Gary Elementary School Showcase

Reach Higher
ACHIEVE TOGETHER

Student Voice in Action

Mrs. Jursich's 5th Grade Class

We kicked off the year with a fun CER activity. It got us excited about using evidence to back up our ideas.

Tonight you will write a CER response with the help of a Gary School 5th grader!



CER
Claim Evidence Reasoning



Portrait of a Graduate

- Clear Communicator
- Collaborator
- Critical Thinker & Problem-Solver
- Empathetic
- Culturally Aware
- Resilient
- Technologically Adaptable
- Advocate for Self & Others

Organizar

vocabulario

matemáticas,
calendario
astronomía

C: En Mesoamerica, los mayas se desarrollaron una civilización avanzada en los años 250 hasta 900 ec.

E: Para empezar, los mayas se organizaron su civilización en clases sociales.

R: Esto muestra que los mayas planearon un estructura basado en sus valores y creencias. Los sacerdotes y reyes estaban en el centro de las ciudades.

E: También tenían calendarios muy precisos. Incluyeron un año de 365.2440 días.

R: Esto significa que los mayas estudiaron los cielos y su conocimiento de astronomía fue muy avanzado.

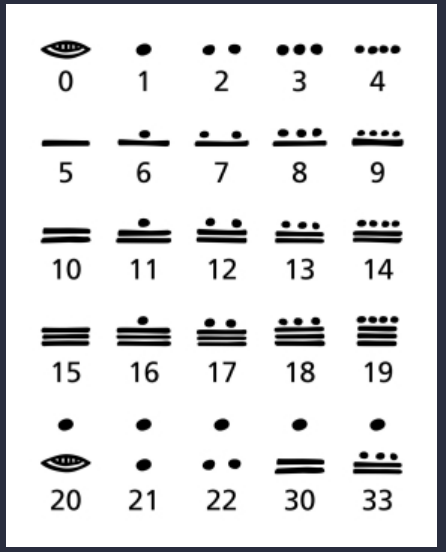
E: Otra cosa importante es que tenían un sistema numérico con tres símbolos.

R: Un símbolo representaba el concepto de cero que fue avanzado en esa época.

C2: En resumen, los mayas fueron una civilización muy avanzada.

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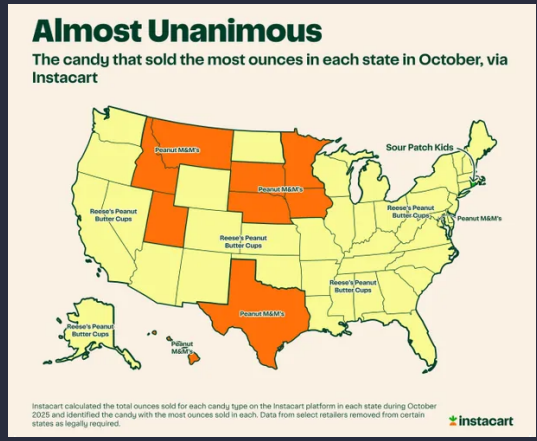








What kind of Halloween candy do Americans like most?



Claim

A complete sentence that answers the question.

The Halloween candy Americans like most is...

Evidence

Something observable that proves your answer is correct.

The map shows...

