

Gardner Middle School School Improvement Plan 2024-2027

Mission

Our mission is to provide every student with equitable access to quality education in a safe, respectful, and inclusive environment. We strive to recognize and nurture each student’s unique talents, equip them with the skills and knowledge to achieve their goals, and challenge them with rigorous, supportive instruction that fosters success.

Core Values

At Gardner Middle School, we are:

Safe

Responsible

Respectful

Kind

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 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.

2024-2025 District Priority

Grades K-7 will implement inclusive Tier 1 lessons using HQIM with fidelity and integrity to ensure Students with Disabilities have access to grade-level instruction and collaborative, active engagement with their peers.

Strategic Objectives

Academic:	Behavioral:	Social Emotional Learning:	Collaboration with Families and Community Partners:
Implement High-Quality Instructional Materials (HQIM) across core content areas to enhance student engagement, equitable access, and academic achievement for all students:	Create and implement clear expectations and strategies across all grades and disciplines 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

Identify HQIM for all core content areas.	Provide comprehensive professional development for staff based on MTSS tiered approach	Provide comprehensive professional development for staff based on MTSS tiered approach	Produce and administer student, staff and parent feedback surveys
Provide comprehensive professional development for staff to ensure HQIM is implemented with fidelity.	Monitor all data and through our MTSS system to incorporate	Monitor social-emotional data and through an MTSS approach incorporate appropriate interventions	Regularly utilize Gardner Middle School website page, digital newsletters and social media to share

	appropriate interventions accordingly	accordingly	information, activities and achievements
Develop and incorporate rigorous and challenging learning activities and instructional strategies that support academic growth of all students.	Monitor referral data through our MTSS system to create and maintain a restorative approach to behavioral interventions and discipline.	Review and analyze our SEL curriculum and Advisory schedule to ensure we are addressing students' social emotional needs.	Establish and maintain a Principal Advisory Group for students to voice concern and provide feedback.
Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions		Plan and implement tiered small group learning supports based on data analysis	Maintain School Council meetings and voice for parent/community concerns and feedback
Utilize teacher observation and evaluation system as well as the rigor rubric and other district fidelity check tools for analysis and sharing to improve instructional outcomes.			Expand community partnerships

Outcomes

- 1) Teachers in core academic classes will incorporate HQIM, aligned with grade level state standards with 80% fidelity.
- 2) Teachers in classrooms will incorporate Tier 1 academic, behavioral and social-emotional interventions with 80% fidelity.
- 3) Reduce the gap with SWD and all students for MCAS by 5% each year.
- 4) GMS will eliminate discipline and attendance disparities for all subgroups
- 5) GMS will decrease office referrals (majors) by 5% each year.
- 6) Meet state accountability targets for chronic absenteeism each year.
- 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
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1) Admin will create and implement a more robust and organized Common Planning Time schedule for teachers	Administration Building Leadership Team Faculty	Schedule	June 2025	
2) Use of common planning time (CPT) in ELA, Math, Science and Social Studies to create rigorous lessons based on HQIM with a focus on evidence based instructional practices	Administration Building Leadership Team Faculty	CPT Agendas Lesson Plan Templates Fidelity Checklists	Weekly Ongoing	
3) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, STAR, MCAS) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	Formative Assessment Data Collection Tool MCAS Data STAR Data	Weekly Ongoing	
4) Regular professional development for faculty on MTSS to better understand and address academic, behavioral and social-emotional needs of our students	Administration MTSS Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	
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	
6) Ongoing professional development on empathetic personal interactions with students and a restorative practice approach to discipline	Administration	Discipline Data Observation/ Feedback	Yearly Ongoing	
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	
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	
9) School Council meetings to share information and receive parent input into	Administration School Council	Monthly Agenda &	Monthly Ongoing	

decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey		Meeting Notes Climate & Culture Survey		
10) Principal Advisory Group meetings to share information and receive student input into decision-making regarding school activities and school culture	Administration	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	
11) Use scheduled advisory time for social-emotional programming and academic interventions	Administration Building Leadership Team Mental Health Team	MTSS Data Collection Tools (academic, SEL, behavioral)	Weekly Ongoing	
12) Regularly use social media platforms, emails, one call system and School Newsletter	Administration	Facebook PlusPortals Newsletters	Weekly Ongoing	