

<p style="text-align: center;">Amesbury Public Schools School Improvement Plan - Charles C. Cashman Elementary School 2024 - 2025 School Year Amy Mitchell - Interim Principal</p>	
<p style="text-align: center;">Strategic Objective #1</p> <p>Utilize student data to guide instruction and measure student growth in reading and math through the implementation of core curriculum and strategically planned intervention groups in alignment with the common core standards.</p> <p style="text-align: center;">District Core Value: Academic Excellence District Strategy: Enhancing Teaching and Learning</p>	
<p>Goal statement: By June 2025, grades 3-5 students will increase their reading and math growth by at least 10% as measured by MAP Assessment student data. In the Fall of 2024, students were assessed, and currently the overall achievement percentiles in Reading and Math by grade level are:</p> <p><u>Reading (3-5) FALL 2024 - overall scoring of 56%</u></p> <p style="margin-left: 40px;">Grade 3 - 129 students were assessed</p> <ul style="list-style-type: none"> • 58% or 84 students scored in the low to low average range • 16% or 20 students scored in the average range • 20% or 25 students scored in the high average range <p style="margin-left: 40px;">Grade 4 - 142 students were assessed</p> <ul style="list-style-type: none"> • 56% or 79 students scored in the low to low average range • 22% or 31 students scored the average range • 22% or 32 students scored in the high average range <p style="margin-left: 40px;">Grade 5 - 135 students were assessed</p> <ul style="list-style-type: none"> • 54% or 72 students scored in the low to low average range • 20% or 27 students scored in the average range • 26% or 36 students scored in the high average range 	

Impact:

By June 2025, the percentages of student growth in grades 3-5 in Reading as determined by MAP assessment data will be as follows:

Reading MAP:

- Students who are currently in the Average range will remain Average, or move to the High Average or High achievement range.
- ***At least 10% of our students*** who are currently at Low or Low Average will move to the Average achievement range.

Grade 3 - *At least* 8 students

Grade 4 - *At least* 5 students

Grade 5 - *At least* 5 students

Math MAP (3-5) FALL 2024 - Overall scoring of 48%**Grade 3 - 131 Students were assessed:**

- 77% or 101 students scored in the low to low average range
- 18% or 20 students scored in the average range
- 22% or 31 students scored in the high average or high range

Grade 4 - 143 Students were assessed:

- 60% or 86 students scored in the low to low average range
- 18% or 26 students scored in the average range
- 22% or 31 students scored in the high average or high range

Grade 5 - 134 Students were assessed:

- 63% or 84 students scored in the low to low average range
- 20% or 27 students scored in the average range
- 17% or 23 students scored in the high to high average range

Results Reading MAP

Impact: By June 2025, the percentages of student growth in grades 3-5 in Math as determined by MAP assessment data will be as follows:

Math MAP:

- Students who are currently in the Average range will remain Average, or move to the High Average or High achievement range.
- **At least 10% of our students** who are currently at Low or Low Average will move to the Average achievement range.
 - Grade 3 - **At least 7** students
 - Grade 4 - **At least 8** students
 - Grade 5 - **At least 8** students

Description:

Teachers will collaborate as members of a Common Planning Time (CPT) once per week throughout the year to align their curricula with their practice, discuss students' strengths and needs as identified through ongoing data monitoring, and use this data to identify areas of remediation as well as enrichment. During weekly CPT's, CES teachers and staff will meet to discuss core reading and math curriculums with coaches, interventionists, and EL teachers.

Results Math MAP:

Actions - (Backwards Plan - what steps are needed to achieve this goal?)	Benchmarks/Evidence - (What evidence will there be to demonstrate that you have attained this particular action?)	Timeline - (What is the anticipated time where this particular action item will happen?)	Evidence
1. Teachers will collaborate during Common Planning Time (CPT) for the implementation, refinement, and analysis of data to inform instruction for WIN intervention times.	<ul style="list-style-type: none"> • Common Planning Time will include time with Reading Coach (Lisa Dupere). 	<ul style="list-style-type: none"> • Monthly - September 2024 - June 2025 	