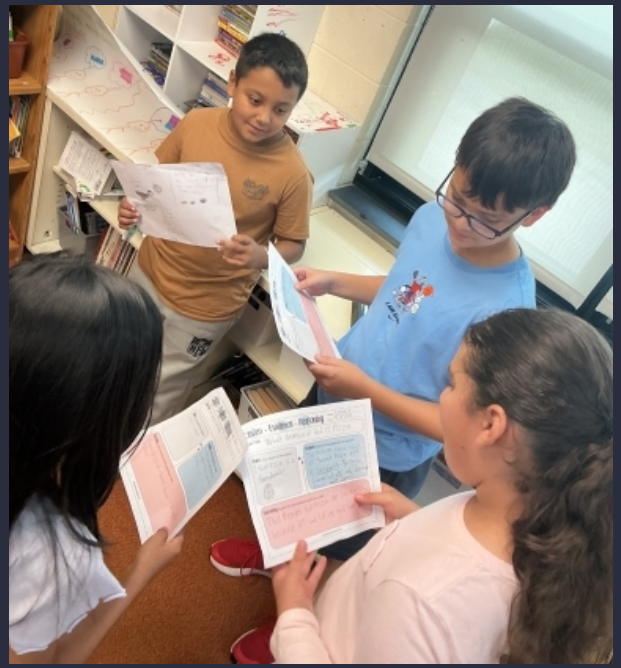
Reasoning

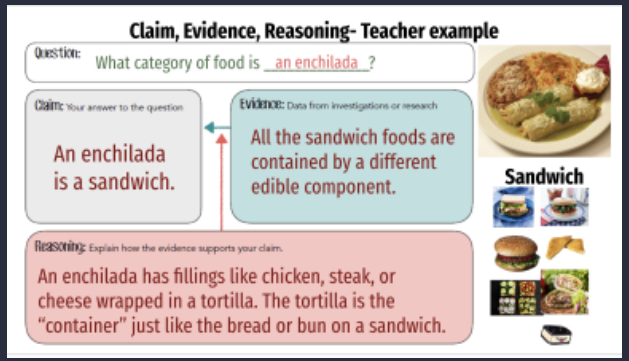
Explain how the evidence connects with your answer.

This supports that Americans like ____ the most because...


Soup, Salad, or Sandwich
Practicing Claim, Evidence, and Reasoning (CER)






Claim, Evidence, Reasoning- Teacher example
Question: What category of food is an enchilada ?
Claim: Your answer to the question
An enchilada is a sandwich.
Evidence: Data from investigations or research
All the sandwich foods are contained by a different edible component.
Reasoning: Explain how the evidence supports your claim.
An enchilada has fillings like chicken, steak, or cheese wrapped in a tortilla. The tortilla is the "container" just like the bread or bun on a sandwich.
Sandwich

Soup



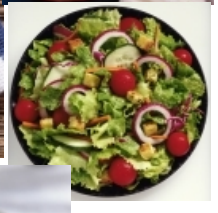




A soup is a food that is served in a bowl. It is liquidy and would spill into a puddle.

Salad




Sandwich



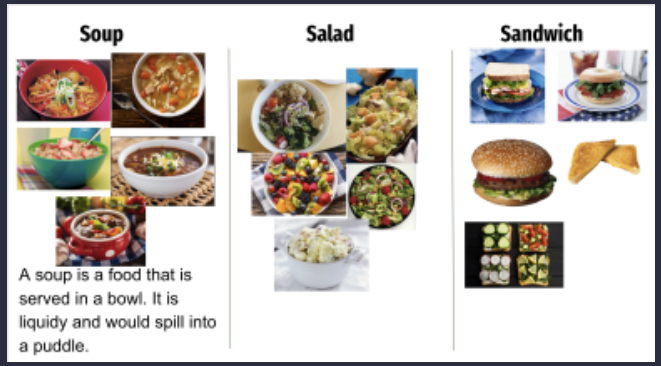






What category of food is _____?

Pizza, sushi, waffles, or spaghetti and meatballs



Claim

A complete sentence that answers the question.

Selected food fits in the _____ category.

Evidence

Something observable that proves your answer is correct.

In the graphic, it shows...

Reasoning

Explain how the evidence connects with your answer.

This supports that ***selected food*** is a _____ because...

Classroom Learning Walks



What coaches observe

District 33 coaches make brief classroom visits to observe teaching practices, student engagement, and the learning environment.

How the team uses the findings

Our Building Leadership Team (BLT) uses SWOT analysis to identify patterns across classrooms and decide where to focus improvement efforts.

Strengths

What can we build on?

Weaknesses

What needs attention?

Opportunities

Where can we improve?

