



# Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

## 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, 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 (S.E.B.) -
    - Learning and practicing what it means to be a safe, respectful, responsible, and kind Gardner Elementary School citizen - these four 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.
  - Students should feel that adults and peers care about them.
  - Families should feel that staff care about them.



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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 levels of needs *through*
- a **Multi-Tiered System of Support (M.T.S.S.)** which creates a system to support common, rigorous, standards-based, high quality instruction - both SEB and academic - for all students (Tier 1) and implements additional interventions and supports for those who require more support (Tier 2 & 3) *and*
- Continually and proactively evaluate **data** to inform, and adjust these tiered academic, social, behavioral 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 their future schools, the workforce, and their community.

### 2025-2026 School (and District) Priority

Using High Quality Instructional Materials (HQIM), Teachers will use their Common Planning Time (CPT) to design lessons that require Students With Disabilities (SWD) to participate in heterogeneously (mixed ability) grouped, academically productive discourse founded on grade-level text, resulting in a written product to improve reading and writing and close equity gaps for SWDs.

### Strategic Objectives



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<p>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.</p>	<p>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.</p>	<p>3. Utilize academic and social/emotional data to inform MTSS processes and tiered interventions.</p>	<p>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, CARING, and <u>JOYFUL school community</u>.</p>
<p style="text-align: center;"><b>Action Steps</b></p>			



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<ul style="list-style-type: none"> <li><b>A. Implement the Tier I S.E.L. curricula for all students with fidelity</b></li> <li><b>B. Create fidelity monitoring systems around Tier I progress and use of High Quality Instructional Materials (HQIM) for S.E.L.</b></li> <li><b>C. Create Fidelity monitoring systems for each schools' Tier 2 and Tier 3 systems for SEL interventions and supports</b></li> <li><b>D. Align and implement SST process with more fidelity</b></li> <li><b>E. Monitor effectiveness of tier 1, 2, and 3 practices and continually adjust accordingly to enable S.E.L. achievement</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A. Create a common process for effective implementation of academic M.T.S.S. systems, particularly around foundational literacy</b></li> <li><b>B. Create and implement a process for monitoring and improving the fidelity of our Tier I instructional planning, practice and use of High Quality Instructional Materials (HQIM)</b></li> <li><b>C. Provide professional development to deepen practices and implement HQIM with fidelity</b></li> <li><b>D. Create systems and interventions for students not achieving academically (Tier 2 and 3 interventions and practices)</b></li> <li><b>E. Create Fidelity monitoring systems for each schools' Tier 2 and Tier 3 interventions and supports</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A. Align and identify the school's criteria to determine progress and success towards meeting Strategic objectives 1 and 2</b></li> <li><b>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</b></li> <li><b>C. Create a common process/system for collecting, analyzing, and proactively responding to the data</b></li> <li><b>D. Utilize observation and assessment data to determine fidelity and effectiveness of tier I S.E.L. and Academic practices</b></li> <li><b>E. Utilize data to determine which students might need additional interventions (Tier 2 and 3)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A. 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</b></li> <li><b>B. Increase the School Council's membership to include parents/guardians as well as community members and business leaders</b></li> <li><b>C. Continually assess and improve communication and transparency through social media, web-sites, newsletters, meetings, and other outlets</b></li> <li><b>D. Create partnerships with community</b></li> </ul>
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<p>(See Strategic Objective #3)</p>		<p><b>F. Continually monitor the effectiveness of the Tier 1, 2, and 3 systems, curriculum, practices, and interventions, and adjust when necessary utilizing the cycle and processes alluded to in strategic objectives 1 and 2.</b></p> <p><b>G. Create systems to better analyze attendance data and make strategic improvements in this area</b></p>	<p><b>organizations and businesses</b></p> <p><b>E. Increase participation of student, staff and family feedback</b></p> <p><b>F. Continue to focus on identifying, assessing, and implementing approaches to help families help their students achieve academically, socially, and behaviorally.</b></p>
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### Outcomes - by 2027

1. Academic MTSS Tiers 1, 2, 3 will be developed and Tiers 1 & 2 will be implemented
  - a. Establish an MTSS Academic Team with a regular meeting schedule, purpose, self assessment, agreement on school data sources/points, a progress monitoring schedule and written action plan.
  - b. Identify and develop fidelity measures for building level Tiers 1 & 2 teaming, instructional practices, data and systems with 70% fidelity across all buildings
  - c. Establish a fidelity measure and monitoring schedule for Grades K-4 implementation of inclusive Tiers 1 & 2 lessons using HQIM with fidelity and integrity to ensure Students with Disabilities have access to grade-level instruction and collaborative, active engagement with their peers with 70% fidelity across all buildings
  - d. Students with Disabilities (SWD) for MCAS growth targets will be met
  - e. 10% increase of SWD meeting or exceeding MCAS
  - f. 85% of students will read at or near grade-level (i.e. yellow or above on DIBELS assessment)
  - g. Number of students meeting or exceeding on MCAS will grow by 15%



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2. MTSS SEL Tier 1
  - a. 80% of building classrooms will meet classroom support system high leverage practices goal of 80% engaged and on task.
  - b. 90% of students will say they enjoy coming to school (end of year survey)
  - c. 100% of students will say that at least 3 adults in the building care about them.
3. Close equity gaps, specifically:
  - a. Gap between SWD and all students for MCAS will be reduced by 5% each year or 15% by 2027
  - b. Chronic absenteeism rate for SWDs and MLL will be no higher than annual state accountability targets for elementary schools
  - c. GES office referrals (major) will decrease by 5% each year or 15% by 2027
  - d. Reduce suspensions, restraints, and time-out usage for SWD by 25% by 2027
4. Improve School Climate and Partnerships
  - a. Increased participation on Climate Survey by 25% by the end of 2027
  - b. Increased total and sub scores on Climate Survey at or above comparison age national averages
  - c. Parent and Staff attendance average will increase by 25% at school wide events from 2024-25 SY baseline attendance as compared to 2026-2027 SY average attendance.

Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1	Establish clear expectations for tier 1 academic systems/structures/ practices	<b>Building academic MTSS Team</b>	<b>Expectations/ Implementation Manuals/Tools</b>	<b>Fall 2024</b>	
2	Establish and implement a structured Common Planning Time (CPT) to plan high level student tasks and evidence-based instructional practices for all learners	<b>MTSS District and Building Teams/BLT</b>	<b>Fidelity Check Protocols and Checklist Tools</b>	<b>Fall 2024</b>	
3	Establish and implement a structured system for observing/monitoring CPT meetings and classroom instruction	<b>MTSS District and Building Teams/BLT</b>	<b>Fidelity Check Protocols and Checklist Tools</b>	<b>Fall 2024</b>	



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4	Establish and implement a structured system for feedback and follow-up of CPT meetings and classroom instruction	<b>MTSS District and Building Teams/Admin Teams</b>	<b>Ed Eval Observation/ Feedback Tools</b>	<b>Fall 2024</b>	
5	Support use of data dashboard of district-level/grade level student academic/SEL achievement/growth and social/emotional/behavioral wellness for improved analysis and decision-making. Create & implement a structure for analyzing data to create targeted, specific instructional strategies for struggling learners	<b>MTSS Academic and SEL Teams/BLT/Admin</b>	<b>Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Star Assessments (Math and ELA), MCAS Open Architects Powerschool</b>	<b>Fall 2024</b>	
6	Create strategies to encourage parent participation on PTO, Surveys, and Parent input Council (a.k.a. School Council)	<b>Admin/BLT</b>	<b>Attendance Logs; Newsletter Views; Survey participation and results</b>	<b>Spring 2025</b>	
7	Fully implement MTSS Tier 1 academic systems/practices/supports using HQIM with regard to reading, with fidelity.	<b>MTSS Academic District and Building Teams</b>	<b>Learning Walk/Observation Data/Fidelity Check Data</b>	<b>Spring 2025</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 engaging student task through discourse and students bearing most of the cognitive load, assessed, and inclusive)	<b>Teachers/BLT</b>	<b>Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS</b>	<b>Spring 2025</b>	
9	Assess academic/SEL achievement and growth by grade level and by subgroups at least 3 times per year for adjustment of supports/practices	<b>MTSS Teams/Admin/BLT</b>	<b>STAR, DIBELS, SWIS, BESS, District Data SEL Tool/Open Architects Dashboard</b>	<b>June 2025</b>	<b>In Process</b>
10	Facilitate building leadership teams (BLTs) to provide systems, support and training for effective facilitation of CPTs; and to identify/plan PD for building staff with a focus on SWDs and MLs	<b>MTSS Teams/Admin/BLT</b>	<b>Tiered Fidelity Inventory (TFI)/Office Discipline Referral data/Paths and RTI assessments/Learnin</b>	<b>June 2025</b>	<b>In Process</b>



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			g Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS		
11	Establish and implement a structured system for data-informed PD to improve facilitation of CPT meetings and implementation of evidence-based classroom instructional practices focused on SWDs and MLs	<b>MTSS District and Building Admin/BLT/ Tiered Teams</b>	<b>Fidelity Check Data of CPTs and Tier 1 HQIM Instruction/Learning Walk Data</b>	<b>June 2025</b>	<b>In Process</b>
12	Measure fidelity of current practices, increase alternatives, and training to reduce suspension rates	<b>Building Admin Teams/District Team</b>	<b>Bi-Annual District Data Review of SDR</b>	<b>June 2025</b>	
13	Progress Monitor fidelity and accountability measures of CSS practice to ensure system in place	<b>District MTSS SEL/Building MTSS SEL</b>	<b>Existing spreadsheet</b>	<b>June 2025</b>	
14	District wide CPT practices incorporate high leverage accommodations for SWD and MLs using tools from HQIM and professional development	<b>Special Education Administrators/ Principals/ML Admin/BLT Teams</b>	<b>Learning Walk Data/Fidelity tool</b>	<b>June 2025</b>	
15	Establish clear expectations for Tier 2 academic assessment & data and instructional systems/structures/ practices	<b>MTSS District and Building Tier 2 Teams</b>	<b>Expectations/ Implementation Manuals/Tools</b>	<b>June 2026</b>	
16	Develop and initiate MTSS Tier 2 academic assessment & data/instructional systems/practices/supports <ul style="list-style-type: none"> <li>● Develop a robust structure that connects specific skill deficits with targeted, research-based &amp; specific skill supports/interventions</li> </ul>	<b>MTSS District and Building Tier 2 Teams</b>	<b>Student Outcome Data, Learning Walk/ Observation Data/ Fidelity Check Data (Rigor Rubric)</b>	<b>June 2026</b>	



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17	Assess academic/SEL achievement and growth by grade level and by subgroups at least 5 times per year for adjustment of supports/practices	<b>Building MTSS Teams</b>	<b>STAR, DIBELS, SWIS, BESS, District Data SEL Tool/Open Architects Dashboard</b>	<b>June 2026</b>	
18	Establish clear expectations for tier 3 academic assessment & data/instructional systems/structures/practices	<b>MTSS District and Building Tier 2 Teams</b>	<b>Expectations/ Implementation Manuals/Tools</b>	<b>June 2027</b>	