



Gardner Middle School: Improvement Plan 2019-2020

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District: Gardner Public Schools
School: Gardner Middle School
Improvement Plan
2018-2019

Superintendent's Signature: _____

Date of Completion: _____

SECTION I: Executive Summary

Brief background:

Gardner Middle School in Gardner, MA serves students in grades 5-7. The focus for the 2019-2020 will be higher order thinking, instructional strategies, data driven instruction, and tiered systems of support. The revised improvement plan will be shared with staff and parents. It will be a living document that will help guide us towards making the improvements we wish to see in our school.

2019-2020:

The SchoolWorks report in Spring 2018 indicates that while Gardner Middle School has many key indicators for success in process or pieces of them in place, there are areas that are lacking and missing that need to be addressed immediately, leading us to a theory of action that addresses both instructional needs and a culture shift. GMS partnered with the Turnaround leadership Team during the 2018-2019 school and progress was made towards reaching our goals.

Theory of Action

If we:

- create, implement, and assess clear, high level common expectations for student learning that are aligned with grade level district and state standards & objectives, *and*
- teach using rigorous, challenging learning activities and differentiated instructional strategies that support students' social emotional and academic growth while developing positive learning partnerships, *and*
- utilize academic and social emotional data to inform our instruction and interventions, *and*
- work in collaboration with families and community partners to engage in shared decision making for effective educational programming, *then*

All students will have equitable access and opportunities to achieve at their highest level, and become lifelong, collaborative, problem seekers and solvers who positively contribute to the workforce and their community.

Communication of the **SIP**:

This plan will be shared with staff via ongoing professional development and the Google Docs platform. The data will be reviewed and the plan will be unveiled with the correlating findings. Other stakeholders, such as our families, will be alerted of this plan via our school website, Open House, Meet and Greet, as well as our School Advisory and TeleCommunication system (ONECALL)

Operational Definitions:

Higher Order Thinking Skills: These are skills that require students to apply what they learn. These skills will allow students to be self-directed, self-disciplined, self-monitored, and self-corrective in their thinking process. Projects and assignments should include questions that challenge students to clarify their understanding, come up with reasons and evidence for their thinking, define their viewpoints and perspectives, determine implications and consequences, and evaluate concepts.

Instructional Strategies: Instructional strategies include all approaches that a teacher may take to engage students in the learning process actively.

Instructional Model: A teacher agreed upon consistent blueprint on how to best deliver targeted instruction and support to all students during their assigned class time.

Data Driven Instruction: A teacher's use of the results from various student assessments to plan instruction.

MTSS: Multi-Tiered System of Supports

Informed Groupings: Groups formed in classrooms based on formative assessments. They are used to give targeted instruction to groups of students at a similar place in mastering a standard.

Strategy #1 :Create and implement a cohesive system for designing classroom lessons that require students to use higher order thinking through the use of targeted instructional strategies, observations and feedback shared by all educators in the school.

Action steps	When	Who will lead	Purpose	How and follow up
1. All staff will participate in creating an instructional model for their content area.	September 2019	Admin & Teacher leaders	-To provide a consistent blueprint on how to best deliver targeted instruction and support to all students during their assigned class time.	Common Planning Time and teacher observation.
2. Teachers will participate in “Hot Room” observations with a focus on informed groupings.	Bi-monthly	Admin and Teachers	-To use a peer to peer model to strengthen instructional practices. ILT members will compile the “Notice, Wonder, Try” data to assess the effectiveness of the model.	Analyzing the data from Hot Room observations will allow us to identify trends within the school and make recommendations for future use of the Hot Room.
3. Teachers will be asked to sign up for a “Hot Room” lesson and will open their classrooms to their peers for non-evaluative feedback. Certain teachers will be strongly encouraged to open their classrooms on a regular basis.	Hot Room lessons will be conducted school wide 2 times per week. Teachers will be asked to open their classrooms at least once each semester.	Administration	To model the effective use of higher order thinking skills in the classroom and provide teachers will feedback which will enhance their lesson planning.	A Google doc will be used by the staff to sign up for presenting a “Hot Room” lesson. This information will also be made visible to staff on a weekly basis.
4. Teacher observations will include the task, the	Weekly	Admin	To increase the effectiveness of	Post observation meetings.

