

Gardner Academy School Improvement Plan 2024-2027

Mission

Gardner Academy is a restorative school that focuses on relationships and building a community of learners who care for and support each other. Restorative practices are embedded in all aspects of our community on a daily basis.

We are learners, not finishers!

Core Values

Community

Compassion

Responsibility

Integrity

Vision

Gardner Academy will be a model of a restorative, alternative high school that meets the social, emotional, and academic needs of all our students in partnership with their families and the wider community.

Every student, in every classroom, every day, will:

feel welcomed, safe, and included in our community;

- Adults will personally welcome each student as they enter the school and each classroom.
- Students will learn social-emotional skills through direct instruction, supports, and institutional practices.
- Our school will actively engage families in the education of their students and community.

have adults consistently interact in ways that foster positive, supportive relationships;

- School expectations, practices, and rules will be informed by the chronological and actual developmental levels of the children we serve.
- Adult responses to student's behaviors will be trauma-informed and restorative and provide opportunities for students to learn from their mistakes, take accountability, and make amends.
- The school will work proactively and collaboratively with families to support the whole child.
- Disciplinary practices will be done through a restorative approach.

and be engaged in relevant, academically rigorous instruction, informed by data.

- Each lesson will incorporate rigorous student tasks that engage all learners, support higher-order thinking, monitor each student's progress, and provide feedback to students for improvement.
- The school will monitor and adapt its instruction to ensure students learn the skills and knowledge to prepare them for their own future.

Theory of Action

If we:

- ***Create*** a clear set of expectations and strategies that are shared across every classroom to assess, monitor, and utilize academic, behavioral, and social emotional data to inform our instruction and interventions,
- ***Then*** there will be continuity of practices across all classrooms and grade levels where the same high level of rigorous instruction is provided to all students that is aligned with objectives and state standards.

- **And**, if we implement challenging learning activities and differentiated instructional strategies that support students’ academic, behavioral, and social emotional growth while developing positive relationships,
- **Then** students will develop higher order thinking skills and the ability to articulate their thinking, while utilizing appropriately challenging resources.
- **And**, if we work in collaboration with families and community partners to engage in shared decision making for effective educational programming while giving all students equitable access and opportunities to achieve at their highest level,
- **Then** students will become lifelong, collaborative, problem solvers who positively contribute to the workforce and their community.

Strategic Objectives

Academic:	Behavioral:	Social Emotional Learning:	Collaboration with Families and Community Partners:
Create and implement a standards-based curriculum across all grades and disciplines utilizing data to inform instruction, lessons, and interventions while supporting equity:	Create and implement clear expectations and strategies across all grades utilizing data to inform behavioral supports and interventions while supporting equity:	Utilize data to inform social emotional interventions and provide tiered supports to all students while supporting equity:	Collaborate with families and community partners to engage in shared decision-making for effective educational programming including students social, emotional, and academic development while supporting equity:

Action Steps

Comprehensive professional development for staff and common planning time based on an MTSS tiered approach	Comprehensive professional development for staff based on an MTSS tiered approach	Comprehensive professional development for staff based on an MTSS tiered approach	Produce and administer student, staff, and family feedback surveys
Create a school-wide written curriculum in a common format by subject area that is aligned with state standards and that is reviewed regularly	Develop, utilize and enforce a system of school-wide behavioral expectations	Monitor social-emotional data and through an MTSS approach and incorporate appropriate tiered interventions accordingly	Increase our use of digital platforms including social media and digital newsletter to share information and celebrate student achievement
Develop and incorporate rigorous and engaging instruction and lessons aligned with state standards.	Monitor referral data through our MTSS system to create and maintain a restorative approach to behavioral interventions and discipline.	Incorporate an SEL curriculum into our Advisory period, which addresses students’ social emotional needs	Establish and maintain School Council meetings and voice for family/community concerns and feedback

Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions		Integrate Tier 1 SEL and restorative practices into all classes across all grades	Expand community partnerships
Utilize teacher observation and evaluation system as well as the rigor rubric and the classroom instructional checks rubric to gather learning walk data for analysis and sharing to improve instructional outcomes		Formalize the process for college and career planning and begin in 9th grade or whenever a student enrolls to include path during high school	

Outcomes

- 1) Teachers in classrooms will incorporate Tier 1 academic, behavioral, and social-emotional interventions with 80% fidelity
- 2) 100% of the teachers will regularly review school-wide expectations with their students multiple times a year and have school-wide and classroom expectations posted in their classrooms
- 3) 80% of students in need of Tier 2 or Tier 3 supports will meet progress targets
- 4) GA will eliminate discipline disparities for all subgroups
- 5) GA will eliminate attendance disparities for all subgroups
- 6) Students with disabilities and mulit-lingual learners will have an increase of 10% meeting or exceeding on MCAS
- 7) All subgroups will meet MCAS targets in ELA, math, and science
- 8) Drop-out rates for all subgroups will be no higher than the aggregate
- 9) At least 75% of our students will identify a post high school goal and will take the necessary steps to achieve it including steps taken during high school (ex. MVP, Gateway, after school jobs, etc)
- 10) Families and students will rate school relationships as at least 90% satisfactory

Implementation Timeline

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1) Use of common planning time for ELA, Math, Science and Social Studies to complete standards-based curriculum mapping for all classes.	Administration Building Leadership Team Faculty	Curriculum Map Templates	June 2025	

2) Use of common planning time in ELA, Math, Science and Social Studies to create rigorous lessons with a focus on instructional practices utilizing the district's CPT Meeting Agenda	Administration Building Leadership Team Faculty	Observation/ Feedback Lesson Plan Templates CPT Agendas and Evaluations	Weekly Ongoing Target Completion June 2026	
3) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, STAR benchmark testing, MCAS) to identify student needs and the instructional strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	MCAS Data STAR Data Various Formative/ Summative Assessment Tools	Weekly Ongoing	
4) Regular professional development for faculty on MTSS to better understand and address academic, behavioral, and social-emotional needs of our students	MTSS Administrator Building Administration Tier 1, 2 & 3 Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	
5) Use of observation/evaluation data to reinforce best teaching practices focusing on instructional practices and academic, behavioral, and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric Instructional Checks Rubric	Yearly Ongoing	
6) Ongoing professional development on de-escalation techniques and restorative practices to address behavior and discipline	Administration MTSS Administrator School Counselor	Discipline Data Observation/ Feedback	Yearly Ongoing	
7) Regular monitoring of student discipline, attendance, and academic data and continued identification of tiered interventions	Administration MTSS Tier 1, 2 & 3 Teams	MTSS Tracker & Progress Monitoring Tool	Monthly Ongoing	
8) Regular monitoring of social-emotional data to identify students in need of tiered supports	Administration Tier 1, 2 & 3 Teams	MTSS tracker & Progress Monitoring Tool BESS Data	Monthly Ongoing	
9) Regular review of school-wide expectations; professional development for teachers, and a system for reviewing expectations in every classroom	MTSS Administrator Building Administration Faculty	School-wide expectations fidelity check-list	Quarterly Ongoing	
12) Use scheduled advisory time for	MTSS	MTSS Data,	Weekly	

social-emotional programming utilizing the Second Step curriculum, and academic monitoring and interventions	Administrator Building Leadership Team Faculty	Collection Tool Check & Connect Data	Ongoing	
13) Survey families to determine effective modes of communication and to establish a robust School Council to share information and receive family input into decision-making regarding school activities, policies and programs. This work will be supplemented by the bi-annual School Climate Survey	Administration School Council	Monthly Agenda & Meeting Notes School Climate Survey	Spring 2025	
14) Regularly use social media platforms, emails and one-call system to disseminate pertinent information to students and families	Administration	Facebook Newsletters	Ongoing	
15) Create a program for robust planning for students path during high school and beyond high school	College & Career Readiness Coordinator Building Administration School Counselors Job Coach	DESE and EC Data Collection Tools	Yearly Ongoing	