



# Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

## Mission

Gardner Elementary School will work side by side with our families to prepare students for their future social, emotional, and academic success. This will be done in a safe, enjoyable, caring, just, and equitable environment.

## Core Values

**Safe, Respectful, Responsible, Ready and Kind**

## Vision

**At Gardner Elementary School, we are committed to being a place where all community members experience joy, achievement, and care.**

- Experiencing JOY:
  - Students look forward to attending school and joyfully come home every day with knowledge to share, skills to demonstrate, and a smile on their face!
  - Staff derive joy from the incredibly important and rewarding work they do every day.
  - Families should be filled with confidence that their child will have a positive school experience.
- Experiencing ACHIEVEMENT:
  - Socially, Emotionally, and Behaviorally -
    - Learning and practicing what it means to be a safe, respectful, responsible, ready (to learn) and kind Gardner Elementary School citizen - these five words make up our school mantra. We teach and live these values daily.
    - Students will be cooperative, resourceful, growth-oriented, and skilled at regulating themselves when inevitable struggles arise.
  - Academically:
    - All students will attain skills and knowledge necessary to succeed not only on the major assessments and in the next grade-level, but in future life occupations.
    - Students will be curious, resourceful, cooperative, and critical thinkers.
- Experiencing CARE:
  - Students should be filled with a sense of belonging and pride in their school. Go GES Wildcats!
  - Positive relationships between the staff, students, and families will be formed and cultivated.



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## Theory of Action

*If we:*

- Focus on **equity** as a driving force at our school - the idea that every student has a different level of need - and work to address these varying level of needs *through*
- Implement a **Multi-Tiered System of Support (M.T.S.S.)** which creates common, rigorous, standards-based, high quality instruction - both SEL and academic - for all (Tier 1) and implement additional interventions and supports for those who need more to succeed (Tier 2 & 3) *and*
- Continually and proactively evaluate **data** to inform, and adjust these tiered academic, social, and emotional MTSS processes and interventions *and*
- Work in **collaboration with families and community partners** to engage in shared decision making for effective educational programming, *then*

All students will have equitable access and opportunities to achieve at their highest level, and become lifelong, collaborative, problem seekers and solvers who positively contribute to the workforce and their community.

## Strategic Objectives (Big “sunflowers” - areas to grow)

<p><b>1. Utilizing an equity lens, create a school where all members experience JOY and CARE by implementing Multi-Tiered Systems of Support (M.T.S.S.) for social and emotional learning (S.E.L.) success.</b></p>	<p><b>2. Utilizing an equity lens, create a school where all students experience <b>ACADEMIC ACHIEVEMENT</b> by implementing A Multi-Tiered Systems of Support (M.T.S.S.) to enable common, high quality, curriculum and instruction.</b></p>	<p><b>3. Utilize academic and social/emotional <u>data</u> to inform MTSS processes and tiered interventions.</b></p>	<p><b>4. <u>Collaborate with families, students, and community partners</u> to engage in shared decision-making for effective educational programming and to create an environment where families and their students feel a part of our positive and <u>JOYFUL school community</u>.</b></p>
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Action Steps			
<ul style="list-style-type: none"> <li>A. Create a schedule that allows time for Tier I (universal/all students) S.E.L. curriculum to be implemented</li> <li>B. Create common systems, processes, and cycles for MTSS SEL teams</li> <li>C. Implement the Tier I S.E.L. curricula for all students.</li> <li>D. Define outcomes for these areas of our vision statement (Care/Joy/Achievement)</li> <li>E. Align and implement Positive Behavior Systems (PBS)</li> <li>F. Align and implement each schools' Tier 2 and Tier 3 systems for SEL interventions and supports</li> <li>G. Align and implement SST process</li> </ul>	<ul style="list-style-type: none"> <li>A. Facilitate the alignment of goals and vision for the soon to be combined schools</li> <li>B. Create a schedule to enable staff time to plan and accomplish M.T.S.S. goals</li> <li>C. Create a common process for effective implementation of academic M.T.S.S. systems</li> <li>D. Analyze and adjust the curriculum to ensure unit and lesson objectives align with rigorous state standards for English Language Arts and Math</li> <li>E. Based on an analysis of standards and the major assessments, determine which standards are the most important ("Power Standards")</li> <li>F. Based on these most important standards, determine the highest leverage lessons to achieve mastery of the standard;</li> <li>G. Create common, and quality instructional practices for power lessons</li> </ul>	<ul style="list-style-type: none"> <li>A. Align and identify school's criteria to determine progress and success towards meeting Strategic objectives 1 and 2</li> <li>B. Identify which assessments and data will be used to monitor how well the school is progressing towards meeting criteria for S.E.L. and academic improvement</li> <li>C. Create a common process/system for collecting, analyzing, and proactively responding to the data</li> <li>D. Utilize observation and assessment data to determine fidelity and effectiveness of tier I S.E.L. and Academic practices</li> <li>E. Utilize data to determine what students might need additional interventions (Tier 2 and 3)</li> <li>F. Continually monitor the</li> </ul>	<ul style="list-style-type: none"> <li>A. Combine the family and community organizations of the two elementary schools (School Council, PTO, etc.)</li> <li>B. Build on the efforts of the Family and Community Engagement Committee in prior years to create events that bring joy and a sense of belonging to the school, while also incorporating opportunities for family and school academic connection and improvement</li> <li>C. Increase the School Council's membership to include parents as well as community members and business leaders</li> <li>D. Continually assess and improve communication and transparency through social media, web-sites,</li> </ul>