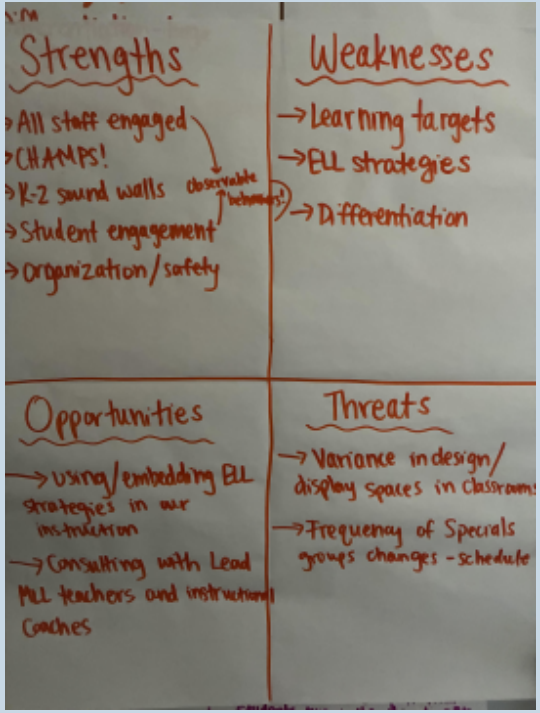
Threats

What could get in the way?

From Findings to Action



The BLT identifies steps for school administrators to put into practice.



BLT working notes

Gather context before visits

Ask staff, including those outside traditional classrooms, about practices a brief visit may miss.

Make learning objectives visible

Post objectives in a consistent, easy-to-find spot and include them on lesson slides.

Give students access to their goals

A fifth-grade teacher created a goal binder that students can refer to during class.

Sharing Findings with Staff



Our weekly staff newsletter summarizes BLT and District 33 learning walks and shares next steps.

October District 33 Learning Walk

21 classroom visits

95% of visits showed PBIS practices

62% of visits showed learning targets

October's District Learning Walk

Thank you for welcoming the District 33 team into your classrooms for the October Learning Walk. The district completed 21 classroom visits at Gary. Here's what the data showed and how we're following up.

Strengths. The district observed CHAMPS visuals, safe, organized learning spaces, and staff and student engagement across all 21 visits. PBIS practices were observed in 20 of 21 visits (95%), compared with 76% districtwide. Sound walls were observed in all 11 K–2 classrooms visited.

Areas for Growth. Learning targets (62%) and strategies for English learners (57%) were the least frequently observed indicators among those applicable to all classrooms. Learning targets were also observed less often at Gary than districtwide (70%). Class norms remained visible in most visits, though the observation rate decreased from 94% in September to 86% in October.

Growth since September. Differentiation showed the largest increase, rising from 39% to 81% of visits. PBIS practices increased from 72% to 95%, and evidence of student learning increased from 67% to 86%.

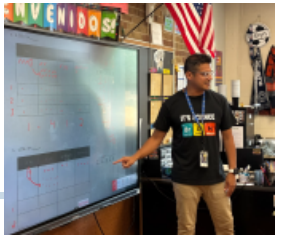
Areas to focus on. We have an opportunity to make learning targets more consistent by stating them in student-friendly language and revisiting them during lessons. One way to revisit them is to have them posted in the room as well as in the slides. We can also build more opportunities for English learners to use academic language through strategies such as visuals, sentence frames, and structured partner talk. Reviewing class norms during transitions and group work can help students connect those expectations to their actions.

Our Building Leadership Team (BLT) took a deeper look at the results and developed a list of specific action items. Evonne and I will work through that list and share next steps with staff as we move forward.

Thank you for the work you do every day to keep our students engaged and ready to learn.

Excerpt from the weekly staff newsletter

How teachers use CGI



The Conditional Growth Index (CGI) compares a student's MAP Growth results with the growth expected for students in the same grade and subject who started at a similar score and had the same amount of instructional time.

In grade-level teams, teachers made CGI cards for each of their students and then organized them in a pocket chart. Each time MAP is given they add another dot to each card and rearrange the cards in the chart.

Negative CGI	Below expected growth
Zero CGI	Below expected growth
Positive CGI	Below expected growth



Grade Level Student CGI Cards

Grade Level Action Plans



Grade-level teams create two action plans for both reading and math. Gary's achievement goal is the 65th percentile.

