

# GJCS Strategic Plan 2025-2030

**Vision:** To ensure every student is prepared for post-secondary success through high-quality instruction, equitable support, and continuous growth.

**Mission:** To raise student achievement and close opportunity gaps by focusing on key performance indicators aligned to state benchmarks.

## Student Attendance

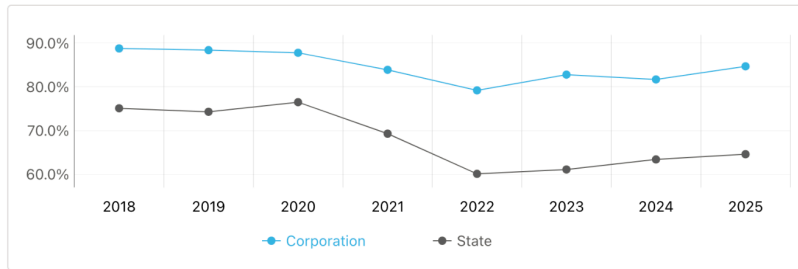
**Goal - Maintain  $\geq 94\%$  attendance for 85% of students**

**District Current: 84.7%    State Average: 64.6%**

### Student Attendance

**84.7%** ▲ 3.0%    State: 64.6%

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school. Click [here](#) to learn more about this data.



|                            |       |         |
|----------------------------|-------|---------|
| All Students               | 84.7% | ▲ 3.0%  |
| White                      | 85.5% | ▲ 1.8%  |
| Black                      | 92.6% | ▲ 15.7% |
| Hispanic                   | 81.5% | ▲ 6.6%  |
| English Learner            | 84.1% | ▲ 7.6%  |
| Economically Disadvantaged | 77.9% | ▲ 4.9%  |

## Action Steps

- Utilize proactive attendance communication and incentives.
- Provide transportation, counseling, and social services as needed.
- Leverage each school-based attendance response team.

## Student Literacy – Students Reading at Grade Level

### Goal 1 - Increase IREAD-3 proficiency to 95% by 2027

**District Current: 92.3%**

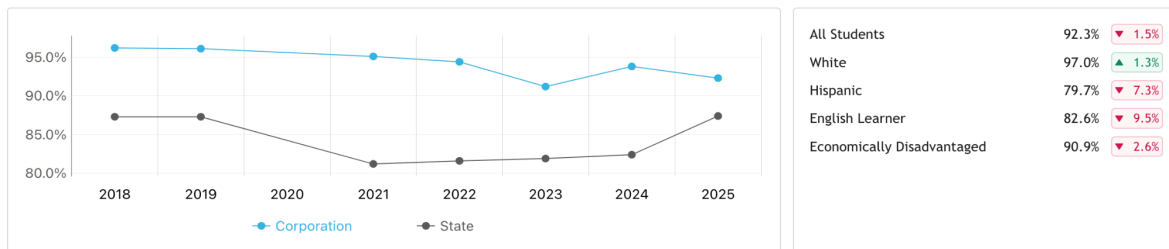
**State Current: 87.4%**

**State Goal: 95%**

#### 3rd Grade Literacy

92.3% ▼ 1.5% State: 87.4%

Number of grade three students who demonstrate proficiency on the spring 2nd grade administration, optional 2nd grade summer administration, or the spring or summer 3rd grade administration of IREAD-3 divided by the total number of grade three students who took IREAD-3. The default view shows students assigned to the school where they took the assessment. Click [here](#) to learn more about this data. Click [here](#) to learn more about this data.



### Action Steps

- Implement strong grade level Tier I reading instruction for all students aligned to district-aligned ELA Frameworks
- Implement targeted reading interventions in K–2 using DIBELS.
  - Benchmark three times per year.
  - Results used to identify at-risk students and assign interventions.
- Use progress monitoring to adjust instruction in real-time.
- Provide ongoing Science of Reading training for K–3 teachers.
  - Additional support for new teachers through Literacy Coaches
- Ensuring special education and EL teachers have access to core reading instructional materials and supports (Wonders, Saxon/UFLI, Hegerty, etc.)