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<p>with more fidelity</p> <p><b>H. Monitor effectiveness of tier 1, 2, and 3 practices and continually adjust accordingly to enable S.E.L. achievement (See Strategic Objective #3)</b></p>	<p><b>H. Implement effective co-teaching practices</b></p> <p><b>I. Create systems and interventions for students not achieving these academic expectations (Tier 2 and 3 interventions and practices)</b></p> <p><b>J. Offer professional development to enable staff instructional and S.E.L. success</b></p> <p><b>K. Monitor effectiveness of tier 1, 2, and 3 practices and continually adjust accordingly to enable academic achievement (See Strategic Objective #3)</b></p>	<p>effectiveness of the Tier 1, 2, and 3 systems, curriculum, practices, and intervention, and adjust when necessary utilizing the cycle and processes alluded to in strategic objectives 1 and 2.</p>	<p>newsletters, meetings, and other outlets</p> <p><b>E. Create partnerships with community organizations and businesses</b></p> <p><b>F. Increase participation of student, staff and family feedback</b></p> <p><b>G. Continue to focus on identifying, assessing, and implementing approaches to help families help their students achieve academically, socially, and emotionally.</b></p>
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### Outcomes

- Strategic Objective 2 and 3 - by 2024, all grade K, 1, and 2 students will be reading achievers by scoring at grade-level or above on the DIBELS reading assessment;
  - 85% by the end of 2022
  - 90% by the end of 2023
  - 95% by the end of 2024
- By 2024, the number of grade 3 and 4 students will score in the meeting and exceeding expectations categories on ELA and Math MCAS will improve by 50% from 2021, to 2024
  - 10% improvement in ELA and Math scores from 2021 - 2022
  - 20% improvement in ELA and Math scores from 2022 - 2023
  - 10% improvement in ELA and Math scores from 2023 - 2024
- By 2024, ALL students will be SEL achievers by demonstrating kindness, cooperation and resourcefulness through ...
  - Tiered Fidelity Inventory will be at 90% or higher;
  - Creation of a kind/cooperative/resourceful/growth portfolio;
  - 90% of students will say they enjoy coming to school
  - 30% Growth in SEL skills as evinced by the RTI skills checklist and the Paths curriculum assessment;
    - 10% by the end of 2022
    - 20% by the end of 2023
    - 30% by the end of 2024
  - Decrease in discipline referrals by 30%
    - 10% by the end of 2022
    - 20% by the end of 2023
    - 30% by the end of 2024
- By 2024:
  - 90% of parents will agree in the Parent Voice Survey that school-family partnerships are satisfactory
  - 90% of students will agree in the Student Voice Survey that school-family partnerships are satisfactory



