Gardner Academy for Learning and Technology
School Improvement Plan
2021-2024

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:

1. Hold high standards and expectations for students' academic and behavioral performance that provide them with a Purpose for Learning, Challenge them with success, Build Relevance in their learning, and establish Strong Relationships with students and our community.

2. **AND** Within a solid MTSS process, we identify, target, and implement supports and interventions that address the SEL and Academic needs of our students.

3. *And,* if we combine this with instruction that 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 and summative data to inform our instruction, and developing habits of mind to make strong learners utilizing a standards-based, project focused model.

4. *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,

5. *Then* we will eliminate inequitable learning gaps, motivate students to engage in rigorous instruction, and provide students with opportunities to enhance their future possibilities to obtain the next level of learning, college and postgraduate education, preparations for standardized testing and preparation for life with viable employment opportunities that will allow for our learners to choose their future

Strategic Objectives				
School - Based Objectives				**Family/Community Partnerships**
Academic: Create a backwards design/UDL approach for high standards to be taught in a standards based classroom.	**Behavioral:** Create and implement clear expectations and strategies for building community, a culture for learning, and understanding of our place in the world.	**Social and Emotional:** Build and implement a strong system of protocols, practices, and interventions to meet the SEL needs of all learners in the school.		**Collaboration with families and community partners:** Collaborate with families and community partners to engage in the shared decision-making for equitable access to curriculum, policy, post-graduation opportunities, culture, and community.
Action Steps				
Create a system of aligning state standards/assessments with student learning expectations and assessment/instructional practices.	Create and implement strong systems of data collection and interventions for tiered supports following the MTSS model and Trauma sensitive schools protocols.	Create data systems for measuring success in attendance, grading, drop-out prevention, and graduation rate.		Utilize student, staff, and parent surveys for feedback. Collect feedback and interventions from staff.
Create and utilize assessments, both formative and summative, that calibrate with the level of standard for state, district, and school expectations.	Build a social-emotional rubric based on the CASEL model to identify and measure student progress.	Create & implement a system for collecting and analyzing Academic and SEL data		Provide Early College opportunities in manufacturing. Build internship opportunities with local businesses for students to obtain work based understanding values. Provide programs for dual enrollment.
Create a backwards design, standards-based pedagogy that incorporates interdisciplinary approaches for instruction while meeting high expectations	Develop an advisory curriculum for understanding core values and expectations for our school to connect all students as a community.	Build a strong student advisory board for allowing voice and choice in school decision-making		Increase communication through district/school website pages and development of Social Media.
Build literacy practices across-the -curriculum to create whole-school common approaches to vocabulary, writing standards, numeracy, reading strategies, and	Develop a system of peer expectations for behaviors and consequences.	Create a system for developing and implementing action plans to address academic and SEL needs identified by data.		Increase opportunities to partner with families in decision making through Family Council and other venues to inform policy and student learning experiences.

cross-pedagogical practices.			
Create and sustain opportunities for all students to enroll and complete alternative learning pathways to provide more equitable opportunities for our students; and to decrease drop-out rates/increase student graduation rates.	Utilize restorative practices to build and maintain strong relationships.		

Outcomes

1. By 2022, the school will have created and implemented tracking systems for MTSS for SEL, Academics, and Equity with the purpose of identifying student needs, implementing and managing interventions, and tracking progress of interventions for the school's progress.
2. By 2022, the school will have established a tool for triangulation alignment, and mapping of academic standards based on what the state standard for each class across the curriculum, when those standards are presented and taught for mastery in each class, and how often the standard appeared on the MCAS testing and does our instruction of the standard math the expectation and design of the MCAS questions.
3. By 2023-2024, the school will review the established intervention trackers and protocols for interventions in SEL and Academics for efficiency and effectiveness and make appropriate changes based on the TFI for both areas.
4. By 2023-2024, the school will focus on assessment tools to align with standards taught and ensure a layered assessment practice and tools for monitoring foundational, applicable, and connective understanding.
5. By 2022, the school will work with GHS to add to the "Program of Studies" that encompasses all of our rubrics and expectations by discipline and class.
6. By 2023, the school will have established our MTSS SEL/Academic teaching model as a specific design for instruction, assessment, expectations, and SEL practices.
7. By 2024, the school will have tier two and three systems that utilize MTSS approaches and CASEL model practices for implementation and tracking decision-making and personal growth.
8. The school will meet expectations for all students to pass all MCAS testing.
9. For 2021-2024, the school will continue to meet MCAS passing rates to 100%, increase proficiency rates by 20%.
10. For 2021-2024, the school will increase participation in dual enrollment and innovation/pathways by 10% each year.

Implementation Timeline

Activity/Outcome	Person Responsible	Measurement Tool(s)	Date Completed	Status
1) Use MTSS academic & SEL time twice each week, staff meetings twice monthly and PD days to identify power standards on MCAS per each class and build alignment in classes taught here at the school.	Administration Faculty	TFI	By end of 2022	In Progress
2) Friday meetings for implementation and planning/assessing of interventions. Monitoring parent contact practices using monthly/daily contact logs	Administration Faculty	TFI	By end of 2022	In Progress
3) Use principal meetings to go over evaluation and also progress on standards being taught in class.	Administration Faculty	Teachpoint/ feedback tool	By end of 2022	In Progress
4) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Teachpoint/ feedback tool	Ongoing	In Progress
5) 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 instructional strategies necessary for addressing identified deficiencies (utilizing layered assessment format)	Administration Faculty/ teacher leaders/ admin.	Linkit, Edwin	Ongoing	In Progress
6) Ongoing monitoring of the TFI for MTSS for implementation.	Admin., BLT., staff	TFI	Ongoing	In Progress
7) Regular monitoring of student discipline data	Administration	Data tracker, Rediker	Ongoing	In Progress
8) Regular monitoring of student attendance data and subsequent implementation of interventions for students with high truancy and absenteeism rates (attendance trackers that measure period attendance, weekly/monthly attendance, attendance by sub-group, and two week interval attendance)	Administration Secretary	Data tracker, Rediker	Ongoing	In Progress

9) Utilize CASEL system for monitoring SEL growth (Continue to utilize Heywood and Telehealth for student needs)	Administration Faculty	BESS, TFI	By end of 2023	Early Stages
10) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development (attendance, academic performance, counseling services, DCF/DYS involvement, decision-making rubrics, work production, probation, foster-care)	Administration Staff	BESS, Data-tracker (grad tracker)	By end of 2023	Early stages
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	District Survey	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 (utilize Advisory classes for organizing and implementing strategies for meeting school objectives for SEL)	Administration Student Advisory Board	District Survey	Weekly	Early Stages In Progress
13) Development of Manufacturing program and Gateway/Pathways programming in partnership with MWCC to extend our offerings for curriculum.	Administration	Meeting minutes, enrollment data	Ongoing	In Progress