higher order thinking skill used and the effectiveness of this strategy.			strategies being used to access higher order thinking skills.	
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Benchmarking Progress:
Strategy #1

	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Daily lessons in every class will employ the use of higher order thinking skills. This will be noted during classroom observations and walkthroughs. The data collected will be shared at grade level meetings for future planning purposes. 2. Assessments will be designed to require students to use higher order thinking skills to show what they have learned at a higher level. 3. Benchmark assessments (teacher designed, MAPS or Wonders) will show improvement in answering questions that require the use of higher order thinking skills. This data will be reviewed quarterly by Admin. It will then be shared with grade level teachers.

	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Students will actively participate in challenging, engaging tasks that include discussions where the use of rich academic language is used. 2. Students will show growth in their scores on assessments (teacher designed, MAPS or Wonders) for targeted questions that require higher order thinking skills to be utilized.

Strategy #2 :Improve Core instruction

- 1. Build trust in the system by creating and implementing a cohesive system for monitoring and enhancing classroom instruction through the use of targeted instructional strategies, observations, feedback, and professional development shared by all educators in the school.**

2. School-wide behavioral expectations, responses and protocols will be communicated to all school staff. All staff will implement the tiered system of behavioral expectations and responses.

Action steps	When	Who will lead	Purpose	How and follow up
1. Instructional strategies to be used in all areas of the curriculum will be identified, modeled for staff, and utilized in observations . The criteria used to measure the effectiveness of these strategies will be shared with all members of the school.	During bi-monthly professional development meetings	Administration will create and facilitate PD	To maintain accountability for the agreed upon set of instructional strategies, to provide observational feedback and adjust PD planning as needed	Data on student growth from MCAS, MAPS, Wonders assessments and formative assessments will be compiled and shared with all GMS Staff quarterly at the regularly scheduled PD meetings. This data will also be reported out to the Superintendent.
2. Teachers will participate in peer observations to improve their practice around these instructional strategies, assessment and providing feedback.	During Team meeting time, at least once a month, feedback will be discussed	Admin ILT	To provide continuity, consistency, and accountability.	Teachers will meet and discuss observational data with grade level teams using the established GMS Meeting Protocol. Agendas will be set and shared with all participants prior to the start of the meeting.
3. ILT members will conduct classroom visits to compile data around the instructional strategies used, the number of behavioral incidents observed, and the percent of student engagement.	First 6 weeks of school	ILT members	To identify trends in effective instructional strategies and determine future professional development.	ILT members will use their Common Planning time to visit other classrooms and make observations. The data from these observations will be compiled shared out with ILT members to determine next steps.

4. Admin will create a tool to be used by ILT members during the classroom observations.	Summer 2019	Admin team	To create a tool that will collect effective data to be used in determining a focus for ILT and future professional development.	The admin team will meet over the summer to create the tool. The validity and effectiveness of the tool will be vetted at the second ILT meeting of the year.
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Benchmarking Progress:
Strategy #2

	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Regularly scheduled teacher observations with actionable feedback from assigned evaluators. 2. The use of measurable, targeted instructional strategies in every class each day. 3. Peers observing one another and providing feedback.

	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. A variety of instructional strategies will be used to increase student engagement and reduce disruptive behaviors. This will be observed during classroom observations, Learning Walks and peer observations. 2. An increase in time on learning as evidenced by students spending a lesser amount of time outside of the classroom due to disruptive behaviors. This will be tracked using Ed Handbook data sorted by teacher and academic block. This data will be shared with grade level teams during Team Meetings 1x a month.