### Goal 2 - Increase students reading at grade level in grades 6-8

*Not rated by the state; internal benchmark-driven*

### Action Steps

- Implement strong grade level Tier I reading instruction for all students aligned to Indiana Academic Standards
- Utilize ILEARN checkpoint data, including Lexile measures to determine student reading proficiency and identify at-risk students for intervention
- Monitor fidelity of interventions through coaching and PLC reflection.
- Employ an adolescent Reading and Literacy Coach to support staff training, data collection and analysis, and implementation of tiered systems of support
- Assess instructional program and support systems for special education and EL students

# ILEARN Proficiency and Achievement

## Math Proficiency (Grades 3-8)

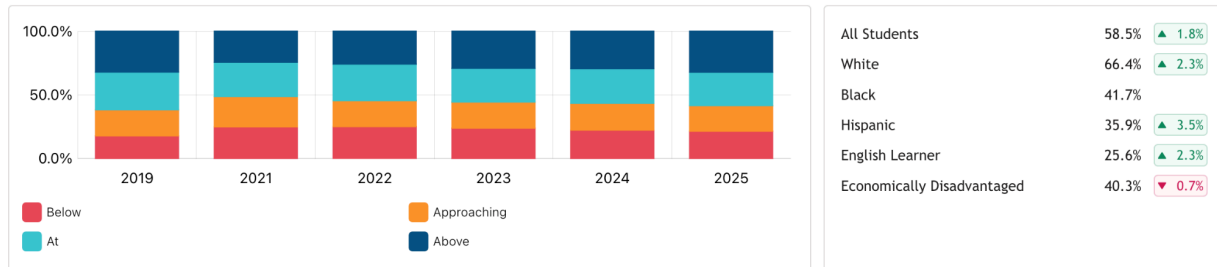
**Goal - Increase to 65% by 2030**

**District Current: 58.5%      State Average: 42.1%**

### ILEARN Proficiency Math

**58.5%** ▲ 1.8%      State: 42.1%

Number of grades three through eight students who are proficient in Math on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the Math assessment. The default view shows students assigned to the school where they took the assessment. Click [here](#) to learn more about this data.



## Math Growth (Grades 4-8)

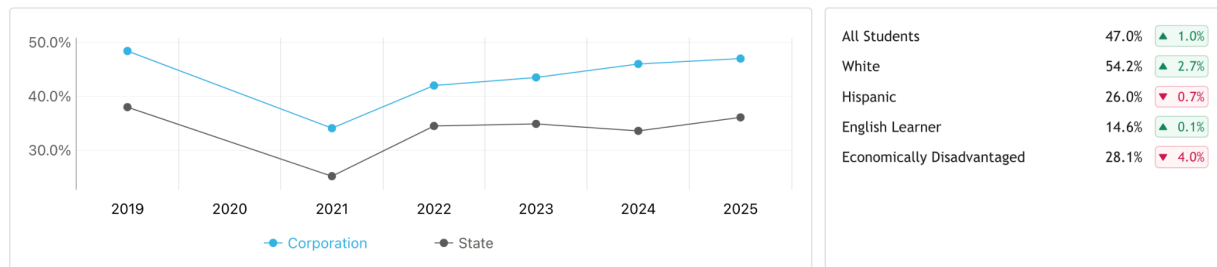
**Goal - Increase to 55% by 2030**

**District Current: 47%      State Average: 36.1%**

### ILEARN Growth Math

**47.0%** ▲ 1.0%      State: 36.1%

Number of grades four through eight students who met their individual growth targets in Math on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the Math assessment and have a growth target. The default view shows students assigned to the school where they took the assessment. Click [here](#) to learn more about this data.



## Action Steps

- Ensure Tier I grade level instruction is of high quality and delivered to all students
- Review ILEARN standard-level checkpoint data and IXL data to determine at-risk students and provide Tier II support.
- Utilize ILEARN Check-point Opportunity 2 and IXL to measure progress for at-risk students and use the data to provide targeted learning interventions.
- Monitor fidelity of instruction and student outcomes through PLC cycles
- Assess instructional program and support systems for special education and EL students

