



Gardner Public Schools District Improvement Plan 2018-2020

Mission

Gardner Public Schools will work side by side with our families to prepare students for their future success in college, career, and community endeavors. This will be done in a safe, caring, just, and equitable environment.

Core Values

Community Appreciation Responsibility Excellence

Vision

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.
- Schools 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 are restorative rather than punitive.

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 schools will monitor and adapt their instruction to ensure students learn the skills and knowledge to prepare them for their own future.

Theory of Action

If we:

- create, implement, and assess clear, high level common expectations for student learning that are aligned with grade level district and state standards & objectives, *and*
- teach using rigorous, challenging learning activities and differentiated instructional strategies that support students' social emotional and academic growth while developing positive learning partnerships, *and*
- utilize academic and social emotional data to inform our instruction 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.



Gardner Public Schools District Improvement Plan

Strategic Objectives			
<p>1. Create, implement, and assess clear, high level common expectations for student learning aligned with grade level district and state standards & objectives:</p>	<p>2. Provide rigorous, challenging learning activities and instructional strategies that support social emotional and academic growth and develop positive learning partnerships:</p>	<p>3. Utilize academic and social emotional data to inform instruction and tiered interventions:</p>	<p>4. Collaborate with families and community partners to engage in shared decision-making for effective educational programming:</p>
Action Steps			
<p>1A) Co-Teaching/Inclusion Training for all staff</p> <p>1B) Observation and Feedback Training for all administrators and instructional/behavioral coaches</p> <p>1C) Align all curriculum and instruction within grade levels</p> <p>1D) Set expectations for planning, instruction, and student achievement/growth</p>	<p>2A) Embedded sustained Co-Teaching/ Inclusion training with observation and feedback</p> <p>2B) Tiered PBS Interventions, New curriculum for grades K-6 (PATHS), and CPI Training at all buildings</p> <p>2C) Cultural Competency Training for Administrative Staff to Bring to Building Level Training</p> <p>2D) Early Literacy Focus</p>	<p>3A) Co-planning and co-teaching based on academic/non-academic data</p> <p>3B) District and building data teams to monitor academic and non academic data and plan/implement supports & interventions</p> <p>3C) Plan and implement UDL strategies and small group learning supports</p> <p>3D) Data Driven Instruction Support for all Administrators to facilitate in their buildings</p>	<p>4A) Student, Staff and Parent feedback surveys</p> <p>4B) Partner with MWCC and Heywood Hospital for Early College and Internship opportunities</p> <p>4C) District/school website pages and development of Social Media</p> <p>4D) Improved translation services</p> <p>4E) Increased number of “family events” at each school</p> <p>4F) Early Literacy collaborative with United Way and Community Foundation</p>



Gardner Public Schools District Improvement Plan

Outcomes

- 1) By 2021, Full inclusion placement for students with disabilities will increase by 5%
- 2) By 2020, 100% of co-teaching teams identified at the elementary level will implement varied co-teaching models to effectively address student needs
- 3) Special Education referrals will be reduced by 10% annually through 2021
- 4) By 2020, District will meet annual state expectations and compliance for discipline for all subgroups
- 5) Building level office referrals will show an annual decrease of 20%
- 6) The number of students in grades K-4 who meet early literacy assessment benchmarks will increase by 20% annually through 2021
- 7) By 2021, achievement/growth scores in Math and ELA for all subgroups on MCAS/MAP assessments will meet annual targets
- 8) By 2021, District Survey satisfaction rates for areas identified for improvement will reach 90%
- 9) By 2021, 25% of students from Gardner High School and 25% of students from Gardner Academy will graduate with college classes leading toward an Associate's degree or vocational certification
- 10) By 2020, 100% of District/school information for families will be accessible on website/social media platforms in their first language



Gardner Public Schools District Improvement Plan

Benchmarks			
Benchmark	Person Responsible	Date Completed	Status
<p>1) Use of Administrative Council meetings for all evaluators/coaches to be calibrated in:</p> <ul style="list-style-type: none"> *observation-feedback practices *use of the same observation-feedback tools *written feedback consistent in message and tone <p>training in the use of the four frames model for problem solving and decision making</p>	Superintendent/ CAO	Spring 2020	In Process
<p>2) Building administrators will have a comprehensive plan for facilitation of data-use in their schools</p>	Principals	Spring 2019	In Process
<p>3) Each building will provide an end of year data report to their staff and at the District level presenting their accomplishments/challenges/action plan for the following school year</p>	Principals	Annually	In Process
<p>4) All students will receive interventions/supports specific to their individual skill deficits in the moment</p>	Coaches/ Teachers	Spring 2021	Early Stages
<p>5) Co-teaching teams will use co-teaching strategies matched to the needs of students based on academic/non-academic data (students will be grouped according to specific needs/planned interventions)</p>	Coaches/ Teachers	Spring 2021	In Process at elementary level; Early stages at secondary level
<p>6) All staff will have access to documentation of expectations for tiered instructional and behavioral practices & supports</p>	Principals	Spring 2020	In Process
<p>7) Buildings will use observation data from inclusion rubric to measure implementation of multiple models of effective inclusion/co-teaching practices</p>	Consultant/ Principals/ Coaches	Ongoing; quarterly	In Process
<p>8) Buildings will use observation data to measure implementation of UDL practices</p>	District/ Building Administrators/ Coaches	Spring 2020; then ongoing monthly	Early Stages



Gardner Public Schools District Improvement Plan

Benchmark	Person Responsible	Date Completed	Status
9) SST & ILT teams will follow a district-developed tiered system of supports standard protocol for assessing academic and non-academic skill deficits, monitoring growth, and reporting progress (informed by MTSS guidelines)	Principals/ SST Leaders	Fall 2019; then ongoing	Early Stages
10) Professional development for building staff will be planned and implemented to address cultural bias, culturally responsive teaching	District/ Building Administrators	Spring 2020	Early Stages
11) District will analyze annual SSSR data to monitor growth in comparison to the state and plan for revision of practices to meet state expectations and compliance	District/ Building Administrators	Annually	Early Stages
12) Buildings will use SWIS data and Educators' Handbook data to monitor office referral data and to make adjustments to tier 1 and tier 2 behavior supports as needed	District/ Building Administrators	Ongoing; monthly	In Process
13) Curriculum brochures updated to current state/local standards	CAO	Spring 2019	In Process
14) Common Planning Time utilized for curriculum/ instructional planning/data analysis	Principals/ Coaches	Ongoing, weekly	In Process
15) Community use of Footsteps to Brilliance will increase by 10% annually	District/ Building Administrators/ Coaches	Annually	In Process
16) Data analysis of DIBEL/reading assessment results and action planning to address concerns will occur 3 times per year in grades 2-8	CAO/ Principals/ Coaches/ Teachers	Ongoing, tri-annually	In Process
17) Data analysis of MCAS results and action planning to address concerns will occur in grades 2-10	CAO/ Principals/ Coaches/ Teachers	Annually	In Process
18) District/School learning walks/observations to find evidence of implementation of effective curriculum, planning, assessment, and instructional practices aligned to documented expectations	District/ Building Administrators	Semi-annually	In Process



Gardner Public Schools District Improvement Plan

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19) Website restructuring for 100% of communication from schools/District in their first language	ELL Coordinator/ Principals	Spring 2019	In Process
20) Students/families will have a venue to share concerns and have input into decision making for the schools/District/their children	District/ Building Administrators	Spring 2019	In Process