<p>2. CPT will meet at least once per month for grade levels to review and analyze student work and assessment data as a means to plan inclusive interventions for the 2024-2025 school year.</p>	<ul style="list-style-type: none"> • Educators will proctor the MAP assessment three times in the course of the school year: Fall, Winter, and Spring. • Educators will adjust flexible math groups and WIN (What I Need) intervention groups based on student data. • Wit and Wisdom formative assessments and End of Module assessments. • Amplify Desmos assessments 	<ul style="list-style-type: none"> • September 2024 - June 2025 • Ongoing September 2024 - June 2025 • Ongoing September 2024 - June 2025 • Ongoing September 2024 - June 2025 	
<p>3. Cashman employs a Sheltered English Immersion model for its English Language Learner (EL) students.</p>	<ul style="list-style-type: none"> • This model entails teachers providing instructional support so that students can access grade-level standards. • Additionally, ELs at Cashman who score below a 3.0 on their latest WIDA Assessment. (Access, Screener, or Model) are giving pull-out support that explicitly focuses 	<ul style="list-style-type: none"> • Daily September 2024 - June 2025 	

	<p>on English acquisition (vocabulary development, sentence structures) in the domains of speaking, listening, reading, and writing.</p> <ul style="list-style-type: none"> • Oral language has been shown to be a key factor in reading skill development, and so it is the focus of these classes for lower-level ELLs. 		
<p>4. Grade level staff will discuss, assign, and provide Tier 2 and Tier 3 interventions in response to students academic and social emotional needs.</p>	<ul style="list-style-type: none"> • Direct, explicit, and personalized instruction will be provided in regular education classrooms. • Observations, walk-throughs, learning walks will be consistently conducted. • At Grade level meetings/CPT/Professional Gatherings, data-based decisions making interventions will be made for each student or group of students. 	<ul style="list-style-type: none"> • Daily • Weekly/Monthly • Monthly • Monthly 	

	<ul style="list-style-type: none"> Students will be progress monitored to provide academic and social emotional growth information. 		
5. Grade level staff will align Tier 2 and Tier 3 interventions In connection with Core Curriculum revision and writing to meet students academic and social emotional needs.	<ul style="list-style-type: none"> Teachers will create WIN (What I Need) intervention groups based on identified needs in student data. Students will participate in flexible math groups to provide students with the appropriate pace and presentation to meet their needs as identified from MAP assessment data. 	<ul style="list-style-type: none"> Ongoing September 2024 - June 2025 Daily 	
6. Educators will teach core content and district curriculum with fidelity and with integrity.	<ul style="list-style-type: none"> Student Learning Objectives (SLOs), Student Success Criteria, and Focus Walls will be posted in classrooms. Observations and walk-throughs will be consistently conducted. 	<ul style="list-style-type: none"> Daily Throughout the 2024-2025 School year. 	
7. Grade level staff will align MTSS interventions In connection with Core	<ul style="list-style-type: none"> Teachers will create WIN (What I Need) intervention groups based on identified 	<ul style="list-style-type: none"> Ongoing September 2024 - June 2025 	

Curriculum revision and writing to meet students academic and social emotional needs.	<ul style="list-style-type: none"> needs in student data. Students will participate in flexible math groups to provide students with the appropriate pace and presentation to meet their needs as identified from MAP assessment data. 	<ul style="list-style-type: none"> Daily 	
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<p align="center">Amesbury Public Schools School Improvement Plan - Charles C. Cashman Elementary School Amy Mitchell</p>		
<p align="center">Strategic Objective #2 Continued content curriculum revision for Grades Three through Five for cohesion, consistency, and equity in effort to meet the diverse needs of all students.</p> <p align="center">District Core Value: Equity and Inclusion District Strategy Alignment: Enhancing Teaching and Learning</p>		
<p>Goal statement: Teachers will complete a curriculum inventory and curriculum alignment for Core Curriculum and content areas. Teachers will continue curriculum alignment from 2024 - 2025 and employ UDL strategies for at last 3 lessons or end of unit summative assessments June 2025.</p> <p>Description: During PRT days, CPT time, and professional development days teachers will work collaboratively creating UDL lesson plans for at least three lessons in their respective content areas.</p> <p>Impact: By June 2025 teachers will have created at least three UDL lesson plans using UDL lesson plan templates for their respective content areas.</p>		
Actions - (Backwards Plan - what	Benchmarks/Evidence - (What	Timeline - (What is the anticipated time