Plan 1: Reach or Sustain MAP Percentile

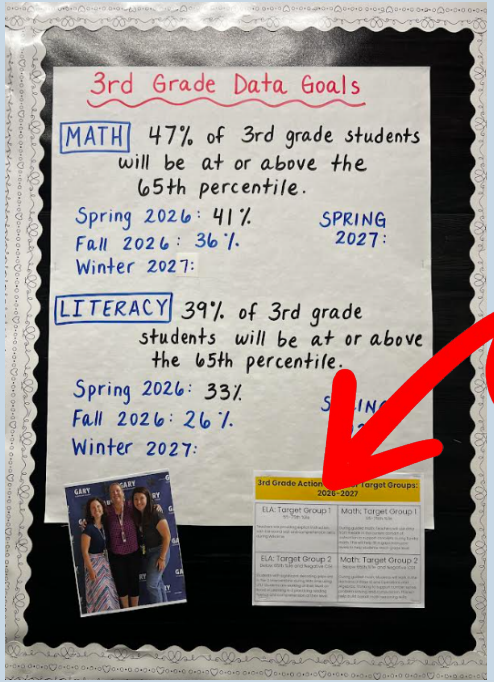
55th–64th percentile
Help students reach the 65th percentile.

65th–75th percentile
Help students stay at or above the goal and continue growing.

Plan 2: Accelerate growth

55th–64th percentile
Help students reach the 65th percentile.

65th–75th percentile
Help students stay at or above the goal and continue growing.



Grade Level Data Wall

Individual CGI Meetings



In individual CGI meetings, we review several years of student growth data with each classroom teacher to identify patterns and plan next steps.

Next steps for students

Each teacher identifies what to adjust in classroom instruction, which students need targeted support, and how to check their progress.

Next steps for staff member

Each teacher identifies what to adjust in classroom instruction, which students need targeted support, and how to check their progress.

CGI Action Plan for Teacher A

Student CGI Data

Spring 23 Math CGP	Spring 23 Reading CGP	Spring 24 Math CGP	Spring 24 Reading CGP	Spring 25 Math CGP	Spring 25 Reading CGP	Spring 26 Math CGP	Spring 26 Reading CGP
		56	18	66	43	72	44

Strengths

-Reflective
-Understands where her students are
-Asked about other teachers in the district who are having success, so that she can reach out to see what they are doing

Areas for Improvement

-Melinda was provided a document annotated with areas of growth and strength for her students in ELA and Math MAP scores.

Action Steps for the Teacher
October 2026

Student Group	Action Steps	Evidence/ Deliverable
TG1: 55th to 75th Percentile	LIA Tutoring Parent Volunteers NWEA Reports Work in: Concepts of print, and finding reading sight words in text	MAP Scores
TG2: Below 65th and -CGI	LIA Tutoring Parent Volunteers NWEA Reports	MAP Scores

Action Steps for the Teacher
December 2026

Student Group	Action Steps
TG2: Below 65th and -CGI	Student Support:

Individual Teacher Goal Tracker

Owen, Abi, Damian

Superintendent for a Day

One student from each third-grade classroom is selected to participate. Superintendent Davis visits Gary to discuss her role, brainstorm data topics, and develop questions. Students visit classrooms to collect data, reconvene to analyze their findings, and meet again with Superintendent Davis to prepare the presentation you will see this evening.



