensions, referrals, and formative assessments; more frequent metrics on student performance and well-being. Lagging indicators such as summative and state assessments will also be populated. Dashboard will support move from assessment **of** learning to assessment **for** learning and a culture of data with progress monitoring and course correction. The dashboard will also be available for stakeholders, including the public.
- **Develop a Quality School Framework (QSF):** To ensure a shared, ongoing vision of student success, the team will work collaboratively to define what a great school looks and feels like in

Gary. This work will be part of the “Gary Way” project and a critical tool in ensuring a smooth transition to new governance at the end of Phase 3.

KEY TAKEAWAYS AND MEASURES OF SUCCESS

Accelerate Progress on Academic Outcomes Including:

- Growth on state assessment proficiency and growth scores
- The number and percentage of high school student’s graduating
- The number of students receiving credentials at the Gary Area Career Center
- Increase number and percentage of Core 40 diplomas students receive

Accelerate Culture of High Expectations and Positive Student Experiences Including:

- The decrease the number of suspensions
- Increase the number of students classified as “model attendees” per Federal regulations
- Decrease the number and percentage of students chronically absent