

Gardner Middle School School Improvement Plan 2021-2024

Mission

All students have the right to an education and that education can be an equalizer in a world where unfair differences exist for our students. All of our students have talents and our school needs to foster the growth of these talents. Our school needs to identify students' goals and supply the knowledge and skills that allow each student to enter adulthood with access to their goals. All students need to be given challenging work, but always be put in a situation to succeed. This needs to be done in a safe and respectful environment for all. Every child, in every classroom, every day, will: feel welcomed, safe, and included in our community; have adults consistently interact in ways that foster positive, supportive relationships; and be engaged in relevant, academically rigorous instruction.

Core Values



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			
<p>Academic:</p> <p>Create and implement a cohesive system for designing student tasks that require students to access the rigor stated in the state standards.</p>	<p>Behavioral:</p> <p>Create and implement clear expectations and strategies across all grades and disciplines utilizing data to inform behavioral supports and interventions while supporting equity:</p>	<p>Social Emotional Learning:</p> <p>Utilize data to inform social emotional interventions and provide tiered supports to all students while supporting equity:</p>	<p>Collaboration with Families and Community Partners:</p> <p>Collaborate with families and community partners to engage in shared decision-making for effective educational programming while supporting equity:</p>
Action Steps			
<p>Provide comprehensive professional development for staff and common planning time based on MTSS</p>	<p>Provide comprehensive professional development for staff based on MTSS/PBIS</p>	<p>Provide comprehensive professional development for staff based on MTSS</p>	<p>Produce and administer student, staff and parent feedback surveys</p>
<p>Create a school-wide written curriculum in a common format by department and subject area that is aligned with state standards</p>	<p>Monitor discipline data and through an MTSS/PBIS approach incorporate appropriate interventions accordingly</p>	<p>Monitor social-emotional data and through an MTSS approach incorporate appropriate interventions accordingly</p>	<p>Regularly utilize Gardner Middle School website page, digital newsletters and social media to share information, activities and achievements</p>
<p>Develop and incorporate rigorous and challenging instruction and lessons aligned with state standards and MCAS specific questions</p>	<p>Monitor attendance data and through an MTSS/PBIS approach incorporate appropriate interventions accordingly</p>	<p>Incorporate topics addressing students' social emotional needs into Advisory Program</p>	<p>Maintain Student Council to garner student feedback and assist with program development and school culture.</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>Create a system for which mental health support staff can meet and effectively plan social-emotional supports and programming</p>	<p>Maintain School Council meetings and voice for parent/community concerns and feedback</p>

Create clear objectives that align with state standards			
Utilize teacher observation and evaluation system as well as the rigor rubric for learning walks including observing and supporting our co-teaching model			
Outcomes			
<ol style="list-style-type: none"> 1) Grade 5, 6 and 7 Math, ELA, Social Studies and Science curriculum lessons 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) GMS will eliminate discipline disparities for all subgroups 4) GMS will eliminate attendance disparities for all subgroups 5) GMS will eliminate academic disparities for all subgroups 6) All subgroups will meet MCAS targets in ELA, math and science 7) 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) 1. Admin will create and implement a more robust and organized Common Planning Time schedule for teachers	Administration Building Leadership Team Faculty	Schedule	Sept 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
3) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment	Administration Building Leadership	Formative Assessment Data Collection	Weekly Ongoing	In Progress

data (interim assessments, Linkit, MCAS) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Team Faculty	Tool MCAS Data Linkit Data		
4) 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
5) 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
8) 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
9) 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
10) Student Council meetings to share information and receive student input into decision-making regarding school activities and school culture	Administration Student Council	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
11) Use scheduled advisory time for social-emotional programming and academic interventions	Administration Building Leadership	MTSS Data Collection Tools	Weekly Ongoing	In Progress

	Team Mental Health Team	(academic, SEL, behavioral)		
12) Regularly use social media platforms, emails, one call system and School Newsletter	Administration	Facebook PlusPortals Newsletters	Weekly Ongoing	In Progress