Strategy #3: Build Tiered System of supports for academic and social-emotional growth

- PBIS will be evident in all classrooms
- Teachers using the flowchart of supportive services to support those in their classrooms.
- Students participating in positive initiatives around the school and in the classrooms.

All teachers will use a variety of academic and non-academic data to identify and provide specific academic and non-academic supports. A system will be created and implemented to assess and monitor the effectiveness of the interventions provided.

Action steps	When	Who will lead	Purpose	How and follow up
1. Maintain and update a flow chart for student support services.	Quarterly beginning in September 2019	Admin Guidance	To provide all students with a tiered system of support as to address the changing academic and social emotional needs of all students.	<p>Academic</p> <ul style="list-style-type: none"> -RTI groupings -Title 1 support -Student Support -Tiered system of response to behavioral expectations -Team (SST) -EL services -Special Education <p>Behavior</p> <ul style="list-style-type: none"> -Advisory -PBIS - school wide -Guidance lessons within classroom & as needed - Guidance groups
2. Maintain a flow of communication between the student support services and teachers/staff.	ongoing	Admin Support services staff Teachers	To ensure that the needs of the whole child are being met and that all stakeholders are aware of the needs of a particular child.	<p>The flow sheet is discussed and used during team and staff meetings to ensure that all staff have contact information for support services</p> <p>Signed Releases of Information</p> <p>Evaluate effectiveness of services at ILT meetings</p>
3. Continue PBIS work to promote a positive school culture where all students feel a sense of belonging and the school is viewed as a community. Redefine a new PBIS Matrix through staff meetings and surveys.	ongoing	Admin ILT PBIS Team	To promote a positive school culture and a place where students and staff want to be	<ul style="list-style-type: none"> ● Monthly PBIS Meetings ● Student and staff surveys ● PBIS data shared with staff

Benchmarking Progress:
Strategy #3

	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Teachers will be better prepared to respond to student needs in the classroom. This level of confidence and comfortability will be evident in survey responses. 2. Students will receive the academic and social emotional support they need to achieve success in the classroom. Ed Handbook and Plusportal Data will be used to track this improvement.

	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Students receiving appropriate classroom supports that are shown through the use of data, to be effective. This will be observable during classroom observations and walkthroughs. 2. Differentiated instruction and flexible grouping in all classrooms.

Strategy # 4: Build trust through an ILT

Long term outcomes:

- Communication systems are equitable
- Everyone knows that everyone else feels responsible
- Everyone has access to information.

School-wide behavioral expectations, responses and protocols will be *communicated* to all school staff. All staff will implement the tiered system of behavioral expectations and responses.

Action steps	When	Who will	Purpose	How and follow up
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		lead		
1. Vacancies on the Instructional Leadership team (ILT) will be filled	ongoing	Admin	-To provide direction for teachers and support staff in regards to the use of targeted instructional strategies and the collection and use of data to adjust professional development as needed.	Team will meet with administration 1x month in ILT Meetings.
2. ILT members will bring recent data analysis and findings to pod meetings to discuss and determine next steps regarding issues in skills gaps and/or instructional practice. This information will be disseminated via the ILT to the other members of the grade level teams.	ILT Team will meet 2x month for 2019-2020 Grade level team meetings with a focus on data analysis are 1x week	ILT team	-To disseminate the proper use of assessment and data collection as well as determine next steps on a larger scale -To identify trends across subgroups, grades and school-wide.	Since each team has a member of the ILT on it, information will be readily available through a two way system of information sharing - - Team to the ILT and ILT to grade level teams

Benchmarking Progress:
Strategy #4

	What will be different in classrooms if this plan is successful?
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Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Teachers will be gathering student data on a regular basis. 2. Teachers using the flowchart of supportive services to support those in their classrooms.
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	What will be different in classrooms if this plan is successful?
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Students will be meeting school wide behavioral expectations. 2. Those students not meeting behavioral expectations will receive targeted behavioral interventions from the classroom teacher or other support personnel.

SECTION III: Stakeholder Input and Recommendations

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