



Gardner Public Schools District Improvement Plan

2024-2027

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.

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.



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Strategic Objectives			
1. High expectations aligned with grade level district and state standards & objectives for social/emotional/behavioral wellness, and successful academic outcomes for all students:	2. Provide teachers with adequate time, training, support, leadership, and resources focused on equity:	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:	4. Collaborate with families and community partners to engage in shared decision-making for effective educational programming:
Action Steps			
<p>1A) Create, implement, and assess clear, high level common expectations for student learning aligned with grade level district and state standards & objectives</p> <p>1B) Develop/revise rigorous, challenging learning activities and instructional strategies that support social emotional and academic growth and develop positive learning partnerships</p> <p>1C) Implement systemic inclusive practices and co-teaching practices</p> <p>1D) Develop Vision of Excellent Instruction and Monitor Cycle of Instructional Improvement</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 tiered small group learning supports based on data analysis</p> <p>3D) Revise special education/intervention practices to reduce CDR and Restraints</p>	<p>4A) Expand our strategic partnerships through existing parent forums (PTO, SEPAC, School Council, District MTSS Team)</p> <p>4B) Expand our stakeholder membership on building level Tier 1 Teams through attendance and/or parent partners</p> <p>4C) Improve participation and scores on School Climate Survey across stakeholder groups</p> <p>4D) Improve staff and family participation at school wide events</p>



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Outcomes – By 2027:

- 1) Academic MTSS Tiers 1, 2, 3 will be developed and Tiers 1 & 2 will be implemented
 - a. Establish a District MTSS Academic Team with a regular meeting schedule, purpose, self assessment, agreement on district data sources/points, a progress monitoring schedule and written action plan.
 - b. Identify and develop fidelity measures for building level Tiers 1 & 2 teaming, instructional practices, data and systems with 70% fidelity across all buildings
 - c. Establish a fidelity measure and monitoring schedule for Grades K-7 implementation of inclusive Tiers 1 & 2 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 with 70% fidelity across all buildings
 - d. SWD for MCAS growth targets will be met
 - e. 10% increase of SWD meeting or exceeding MCAS
- 2) MTSS SEL Tier 1
 - a. 80% of building classrooms will meet classroom support system high leverage practices goal of 80% engaged and on task.
- 3) Close equity gaps, specifically:
 - f. Gap between SWD and all students for MCAS will be reduced by 5% each year or 15% by 2027
 - g. Chronic absenteeism rate for SWDs and MLL will be no higher than annual state accountability targets for all schools/district
 - h. Drop-out rate for each subgroup will be no higher than the aggregate
 - i. Building level office referrals (major) will decrease by 5% each year or 15% by 2027
 - j. Reduce suspensions, restraints, and time-out usage for SWD by 25% by 2027
- 4) Improve School Climate and Partnerships
 - k. Increased participation on Climate Survey by 25% by the end of 2027
 - l. Increased total and sub scores on Climate Survey at or above comparison age national averages
 - m. Parent and Staff attendance average will increase by 25% at school wide events from 2024-25 SY baseline attendance as compared to 2026-2027 SY average attendance.



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Dashboard monitoring status: Conceive; Initiate; Implement; and, Sustain

Conceive - the need is established and the idea is in formation

Initiate - moving from conceptualization to logistic development and launching

Implement - execute, resource allocation, monitoring, and cycle of improvement

Sustain- institutionalized into who we are; ongoing iterative cycle of improvement.

Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
	Establish clear expectations for tier 1 academic systems/structures/ practices	District and Building Tiered Teams	Expectations/ Implementation Manuals/Tools	Fall 2024	
	Establish and implement a structured Common Planning Time (CPT) to plan high level student tasks and evidence-based instructional practices for all learners	MTSS District and Building Admin Teams	Fidelity Check Protocols and Checklist Tools	Fall 2024	
	Establish and implement a structured system for observing/monitoring CPT meetings and classroom instruction	MTSS District and Building Admin Teams	Fidelity Check Data of CPTs and Tier 1 HQIM Instruction	Fall 2024	
	Establish and implement a structured system for feedback and follow-up of CPT meetings and classroom instruction	MTSS District and Building Admin Teams	Ed Eval Observation/ Feedback Tools	Fall 2024	
	Support use of data dashboard of district-level/grade level student academic/SEL achievement/growth and social/emotional/behavioral wellness for improved analysis and decision-making Create & implement a structure for analyzing data to create targeted, specific instructional strategies for struggling learners	District Academic/SEL Teams	Open Architects Dashboard with SEL and Academic student Outcome Data	Fall 2024	
	Create communication strategies to encourage parent participation on Climate Survey	District MTSS/FE		Fall 2024	
	Create and use metric for parent attendance at school wide events	District MTSS /FE	Attendance metric TB developed	Fall 2024	
	Fully implement MTSS Tier 1 academic systems/practices/supports	MTSS Academic District and Building Teams	Learning Walk/ Observation Data/ Fidelity Check Data (Rigor Rubric)	June 2025	



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Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
	Facilitate building leadership teams (BLTs) to provide support and training for effective facilitation of CPTs; and to identify/plan PD for building staff with a focus on SWDs and MLs	District and Building Leadership	Fidelity Check Data, PD Survey Data	June 2025	
	Assess academic/SEL achievement and growth by grade level and by subgroups at least 3 times per year for adjustment of supports/practices	Building MTSS Teams	STAR, DIBELs, SWIS, BESS, District Data SEL Tool/Open Architects Dashboard	June 2025	
	Establish and implement a structured system for data-informed PD to improve facilitation of CPT meetings and implementation of evidence-based classroom instructional practices focused on SWDs and MLs	MTSS District and Building Admin/BLT/ Tiered Teams	Fidelity Check Data of CPTs and Tier 1 HQIM Instruction/Learning Walk Data	June 2025	
	Measure fidelity of current practices, increase alternatives, and training to reduce suspension rates	Building Admin Teams/District Team	Bi-Annual District Data Review of SSDR	June 2025	
	Progress Monitor fidelity and accountability measures of CSS practice to ensure system in place	District MTSS SEL/Building MTSS SEL	Existing spreadsheet	June 2025	
	District wide CPT practices incorporate high leverage accommodations for SWD and MLs using tools	Special Education Administrators/ Principals/ML Admin	Learning Walk Data/Fidelity tool	June 2025	
	Establish clear expectations for Tier 2 academic assessment & data and instructional systems/structures/ practices	MTSS District and Building Tier 2 Teams	Expectations/ Implementation Manuals/Tools	June 2026	



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	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
	Develop and initiate MTSS Tier 2 academic assessment & data/instructional systems/practices/supports <ul style="list-style-type: none"> Develop a robust structure that connects specific skill deficits with targeted & specific skill supports/interventions 	MTSS District and Building Tier 2 Teams	Student Outcome Data, Learning Walk/ Observation Data/ Fidelity Check Data (Rigor Rubric)	June 2026	
	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	STAR, DIBELS, SWIS, BESS, District Data SEL Tool/Open Architects Dashboard	June 2026	
	Establish clear expectations for tier 3 academic assessment & data/instructional systems/structures/practices	MTSS District and Building Tier 2 Teams	Expectations/ Implementation Manuals/Tools	June 2027	