steps are needed to achieve this goal?)	evidence will there be to demonstrate that you have attained this particular action?)	where this particular action item will happen?)
1. Teachers will collaborate during Common Planning Time (CPT), Professional development days, and PRT time to continue curriculum revision and writing with an additional lens of incorporating UDL practices towards to meet the diverse needs of all students.	<ul style="list-style-type: none"> Teachers will provide documentation of completed lesson plans employing the UDL template. Calendars of weekly CPT, PRT, and professional development meeting agendas. 	<ul style="list-style-type: none"> CPT'S will meet every six day cycle during the 2024-2025 school year. Ongoing September 2024 - June 2025
2. K to 4 math program implementation	<ul style="list-style-type: none"> One CPT per month will be dedicated to implementation check-ins, student progress, and identifying needs and resources. 	<ul style="list-style-type: none"> Monthly September 2024 - June 2025
3. Teachers will incorporate UDL into their revised curriculum writing.	<ul style="list-style-type: none"> Teachers will participate in UDL PD specifically geared toward disentangling the goals from the means. 	<ul style="list-style-type: none"> September 2024 - June 2025

<p align="center">Amesbury Public Schools School Improvement Plan - Charles C. Cashman Elementary School Amy Mitchell</p>
<p align="center">Strategic Objective #3 Improving communication with Parents/Caregivers and Staff</p> <p align="center">District Core Value: Communication District Strategy: Progressive Learning and Work Environment that is Safe and Accessible</p>

Goal statement:

To improve effective communication between school, staff, family, and community through multiple modes of communication platforms and approaches.

Description:

To improve effective communication between school, staff, families, and community about how to best support student learning and nurture positive school experiences. Clear, resourceful, accessible, and timely communication will provide schools and families the ability to work together towards the same goal of helping all students experience academic and social emotional success.

Impact:

In alignment with the Amesbury School District's Four Core Values, (C.A.R.E.), the partnership between families and school staff will strengthen relationships among all stakeholders in the school community. This partnership will also strengthen the instructional academic, social-emotional, and behavior programs to ensure that all learners are provided with curriculum and materials that meet their individual needs and abilities through each of the tiered instruction levels.

Actions - (Backwards Plan - what steps are needed to achieve this goal?)	Benchmarks/Evidence - (What evidence will there be to demonstrate that you have attained this particular action?)	Timeline - (What is the anticipated time where this particular action item will happen?)
1. Employ a variety of platforms and approaches for communication.	<ul style="list-style-type: none">• Leadership & PBIS team meetings.• School Council/School Improvement PlanFamily/Staff communication:<ul style="list-style-type: none">• "Straight From the Lion's Mouth"• Principal's Coffee Series• Teachers/Staff communication: Cashman Comment• Instagram page updates	<ul style="list-style-type: none">• Monthly September 2024 - June 2025• Monthly September 2024 - June 2025• Weekly September 2024 - June 2025• Weekly September 2024 - June 2025• Weekly September 2024 - June

	<ul style="list-style-type: none"> • Wednesday weekly notices • Chat and Snack with students 	<ul style="list-style-type: none"> • 2025 • Weekly September 2024 - June 2025
2. Community Events	<ul style="list-style-type: none"> • Meet and Greet • Curriculum Night/BoosterThon • PTO Fun Run • Third Grade Rotary Dictionaries • Fall STEM Festival • Student Data Evening/Principal Coffee • Chorus Caroling at Tree Lighting • Chorus Concert • Celebration of Learning • Field Day • Fifth Grade Celebration and Peter B. Hoyt Citizenship and George McNeil Leadership awards 	<ul style="list-style-type: none"> • August • September • October • October • December • December • April • May • June • June
3. Teachers will communicate with families of students in their classrooms with the purpose of educating families in the daily activities at the Cashman School that involves the academic, social-emotional, and behavioral development of their child in that	<p>Communication will include:</p> <ul style="list-style-type: none"> • Email • Google Classroom notifications/resources • Parent Conferences • Report Cards 	<ul style="list-style-type: none"> • September 2024 - June 2025