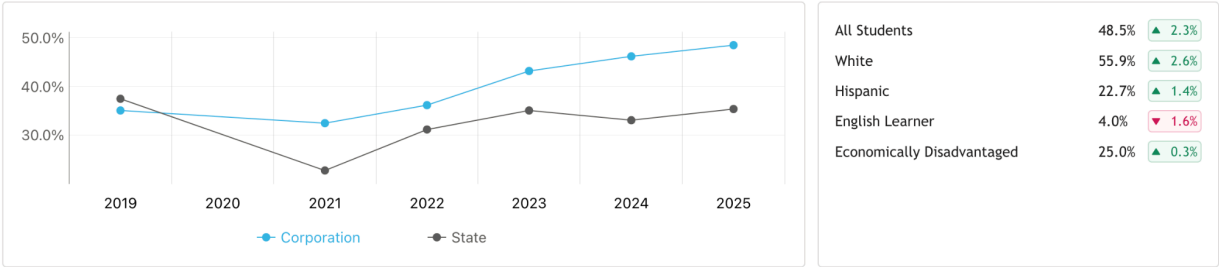
# ILEARN 6th Grade Math Growth

Goal - Increase to 55% by 2030

District Current: 48.5%    State Current: 35.4%    State Goal: 45.8%

6th Grade Math Growth 48.5% ▲ 2.3% State: 35.4%

Number of grade six students meeting their individual growth targets on the ILEARN Math assessment divided by the total number of grade six students who participated in the assessment and have a growth target. The default view shows students assigned to the school where they took the assessment. Click [here](#) to learn more about this data.



## Action Steps:

- Ensure Tier I grade level instruction is of high quality and delivered to all students
- Review ILEARN standard-level checkpoint data and IXL data to determine at-risk students and provide Tier II support.
- Utilize ILEARN Check-point Opportunity 2 and IXL to measure progress for at-risk students and use the data to provide targeted learning interventions.
- Monitor fidelity of instruction and student outcomes through PLC cycles

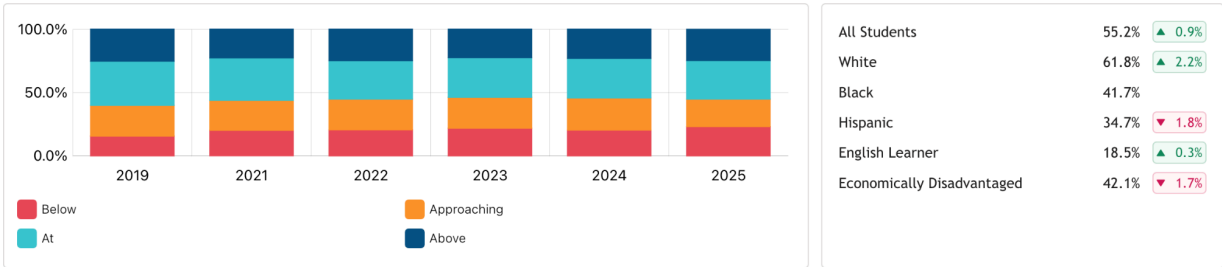
# ELA Proficiency (Grades 3-8)

Goal - Increase to 65% by 2030

District Current: 55.2%    State Average: 40.6%

ILEARN Proficiency English/Language Arts 55.2% ▲ 0.9% State: 40.6%

Number of grades three through eight students who are proficient in English/Language Arts on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the English/Language Arts assessment. The default view shows students assigned to the school where they took the assessment. Click [here](#) to learn more about this data.



