

## Gardner High School School Improvement Plan 2021-2024

### Mission

Gardner High School provides an enriched academic environment fostered through relevance, rigor and relationships and ensures that each student learns at a high level. In the classroom, we challenge all students in a supportive, positive environment that promotes scholarship and helps students develop the skills and characteristics to make them successful for their future. On the field, stage, or court, we create fun, engaging opportunities for students to excel in athletics, the arts, and co-curricular groups. We promote personal development and a sense of service to our community.

### Core Values

Our Core Values (**C.A.R.E.**) are:

**Community** - We work together to achieve for all in a culture steeped in tradition;

**Appreciation** - We accept our roles, respect different perspectives, and acknowledge the good in others;

**Responsibility** - We own our actions and honor our commitments by being prepared, involved community members; and

**Excellence** - We do our best and take pride in all we do in our community.

### Vision

**We will be the premier school of choice for our students and their families.**

**Every child, in every classroom, every day, will:**

***feel welcomed, safe, and included in our community;***

- Adults will personally welcome each child as they enter the school and each classroom.
- The layout of the school and each classroom will be inviting and conducive to learning.
- Students will learn social-emotional skills through direct instruction, supports, and institutional practices.
- Our school will actively engage families in the education of their children 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 children's behaviors will be empathetic and caring, considering their comprehensive knowledge of the child's development and any possible trauma or stressors.
- 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, provoke 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, which 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-aligned 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 and disciplines 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 while supporting equity:

### Action Steps

Comprehensive professional development for staff and common planning time based on MTSS	Comprehensive professional development for staff based on MTSS	Comprehensive professional development for staff based on MTSS	Produce and administer student, staff and parent feedback surveys
---	--	--	---

Create a school-wide written curriculum in a common format by department and subject area that is aligned with state standards	Monitor discipline data and through an MTSS approach incorporate appropriate interventions accordingly	Monitor social-emotional data and through an MTSS approach incorporate appropriate interventions accordingly	Regularly utilize Gardner High School website page, digital newsletters and social media to share information, activities and achievements
Develop and incorporate rigorous and challenging instruction and lessons aligned with state standards and MCAS specific questions	Monitor attendance data and through an MTSS approach incorporate appropriate interventions accordingly	Incorporate topics addressing students' social emotional needs into Advisory Program	Maintain Student Advisory Board to garner student feedback and assist with policy and program development
Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions	Create and maintain a restorative approach to discipline with empathetic personal interactions which supports student behavioral growth	Create a system for which mental health support staff can meet and effectively plan social-emotional supports and programming	Maintain School Council meetings and voice for parent/community concerns and feedback
Create clear objectives that align with state standards			Further develop and expand our Early College and Innovation Pathways Programming
Utilize teacher observation and evaluation system as well as the rigor rubric for learning walks including observing and supporting our co-teaching model			

**Outcomes**

- 1) Grade 8, 9 and 10 Math, ELA, Social Studies and Science curriculum maps will be aligned with state standards and 100% completed
- 2) 75% of teachers in classrooms will incorporate Tier 1 academic, behavioral and social-emotional interventions
- 3) GHS will eliminate discipline disparities for all subgroups
- 4) GHS will eliminate attendance disparities for all subgroups
- 5) Students with disabilities' failure rates will be reduced by 50%
- 6) All subgroups will meet MCAS targets in ELA, math and science
- 7) A minimum of 50% of seniors graduating from GHS will do so from either the Early College or Innovation Pathways programs with a minimum of 4 college and/or certification classes
- 8) Parents and students will rate school relationships as at least 90% satisfactory

<b>Implementation Timeline</b>

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1) Use of common planning time in ELA, Math, Science and Social Studies to complete standards-aligned curriculum mapping for 8th, 9th and 10th grade classes	Administration Building Leadership Team Faculty	Curriculum Map Templates	Dec 2021	Complete
2) Use of common planning time in ELA, Math, Science and Social Studies to create rigorous lessons to support the curriculum which also reinforce MCAS specific questions	Administration Building Leadership Team Faculty	Lesson Plan Templates	June 2023	In Progress
5) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, Linkit, MCAS) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	Formative Assessment Data Collection Tool MCAS Data Linkit Data	Weekly Ongoing	In Progress
3) Professional development for faculty on MTSS to better understand and address academic, behavioral and social-emotional needs of our students	Administration Tier 1, 2 & 3 Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	In Progress
4) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric	Yearly Ongoing	In Progress
6) Ongoing professional development on empathetic personal interactions with students and a restorative practice approach to discipline	Administration	Discipline Data Observation/ Feedback	Yearly Ongoing	In Progress
7) Regular monitoring of student discipline and attendance data and continued identification of tiered interventions	Administration Tier 1, 2 & 3 Teams	Discipline & Attendance Data MTSS Data	Quarterly Ongoing	In Progress

10) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development	Administration Tier 1, 2 & 3 Teams	MTSS SEL Data	Quarterly Ongoing	In Progress
11) School Council meetings to share information and receive parent input into decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey	Administration School Council	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
12) Student Advisory Board meetings to share information and receive student input into decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey	Administration Student Advisory Board	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
13) Use scheduled advisory time for social-emotional programming and academic interventions	Administration Building Leadership Team Faculty	MTSS Data Collection Tools (academic, SEL, behavioral)	Weekly Ongoing	In Progress
14) Regularly use social media platforms, emails and one-call system to disseminate pertinent information to students and families	Administration Media Specialist	Facebook PlusPortals Newsletters	Weekly Ongoing	In Progress
15) Continue development of Innovation Pathways and Early College Programs	Administration Guidance Central Office Personnel	DESE EC & IP Data Collection Tools	Ongoing	In Progress