

Gardner High School School Improvement Plan 2019-2021

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.
- 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 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 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** 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 clear expectations and strategies across all grades and disciplines utilizing data to inform instruction and interventions.</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.</p>	<p>Social Emotional Learning:</p> <p>Create and implement clear expectations and strategies across all grades and disciplines utilizing data to inform social emotional supports and interventions.</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.</p>
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Action Steps

<p>Comprehensive professional development for staff based on MTSS</p>	<p>Comprehensive professional development for staff based on MTSS</p>	<p>Comprehensive professional development for staff based on MTSS</p>	<p>Produce and administer student, staff and parent feedback surveys</p>
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Utilize teacher observation and evaluation system as well as the rigor rubric for learning walks	Create and maintain a restorative approach to discipline	Maintain an SST process that addresses individual student needs	Regularly utilize Gardner High School website page and social media
Implement strategies for literacy across all academic disciplines	Support student behavioral growth with empathetic personal interactions	Incorporate topics addressing students' social emotional needs into Advisory Program	Develop a comprehensive school-based and community-based internship program
Create school-wide written curriculum in a common format by department and subject area	Monitor and improve student attendance as a whole and across all subgroups	Develop and incorporate ongoing supportive programming for students based on their needs	Partner with area colleges (MWCC and Fitchburg State University) to develop college/career pathways
Create clear objectives that align with state standards	Monitor behavioral data that will drive future discipline practices	Monitor social emotional data that will drive future interventions and supports	Maintain School Council meetings and voice for parent/community concerns and feedback.
Monitor academic data that will drive future instruction, assessments and interventions			Create Student Advisory Board to garner student feedback and assist with policy and program development

Outcomes

- 1) By 2021, all departments will have curriculum written in a common format
- 2) Achievement/growth scores will meet annual targets for literacy (MAP) and in Math and ELA (MCAS) by 2021
- 3) By 2020, GHS will meet annual state expectations and compliance for discipline as a whole and for all subgroups
- 4) By 2020, GHS will meet annual state expectations and compliance for attendance as a whole and for all subgroups
- 5) Student special education referrals will decrease by 5% both in 2020 and 2021
- 6) All GHS students will have participated in the Character Strong curriculum by the end of 2020
- 7) By 2021, the development of an internship program will have 50 students placed in work-based internships

8) By 2021, 25% of seniors from Gardner High School will graduate with a minimum of 12 college credits

Benchmarks

Benchmark	Person Responsible	Date Completed	Status
1) Use of common planning time, staff meetings and professional development for faculty to write curriculum in a common format	Administration ILT Faculty	By end of 2021	Early Stages In Progress
2) Professional development for faculty around literacy strategies across all academic disciplines	Administration ILT	By end of 2020	In Progress
3) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Ongoing	In Progress
4) 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 strategies necessary for addressing identified deficiencies	Administration Faculty	Ongoing	In Progress
5) Ongoing professional development on empathetic personal interactions with students and a restorative practice approach to discipline	Administration ILT	Ongoing	In Progress
6) Regular monitoring of student discipline data	Administration	Ongoing	In Progress
7) Regular monitoring of student attendance data and subsequent implementation of interventions for students with high truancy and absenteeism rates	Administration Attendance Secretary	Ongoing	In Progress
8) Utilize Character Strong curriculum for students and faculty	Administration Faculty	By end of 2020	Early Stages In Progress
9) SST will follow tiered systems of supports protocol (MTSS) for assessing academic, behavioral, and social-emotional needs and monitoring progress	Administration SST	Ongoing	In Progress
10) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development	Administration Guidance SBCC SST	Ongoing	In Progress
11) Parents will have a venue through surveys and School Council to share concerns and have input	Administration School Council	Monthly	In Progress

into decision-making regarding school activities/policies.			
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	Administration Student Advisory Board	Monthly	Early Stages In Progress
13) Development of Early College Program and Innovation Pathways	Administration Guidance Central Office Personnel	Ongoing	In Progress