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<b>Implementation Timeline</b>					
	<b>Activity/Outcome</b>	<b>Person(s) Responsible</b>	<b>Measurement Tool(s)</b>	<b>Date to be Completed</b>	<b>Status</b>
1	Align M.T.S.S. Academic and S.E.L. processes between the two current elementary schools (time to meet, participants identified, protocols implemented)	<b>Building Admins/Building Leadership and MTSS Teams</b>	<b>Building Admin. and MTSS District team observations</b>	<b>June 2022</b>	<b>In Process</b>
2	Align goals, assessments, data, and progress/success criteria under a common vision	<b>MTSS Academic District and Building Teams</b>	<b>Learning Walk/ Observation Data (Rigor Rubric)</b>	<b>June 2022</b>	<b>In Process</b>
3	Create a schedule for each school to enable MTSS systems and teams to function effectively and student achievement. This will serve as a model for the new unified elementary school	<b>Building Admin./BLT</b>	<b>TFI/Annual District SEL Reports</b>	<b>January 2022</b>	<b>Near Completion</b>
4	Implement a common, and quality SEL curriculum for every student (Tier 1)	<b>Teachers/Counseling Teams</b>	<b>Tiered Fidelity Inventory (TFI)/Office Discipline Referral data/Paths and RTI assessments</b>	<b>June 2022</b>	<b>Partially complete</b>
5	Identify and align high leverage (“power”) standards and lessons for ELA and Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and engaging student task, assessed, and inclusive)	<b>Teachers/BLT/Instructional Coaches</b>	<b>Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS</b>	<b>June 2022</b>	<b>In Process</b>
6	Implement effective Tier 2 and Tier 3 SEL interventions for students who need it.	<b>Counseling Teams/ Building Admin</b>	<b>Office Discipline Referral data/Paths and RTI assessments/TFI</b>	<b>June 2022</b>	<b>In Process</b>
7	Implement effective Tier 2 and Tier 3 Academic interventions for students who need it.	<b>Teachers/Tutors</b>	<b>DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS</b>	<b>June 2022</b>	<b>In Process</b>
8	Identify and align standards-based lessons for ALL ELA and Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and	<b>Teachers/BLT</b>	<b>Learning Walk/ Observation Data (Rigor Rubric), DIBELS</b>	<b>June 2023</b>	<b>In Process</b>



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	engaging student task, assessed, and inclusive)		(foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS		
9	Adjust, improve, and re-align MTSS S.E.L. and academic systems, processes and practices based on data and the unforeseen obstacles of merging into a new school	<b>MTSS Teams/Admin/BLT</b>	<b>MTSS Building and District Team observations</b>	<b>June 2023</b>	<b>In Process</b>
10	Utilize assessment and benchmark data to determine what are the strategic areas of improvement	<b>MTSS Teams/Admin/BLT</b>	<b>Tiered Fidelity Inventory (TFI)/Office Discipline Referral data/Paths and RTI assessments/Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS</b>	<b>2022-2023</b>	<b>In Process</b>
11	Implement professional development training for staff to enable greatest areas of improvement	<b>Admin team/MTSS Teams/Outside consultants</b>	<b>Staff attendance sheets</b>	<b>2022-2023</b>	<b>In Process</b>
12	Equity/Family Engagement team assesses and identifies base-line current practices and develops action plans for increased school-family partnerships and equity;	<b>Equity &amp; Family Engagement Team/Principal</b>	<b>MTSS Guidelines for Family Engagement</b>	<b>June 2022</b>	<b>In Process</b>
13	Merge the current family and community engagement teams	<b>Principal/Family and community engagement coordinator</b>		<b>June 2023</b>	<b>In Process</b>
14	Implement Family and Community engagement ideas for increased involvement and improved equity lens based on assessment of current practices	<b>Principal/Family and community engagement coordinator/Other Staff</b>	<b>Family Surveys</b>	<b>2022-2023</b>	<b>In Process</b>
15	Identify and align standards-based lessons for <b>all</b> non-ELA/Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and engaging student task, assessed, and inclusive)	<b>Teachers/Coaches</b>	<b>Learning Walk Observation Data/Subject-specific assessments</b>	<b>2023-2024</b>	