particular classroom and grade level.	<ul style="list-style-type: none"> • Classroom Newsletters • Individual student/family communication as needed. 	
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<p align="center">Amesbury Public Schools School Improvement Plan - Charles C. Cashman Elementary School Amy Mitchell</p>		
<p align="center">Strategic Objective #4 To continue to strengthen the Positive Behavioral Intervention Support (PBIS) model for upper elementary students in Grades 3 - 5.</p> <p align="center">District Core Value: Relationships and Equity District Strategy Alignment: Progressive Learning and Work Environment that is Safe and Accessible</p>		
<p>Goal statement: The volunteer Cashman PBIS team will continue to focus on the enhancement of the PBIS implementation at the Cashman School which has built a positive, predictable school-wide climate where students understand and are supported in what is expected across all school settings.</p> <p>Description: The Cashman Elementary School is in its 7th year of the PBIS implementation system. As such, our school community has built a structural system of teaching students how to be SAFE, KIND, and RESPONSIBLE in each environment they attend during the school day. The consistent school-wide language and behavioral expectations as well as restorative practices has built a positive, inclusive school culture that helps to provide students with a safe and supportive learning environment.</p> <p>Impact: The Cashman School will continue to improve as a safe and supportive learning environment across all school settings. These action steps will enhance the current PBIS structure to decrease challenging student behaviors.</p>		
Actions - (Backwards Plan - what steps are needed to achieve this goal?)	Benchmarks/Evidence - (What evidence will there be to demonstrate that you have attained this particular	Timeline - (What is the anticipated time where this particular action item will happen?)

	action?)	
1. Educators will engage in critical discourse regarding student academic and social-emotional competencies.	Meetings: <ul style="list-style-type: none"> • CES Leadership & PBIS team meetings. • School Council 	<ul style="list-style-type: none"> • Monthly September 2024 - June 2025
2. Educators will use data to determine how social-emotional competencies affect academics and determine next steps.	<ul style="list-style-type: none"> • MTSS and SEL consultation time with grade level teachers and other identified staff. • Regularly scheduled data meetings with math, literacy, and guidance staff. 	<ul style="list-style-type: none"> • Monthly September 2024 - June 2025 • Ongoing September 2024 - June 2025
3. Members of staff will participate in the district MTSS SEB Academy to vertically align social emotional programs.	<ul style="list-style-type: none"> • Monthly district meetings with MTSS SEB facilitator, central office administration. 	<ul style="list-style-type: none"> • September 2024 - June 2025
4. PBIS Team will participate in school based PBIS SEB Academy to align and strengthen PBIS for the upper elementary needs of grades 3-5 in a Three Year Cohort.	<ul style="list-style-type: none"> • Educators in the Cashman School will participate in the Social Emotional Behavior (SEB) academy through specifically designed professional development geared towards strengthening MTSS PBIS practices and recording student minor and major infraction data. 	<ul style="list-style-type: none"> • September 2024 - June 2027
5. PBIS Team and other members of the school community will meet regularly in development of PBIS practices in the Cashman School.	<ul style="list-style-type: none"> • Participate in school based PBIS meetings. • Meet with SEB Coaches to strengthen schoolwide PBIS 	<ul style="list-style-type: none"> • Monthly September 2024 - June 2025 • Ongoing September 2024 - June 2025

	<p>practices.</p> <ul style="list-style-type: none"> Action plan to revise CES PBIS Handbook and PBIS practices in alignment with developmental needs of upper elementary students in Grades 3 - 5. 	<ul style="list-style-type: none"> Ongoing September 2024 - June 2025
6. Integrated Arts Interventionist	<ul style="list-style-type: none"> Interventionist will teach the Tier 1 Second Step curriculum to all classes. Interventionist will teach state Health standards to address current incidents. Based on ongoing review of minor and major infraction data, Interventionist will support teachings and restorative practices among students in prevention of recurring incidents 	<ul style="list-style-type: none"> Ongoing August 2024 - June 2025
7. Educators will support student interests through enrichment groups and projects. These standards based, multi-disciplinary offerings will support the diverse academic and social-emotional needs of all learners.	<ul style="list-style-type: none"> Specialist enrichment support block menu available to all teachers and students. WIN and CPT block enrichment academic and social-emotional learning opportunities. Projects will be in alignment with UDL practices for student engagement and providing multiple means of engagement. 	<ul style="list-style-type: none"> September 2024 - June 2025 September 2024 - June 2025 September 2024 - June 2025

	<ul style="list-style-type: none">• CES Tier 2 CAMP program will provide classroom based social emotional support to identified students.	<ul style="list-style-type: none">• September 2024 - June 2025
8. Project Adventure Staff PD (AEFI grant supported)	<ul style="list-style-type: none">• Project Adventure counselors will work with grade level teachers and students on the development of grade level social emotional activities that will strengthen peer relationships and the values of the Cashman School of being safe, kind and responsible.	<ul style="list-style-type: none">• September 2024