## ELA Growth (Grades 4-8)

**Goal - Increase to 65% by 2030**

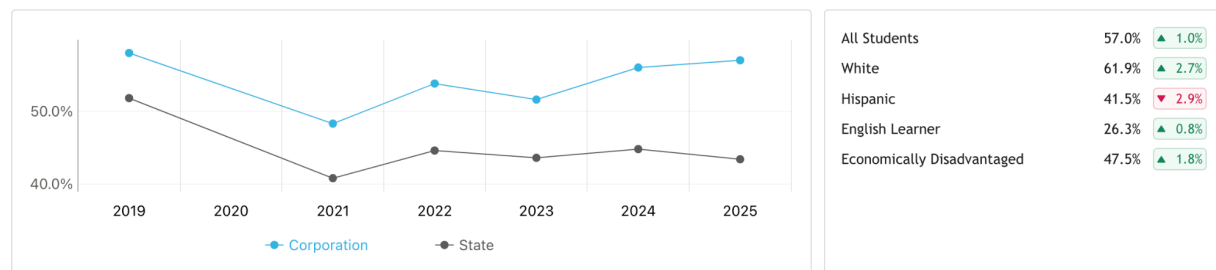
**District Current: 57%**

**State Average: 43.4%**

ILEARN Growth English/Language Arts

57.0% ▲ 1.0% State: 43.4%

Number of grades four through eight students who met their individual growth targets in English/Language Arts on the ILEARN assessment divided by the total number of students enrolled in the school who participated in the English/Language Arts assessment and have a growth target. The default view shows students assigned to the school where they took the assessment. Click [here](#) to learn more about this data.



### Action Steps:

- Implement strong grade level Tier I Reading and Writing for all students aligned to Indiana Academic Standards
- Incorporate practice with ILEARN aligned writing tasks and constructed responses. (Smekens Writing)
- Review ILEARN standard-level checkpoint data and IXL data to determine at-risk students and provide Tier II support.
- Utilize ILEARN Check-point Opportunity 2 and IXL to measure progress for at-risk students and use the data to provide targeted learning interventions.
- Monitor fidelity of instruction and student outcomes through PLC cycles
- Employ Reading and Literacy Coaches to support staff training, data collection and analysis, and implementation of tiered systems of support
- Assess instructional program and support systems for special education and EL students

## Graduation Pathways Completion

**Goal - Increase graduation rate to 95% by 2030**

**District Current: 97.1%**

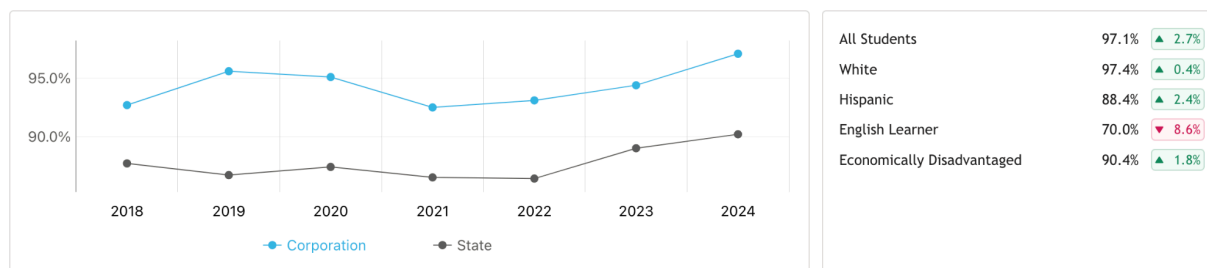
**State Current: 90.2%**

**State Goal: 95%**

### Graduation Pathways Completion

97.1% ▲ 2.7% State: 90.2%

Number of students in the grade 12 cohort completing all graduation requirements prior to September 30 of their expected graduation year divided by the total number of students in the grade 12 cohort. Click [here](#) to learn more about this data.



## Action Steps

- Individualized graduation plans are completed and reviewed for students in grades 6-12.
- Utilize Wildcat Academy and credit recovery for at-risk students.
- Monitor progress and provide mentoring for off-track students. (Fresh Start)
- Commencement participation tied to completion of all local and state graduation requirements - students are only eligible to participate in commencement exercises if they earn the 40 credits and a graduation pathway. Students who graduate on a waiver may not participate.

