

**Gardner Academy for Learning and Technology  
School Improvement Plan  
2018-2020**

**Mission**

To fit the school to the students and re-engage them in their learning. We are a school of choice. We meet the students where they are and enhance their ability, skill, and understanding so that they can achieve a diploma and beyond. At our core we build strong relationships, utilize blended methods for learning, and partner with students, families, and the community for student success.

**Core Values**

**Community**

**Compassion**

**Responsibility**

**Integrity**

**Vision**

At Gardner academy:

We believe in the potential for all students to succeed. Our community strives to expand our student's understanding of the world. We build self-worth and drive. Our learners are shown that there are possibilities beyond what they know and that all that exists in their world is not all that there is.

**Theory of Action**

*If we:*

- **Set out** to create a clear set of practices that and expectations that target re-engaging learners through giving them a purpose for learning, challenges with success, Relevance in their learning, and Building strong relationships with students and our community,
- **Then** there will be a strong learning environment to show our students success in building their skills and knowledge,
- **And**, if our instruction is based on giving students voice and choice in what they learn and how they can demonstrate their understanding while holding high standards and expectations, utilizing formative data to re-inform our instruction, and developing habits of mind to make strong learners,
- **Then** all students can be prepared for the next level of instruction, perform well on standardized assessment, and have the necessary knowledge to prepare for life,
- **And**, if we support each student where they are socially and emotionally and provide strong systems to identify and implement for their personal social and emotional growth,
- **Then** all students will have equitable access and achieve performance expectations.

Strategic Objectives and Initiatives			
School - Based Objectives			Family/Community Partnerships
<p><b>Academic:</b> Create a system of expectations for instruction and assessment that will Utilize UDL models and create individualized learning for each student based on specific skills, content knowledge, higher order thinking skills. Utilizing specific formative data to inform instruction based on student needs.</p>	<p><b>Behavioral:</b> Create and implement clear expectations and strategies across all disciplines utilizing data to inform behavioral supports and interventions.</p>	<p><b>Social and Emotional:</b> Utilize several methods of whole child instruction based in the MTSS model for tier two and three supports for all children and families.</p>	<p><b>Collaboration with families and community partners:</b> Collaborate with families and community partners to engage in shared decision-making for effective educational programming</p>
<p><b>Strategic Initiative:</b> Utilize evaluation system and individual principal meetings to guide teachers in their practice and pedagogy to meet student needs.</p>	<p><b>Strategic Initiative:</b> Create and implement strong systems of data collection and interventions for tier two and three needs following the MTSS model and Trauma sensitive schools protocols.</p>	<p><b>Strategic Initiative:</b> Create and implement strong systems of data collection and interventions for tier two and three needs following the MTSS model and Trauma sensitive schools protocols.</p>	<p><b>Strategic Initiative:</b> Utilize student, staff, and parent surveys for feedback. Collect feedback and interventions from staff on Friday meetings and parents from monthly contact logs</p>
<p><b>Strategic Initiative:</b> Use a common set of practices of aligning all standards to : Reading, Writing, Listening, Speaking, and Problem Solving expectations.</p>	<p><b>Strategic Initiative:</b> Build a social-emotional rubric based on the CASTL model to identify and measure student progress.</p>	<p><b>Strategic Initiative:</b> Build a social-emotional rubric based on the CASTL model to identify and measure student progress.</p>	<p><b>Strategic Initiative:</b> Partner with MWCC for Early College opportunities in manufacturing. Build internship opportunities with local businesses for students to obtain work based understanding values.</p>
<p><b>Strategic Initiative:</b> Base assessment levels on knowledge that demonstrates</p>	<p><b>Strategic Initiative:</b> Utilize breakout groups for</p>	<p><b>Strategic Initiative:</b> Continue with SST process and teacher</p>	<p><b>Strategic Initiative:</b> Utilize district/school website pages and development of Social Media</p>

understanding on levels of fundamental knowledge, applicable knowledge, and connective knowledge.	understanding core values and expectations for our school to connect all students as a community.	check-ins per breakout group for student support.	
<b>Strategic Initiative:</b> Build literacy practices across curriculum and implement inter-disciplinary projects for whole school.	<b>Strategic Initiative:</b> Utilize our student advisory board to develop a system of peer expectations for behaviors and consequences	<b>Strategic Initiative:</b> Utilize Heywood position to coordinate outside agencies and counseling services for student needs	<b>Strategic Initiative:</b> Utilize our Family council to inform policy and community interaction.
Utilize data from MCAS, MAPS, and classroom assessments to inform instruction	Utilize restorative practices to build and maintain strong relationships	Utilize student choice to guide whole school activity days	<b>Strategic Initiative:</b> Increased number of “family events” at each school
Utilize our manufacturing program with MWCC to extend our offerings for curriculum			<b>Strategic Initiative:</b>
Utilize our Gateway/Pathway partnership to increase student graduation rates			
<b>Outcomes</b>			

1. By 2021, School will have created a “Program of Studies” that encompasses all of our rubrics and expectations by discipline and class.
2. By 2020, school will have established our teaching model as a specific design for instruction, assessment, expectations, and SEL practices.
3. By 2020, School will have two and three systems that utilize MTSS approaches and CASTL model practices for implementation and tracking of SEL growth.
4. School will meet expectations for all students to pass all MCAS testing.
5. School will drop attendance rates by 10% by 2020 and 5% each year after that
6. Student graduation rates will increase by 20% for 2020
7. Student acceptance to post-secondary education will increase to 90% by 2020.

<b>Benchmark</b>	<b>Person Responsible</b>	<b>Date Completed</b>	<b>Status</b>
1) Use principal meetings, common planning, and staff meetings to identify power standards and align practices	Administration Faculty	By end of 2020	In Progress
2) Professional development for faculty to establish common practices and assessments.	Administration Faculty	By end of 2020	In Progress
3) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Ongoing	In Progress
4) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, MAP, MCAS, etc.) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Administration Faculty	Ongoing	In Progress
5) Ongoing professional development on MTSS systems and planning	Administration	Ongoing	In Progress
6) Regular monitoring of student discipline data	Administration	Ongoing	In Progress
7) Regular monitoring of student attendance data and subsequent implementation of interventions for students with high truancy and absenteeism rates	Administration Secretary	Ongoing	In Progress
8) Utilize CASTL system for monitoring SEL growth	Administration Faculty	By end of 2020	Early Stages In Progress
9) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development	Administration Staff	Ongoing	In Progress
11) Parents will have a venue through surveys and School Council to share concerns and have input into decision-making regarding school activities/policies.	Administration School Council	Monthly	In Progress
12) Students will have a venue through surveys and the Student Advisory Board to share concerns and have input into decision-making regarding school activities/policies	Administration Student Advisory Board	Weekly	Early Stages In Progress
13) Development of Manufacturing program and Gateway/Pathways programming	Administration	Ongoing	In Progress

