

Gardner High School School Improvement Plan 2024-2027

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 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 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 parent feedback surveys
Create a school-wide written curriculum in a common format by department and 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	Regularly utilize Gardner High School website page, digital newsletters and social media to share information, activities and achievements

<p>Develop and incorporate rigorous and engaging instruction and lessons aligned with state standards and MCAS specific questions</p>	<p>Monitor discipline data, and through our MTSS system, incorporate appropriate interventions and progressive discipline accordingly</p>	<p>Incorporate an SEL curriculum into our Advisory period, which addresses students' social emotional needs</p>	<p>Maintain School Council meetings and voice for parent/community concerns and feedback</p>
<p>Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions</p>	<p>Create and maintain a restorative approach to discipline with empathetic personal interactions which supports student behavioral growth</p>		<p>Further develop and expand our Early College and vocational programming.</p>
<p>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</p>			

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) GHS will eliminate discipline disparities for all subgroups
- 5) GHS will eliminate attendance disparities for all subgroups
- 6) Students with disabilities and multi-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) A minimum of 50% of seniors graduating from GHS will be enrolled in either our Early College Program or vocational offerings through the MWCC Autotech Program, the MWCC CNA Program, the MT MVP Program, our Manufacturing Program, or other developed vocational programs
- 9) Drop-out rates for all subgroups will be no higher than the aggregate
- 10) Parents 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 in ELA, Math, Science and Social Studies to complete standards-aligned 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	
5) 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	
3) 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	
4) 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 empathetic personal interactions with students, de-escalation techniques, and a restorative practice approach to discipline	Administration MTSS Administrator	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	GHS Tracker & Progress Monitoring Tool	Monthly Ongoing	
10) Regular monitoring of social-emotional data to identify students in need of tiered supports	Administration Tier 1, 2 & 3 Teams	GHS Tracker & Progress Monitoring Tool BESS Data	Monthly Ongoing	

11) 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 social-emotional programming utilizing the Character Strong curriculum, and academic monitoring and interventions	MTSS Administrator Building Leadership Team Faculty	MTSS Data, Collection Tool Check & Connect Data	Weekly Ongoing	
13) 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	
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	Ongoing	
15) Continue development of Early College Academy and Vocational Programs	College & Career Readiness Coordinator Building Administration School Counselors	DESE and EC Data Collection Tools	Yearly Ongoing	