~~Superintendent Owen~~

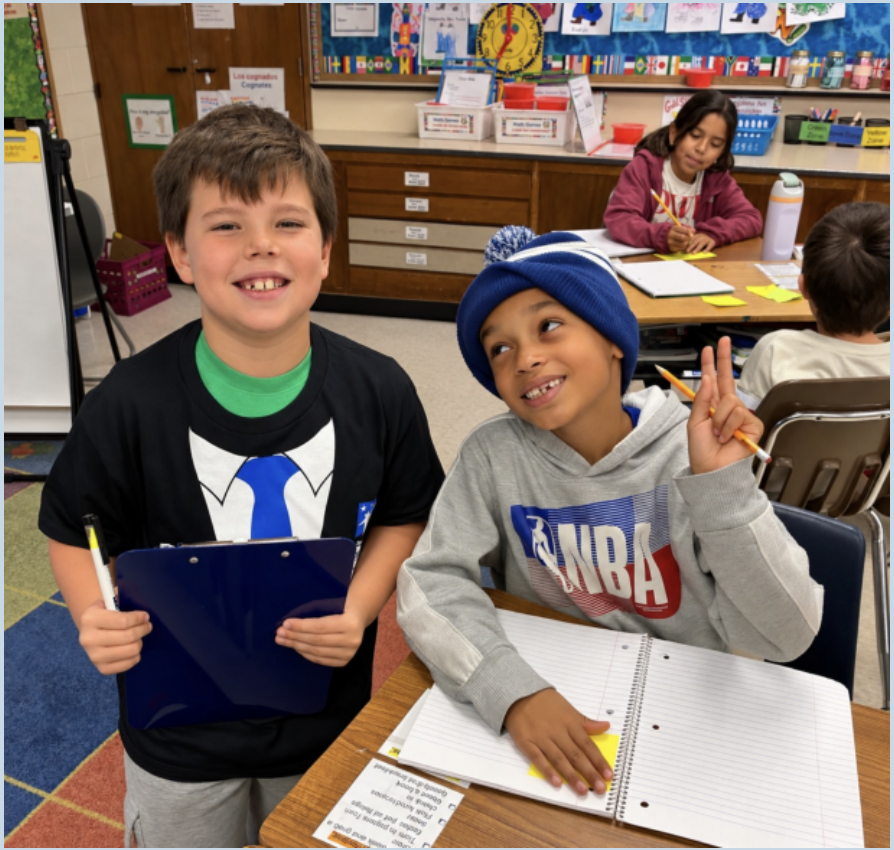
Where do you feel safe at school?

Inside and Outside of Gary

Do you feel safe in your class?

Maybe because sometimes people steal things

Drills scare me sometimes



~~Superintendent Abi~~

What do you like best about Gary?

