



**Gardner Public Schools
District Improvement Plan
2021-2024**

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 have a culture of dignity and inclusion for all;

AND we hold high expectations that are aligned with grade level district and state standards & objectives for the social/emotional, mental health, and academic outcomes for our students;

AND we collect, analyze, and respond to relevant data for all students individually and collectively, providing tiered supports based on that data;

AND we provide teachers with adequate time, training, support, leadership, and resources focused on equity;

AND we work in collaboration with families and community partners to engage in shared decision making for effective educational programming;

THEN All students will achieve academic success and career readiness; and will develop the social emotional wellness required to thrive as contributing members of their community and workplace.



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Strategic Objectives			
<p>1. High expectations aligned with grade level district and state standards & objectives for social/emotional/behavioral wellness, and successful academic outcomes for all students:</p>	<p>2. Provide teachers with adequate time, training, support, leadership, and resources focused on equity:</p>	<p>3. Collect, analyze, and respond to relevant academic and social/emotional/behavioral data for all students individually and collectively, providing tiered supports based on that data:</p>	<p>4. Collaborate with families and community partners to engage in shared decision-making for effective educational programming:</p>
Action Steps			
<p>1A) Align all curriculum, assessments, and instruction within grade levels to state standard of mastery</p> <p>1B) Create, implement, and assess clear, high level common expectations for student learning aligned with grade level district and state standards & objectives</p> <p>1C) Develop/revise rigorous, challenging learning activities and instructional strategies that support social emotional and academic growth and develop positive learning partnerships</p> <p>1D) Implement systemic inclusive practices and co-teaching</p>	<p>2A) Support for sustained effective Co-Teaching/ Inclusion practices</p> <p>2B) Support for all administrators, instructional/behavioral coaches in effective observation/evaluation practices</p> <p>2C) Support District and Building MTSS Teams through the development of systems, data and practices</p> <p>2D) Support for improved instruction and intervention in Early Literacy</p>	<p>3A) Identify data points to be collected, analyzed, and monitored to determine student achievement and progress</p> <p>3B) District and building data teams to monitor academic and non-academic data and plan/implement targeted tiered supports & interventions</p> <p>3C) Plan and implement UDL strategies and small group learning supports based on data analysis</p> <p>3D) Revise special education/intervention practices, and increase fidelity</p>	<p>4A) Gather Parent feedback</p> <p>4B) Expand early college and vocational opportunities</p> <p>4C) Foster school-family partnerships</p>



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Outcomes – By 2024:

- 1) All three tiers of academic/SEL support will be developed and implemented
 - a. Tier 1 implementation will meet at least 90% fidelity
 - i. 100% of co-teaching classrooms will implement varied co-teaching models
 - b. Tier 2 implementation will meet at least 70% fidelity
 - c. 90% of Students in grades K-4 will meet early literacy assessment benchmarks
 - d. Special Education referrals will be reduced by 10%
- 2) Close equity gaps, specifically:
 - a. Drop-out rate for SWDs will be no higher than the state expectation
 - b. Chronic absenteeism rate for SWDs will be no higher than the state expectation
 - c. Drop-out rate for each subgroup will be no higher than the aggregate
 - d. District will meet state expectations and compliance for SSSR for all subgroups
 - e. Building level office referrals will be no higher than 50% of the national level for comparative schools
 - f. All subgroups will meet or exceed state MCAS targets in ELA & Math
 - g. The diversity of students in our early college/vocational programming will represent the diversity of our high school enrollment
- 3) Implement 75% of the evidence-based family engagement practices listed in the Massachusetts MTSS blueprint using an evidence-based fidelity measure that addresses family engagement
 - a. 90% of parents will agree in the Parent Voice Survey that school-family partnerships are satisfactory
 - b. 90% of students will agree in the Student Voice Survey that school-family partnerships are satisfactory



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Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1	Assessment of district reading program K-5 and action plan for reading program improvements using the Hill For Literacy Assessment of Literacy Program Document	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	
2	MTSS Tier 1 academic systems/practices/supports developed and implemented (fidelity of evidence-based curriculum/instruction/assessment practices)	MTSS Academic District and Building Teams	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	
3	MTSS Tier 2 social/emotional/ behavioral systems/practices/supports developed and implemented	MTSS District Coordinator/ District Team	TFI/Annual District SEL Reports	June 2022	
4	Assessment of co-teaching practices and development of action plan for effective implementation using	Karen Martin/ Building Admins.	Inclusion/Co-Teaching Observation Checklist	June 2022	
5	At least 80% of Students will be Engaged in classroom learning activities	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	
6	Partner with MWCC to expand opportunities and programs for an increased number of early college and vocational enrollment	GHS/GALT Admins.	Student enrollment data	June 2022	
7	Equity/Family Engagement team to assess/identify base-line of current practices and develop action plan for increased school-family partnerships and equity	Equity & Family Engagement Team	MTSS Guidelines for Family Engagement	June 2022	
8	Develop data dashboard of district-level/grade level student academic/SEL achievement/growth and social/emotional/behavioral wellness for improved analysis and decision-making	District Academic/SEL Teams	Linkit/District SEL SWIS and District Created SEL Database BESS/Attendance	June 2022	
9	Suspension rates of SWDs at each school will be no higher than the aggregate suspension rate	Building SEL Teams/District Team	Bi-Annual District Data Review of SDDR	June 2022	



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	Activity	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
10	Suspensions of greater than 10 days will be no higher for SWDs at each school than the aggregate suspensions of greater than 10 days at each school	Building SEL Teams/District Team	Bi-Annual District Data Review of SDR	June 2022	
11	Provide training/support for effective implementation of co-teaching practices in all classrooms with more than one adult	Karen Martin/ Building Admins.	Inclusion/Co-Teaching Observation Checklist	June 2023	
12	Purchase updated literacy program curriculum, instruction, assessment resources and provide training/support for implementation	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2023	
13	80% of all lessons will meet at least the “application” or strategic “thinking” level of Webb’s Depth of Knowledge scale	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2023	
14	Implement school-family partnerships for increased family involvement	Equity/Family Engagement Committee/ Building Admins	Family Survey	June 2023	
15	MTSS Tier 2 academic systems/practices/supports developed and implemented	MTSS District Team/BLT/ CPTs	Learning Walk/ Observation Data (Rigor Rubric)	June 2023	
16	MTSS Tier 2 academic systems/practices/supports fully implemented	MTSS District Team/BLT/ CPTs	Learning Walk/ Observation Data (Rigor Rubric)	June 2024	
17	MTSS Tier 3 SEL systems/practices/supports developed and implemented	Building SEL Teams/District Team	TFI Annual District SEL Reports	June 2024	
18	Full implementation of revised reading program K-5	BLT/CPTs	Learning Walk/ Observation Data (Rigor Rubric)	June 2024	
19	Full implementation and action plan for sustainability and fidelity of effective co-teaching practices	Karen Martin/ Building Admins.	Action Plan and Observation Tool for Inclusion/ Co-Teaching Practices	June 2024	
20	Assess academic/SEL achievement and growth by grade level and by subgroups at least 5 times per year for adjustment of supports/practices	Building MTSS Teams	Linkit, DIBELS, SWIS, BESS, District Data SEL Tool	June 2024	