## College & Career Coursework (AP/Dual Credit)(2022 Data)

**Goal - Maintain or exceed 81.4%**

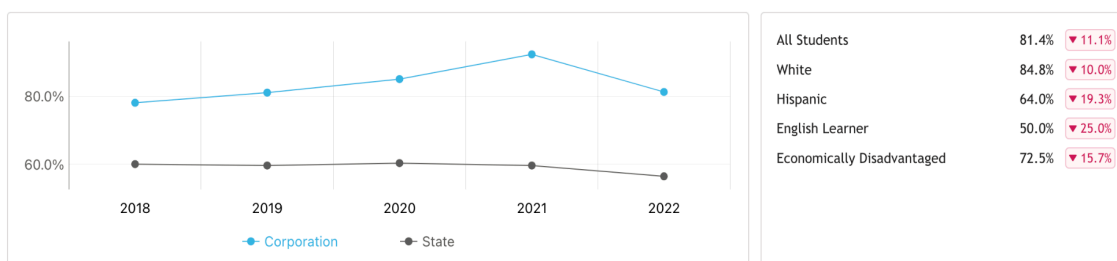
**District Current: 81.4%**

**State Average: 56.5%**

### College & Career Coursework

81.4% ▼ 11.1% State: 56.5%

Number of students in the grade 12 cohort who meet a certain set of criteria (pass an Advanced Placement exam with a score of 3 or more, pass an International Baccalaureate exam with a score of 4 or more, or pass a dual credit course) prior to June 30 of their expected graduation year, divided by the total number of students in the grade 12 cohort. Click [here](#) to learn more about this data.



## Action Steps

- Ensure access to AP and dual credit for all eligible students.
- Use AP assessment student performance data for annual program evaluation
- Provide AP instructors additional training through the College Board as needed.

## SAT Performance – Grade 11 Benchmarks

**Goal - Increase to 40% by 2030**

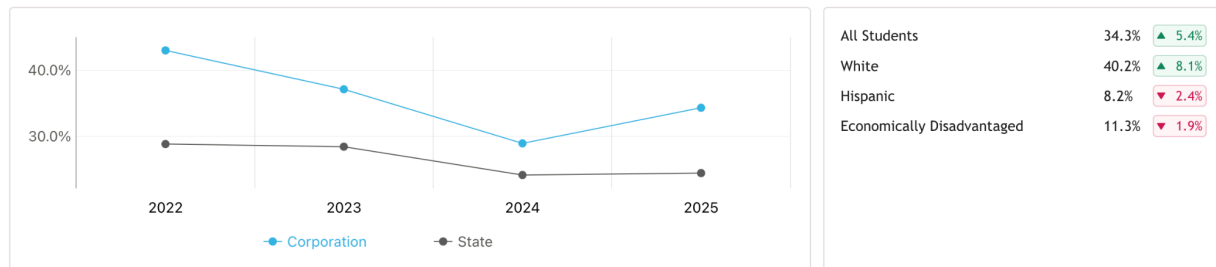
**District Current: 34.3%**    **Top15%**    **State Average: 24.4%**

- Reading/Writing: 66%    State Average: 55%    Top 17%
- Math: 33%    State Average: 26%    Top 16%

### SAT Performance

**34.3%** ▲ 5.4%    State: 24.4%

Number of grade 11 students who meet performance benchmarks on the SAT during the grade 11 assessment window divided by the total number of grade 11 students participating in the SAT. Click [here](#) to learn more about this data.



## Action Steps

- Teachers to review SAT Assessment Frameworks
- Leverage SAT practice assessments (My Practice 101) and AI-supported tutoring to drive improved SAT outcomes.
- Embed SAT skills into core ELA and math curricula.

## Accountability Model Data - IDOE Draft

- ILEARN Science Proficiency (2025 Data)
  - District Current: 55.6%      State Average: 42.8%
    - Grade 4: 43.2%      State Avg: 43.2%
    - Grade 6: 51%      State Avg: 42.4
- ILEARN Social Studies Proficiency (2025 Data)
  - District Current: 51%      State Average: 38.5%
- WIDA - EL Proficiency
- Grade 8 High School-Level Coursework (2023 Data)
  - District: 86.7%      State: 48.4%
- 9th Grade On-Track- 10 credits (July 2025)
  - 6 students with less than 10 credits
- Biology End of Course Proficiency (2025 Data)
  - District Current: 41.4%      State Average: 45.6%
- Diploma Seal Attainment - N/A
- Attainment of a Credential of Value - N/A

## Monitoring & Accountability Structures

| Action                   | Frequency | Purpose                                        |
|--------------------------|-----------|------------------------------------------------|
| Data Reviews             | Ongoing   | Adjust strategy based on real-time performance |
| School Strategics Plans  | Annual    | Align school actions with district priorities  |
| Goal Progress Dashboards | Ongoing   | Share progress with staff, board, and public   |
| Professional Development | Monthly   | Build instructional capacity aligned to goals  |