All the teachers: 1

The office: 1

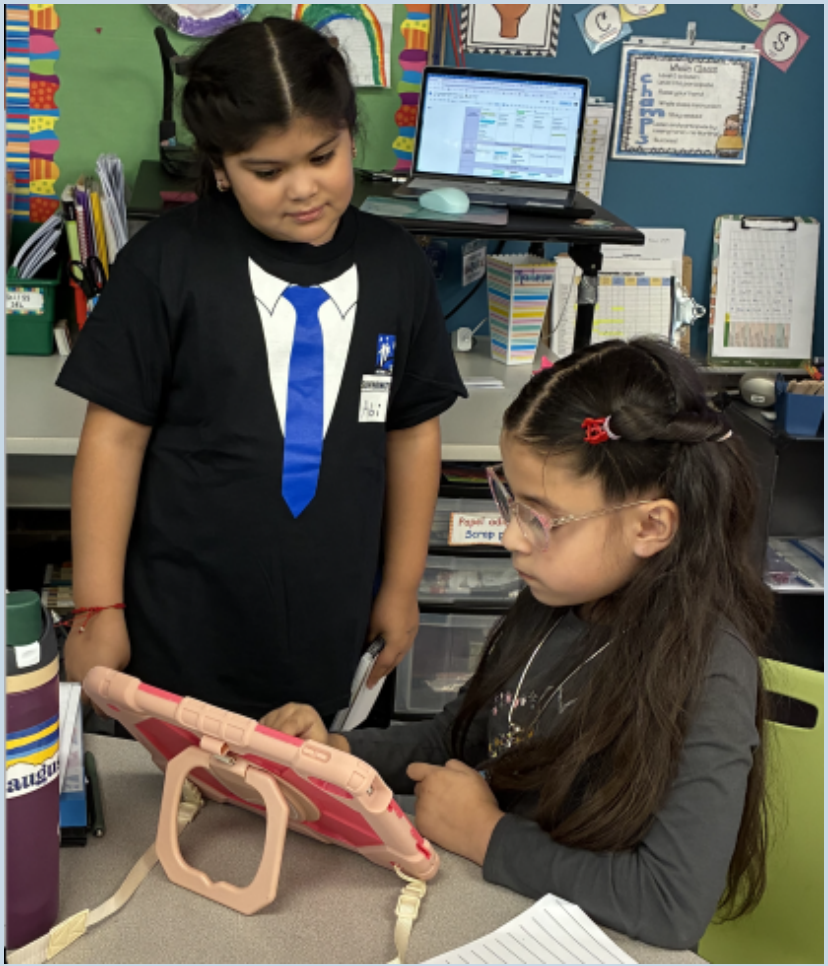
Art: 1

Recess: 3

Learning: 1

Lunch: 1

Gym: 1



~~Superintendent Damian~~

Do you feel cared for in your classroom?

Yes: 3

No: 0

What do you like best about Gary?

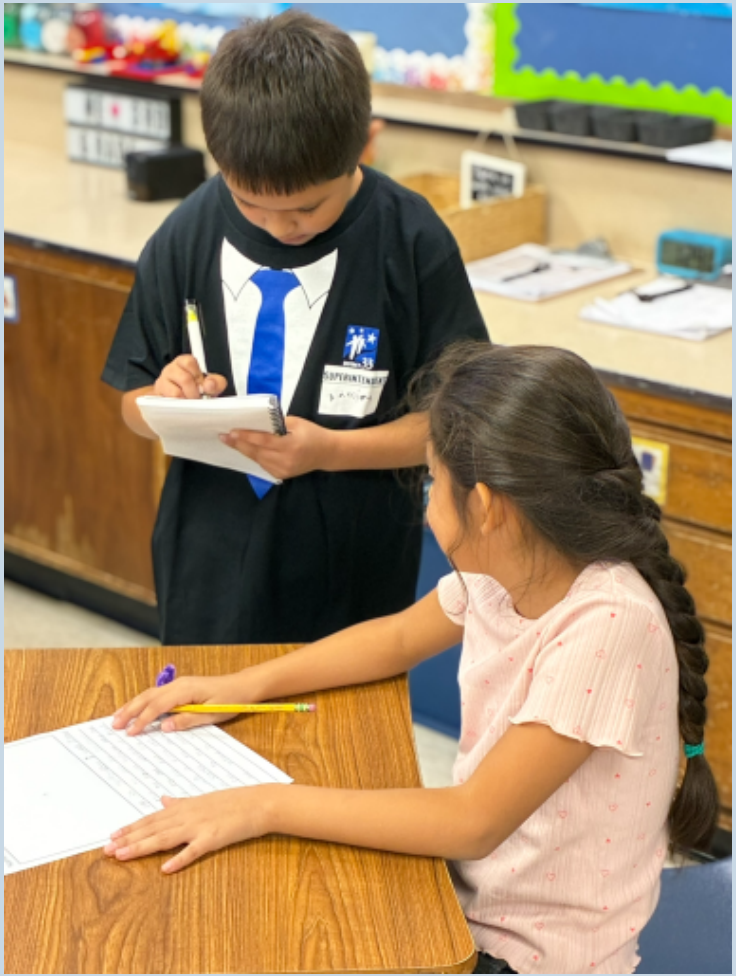
Listening to the teacher

Recess and lunch

Where do you feel safe at Gary?

Classroom

Bathroom





YOU HELP OUR COUGARS SHINE!

Reaching Higher to Achieve Together

Every day, your care, creativity, and commitment help our students reach higher. Thank you for supporting one another, embracing new challenges, and making Gary a place where every Cougar can shine.

We're grateful for you!

Amie & Evonne







Reach Higher

ACHIEVE TOGETHER

DISTRICT 33

BIRTH TO THREE PROGRAM

PIONEER PRESCHOOL

CURRIER ELEMENTARY SCHOOL

GARY ELEMENTARY SCHOOL

Indian Knoll ELEMENTARY SCHOOL

TURNER ELEMENTARY SCHOOL

WEGNER ELEMENTARY SCHOOL

LEMAN MIDDLE SCHOOL