

**Amesbury Innovation High School (AIHS)**  
**School Improvement Plan - February 2, 2026 through June 30, 2028**

**Strategic Initiative #1**

**Goal Statement:** Through collaborative professional learning, the use of multiple data sources, and clearly defined systems and processes, educators will strengthen instructional effectiveness, refine student-centered practices, and ensure continuous improvement aligned with the school’s Innovation Plan and DESE accountability expectations.

**Impact:** As a result of this goal, AIHS educators will demonstrate increased consistency and effectiveness in evidence-based instructional practices across classrooms and opportunities. Equity in access will increase and instruction will be more coherent and responsive to individual student needs, leading to improved student engagement, access to grade-level content, and measurable academic growth for all student subgroups.

**Connection to District Strategy:** Conscientiously pursuing excellence in our teaching and learning to provide diverse learning opportunities.

Actions	Benchmarks/Evidence	Timeline
Collaborative Professional Development (I): <ul style="list-style-type: none"> <li>a. "Walk the Walls"</li> <li>b. Update/Implement Database of Individual Academic Supports (DIAS) Document</li> <li>c. Restorative Practices PD</li> <li>d. Peer Observations, reflections, and post-conferences</li> </ul> Data Collection (II) <ul style="list-style-type: none"> <li>a. MAP Testing 3x/Yr</li> </ul>	<ul style="list-style-type: none"> <li>Ia. Quarterly Walk the Walls during PD/PRT, with fading support</li> <li>Ib. DIAS document will include all new students, new strategies, and updated feedback tabs.</li> <li>Ic. Quarterly Team PD to inform and refine current Restorative practices</li> <li>Id. Rotating schedule of staff observations to gain insight,</li> </ul>	<ul style="list-style-type: none"> <li>Ia. Complete 1st by end of Q1. Second by end of Q2. 3rd by end of Q3. 4th by end of Q4.</li> <li>Ib. DIAS updated with new students by Oct. 1, 2026. Bi-weekly checkins during staff meetings to update successful strategies.</li> <li>Ic. PD schedule complete by 8/28/26.</li> <li>Id. By Nov. 1, 2026 all academic staff will have observed all other teachers deliver at least half of a lesson. (20-25 min)</li> <li>Ila. Follow MAP testing window schedule and District alignment.</li> </ul>

<p>b. Grade 10 MCAS  c. ELA Benchmark Assessments  d. Assignment Tracking in Advising  e. Biweekly Grade Tracking in Advising</p> <p>UBD Stage 3  Review, Refine, Implement Math and ELA Curriculum UDL Components (III)</p>	<p>collaborate, and refine practices. Debriefs within 3 days.</p> <p>IIa. Fall/Winter/Spring MAP Testing windows  IIb. ThinkCERCA Writing Benchmark and Reading Level assessments  IIc. Exit tickets for Advising blocks to help students track assignments and increase work completion.  IId. Staff grade checks and input into Activities biweekly.</p> <p>IIIa. New staff PD for UBD and UDL, building from existing work.  IIIb. Align ThinkCERCA ELA with UBD Stages 1 and 2.  IIIc. Teachers apply UDL guidelines to 75% of their existing lesson plans.</p>	<p>IIb. By 10/1/26 Writing Benchmark 1. 1/30/27 Writing Benchmark 2. 5/28/27 Writing Benchmark 3.  IIc. Exit Ticket implemented by 9/30/26. Practice through 6/30/28.  IId. 9/2/26 - 6/30/28</p> <p>IIIa. By 1/30/27  IIIb. 8/31/26 - 7/1/27  IIIc. 8/31/26 - 7/1/27</p>
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## Strategic Initiative #2

**Goal Statement:** 75% of students will demonstrate increased academic growth in fundamental reading, writing, and math skills by 3% as measured by MAP and ThinkCERCA benchmark assessments, with targeted interventions for identified student subgroups in specific areas.

**Impact:** This goal will result in measurable improvements in core literacy and numeracy skills for the majority of students, with at least 75% demonstrating a minimum of 3% growth in reading, writing, and mathematics as evidenced by MAP and ThinkCERCA benchmark data. Through the strategic use of Innovation School autonomies to implement targeted, data-driven interventions, identified student subgroups will experience accelerated growth in specific skill areas, leading to reduced achievement gaps, increased student confidence and engagement, and stronger preparedness for MCAS, postsecondary pathways, and career readiness.

**Connection to District Strategy:** Ensure that every student is challenged academically through differentiated and advanced learning opportunities, the implementation of high quality instructional practices, and an inclusive, demanding, and research based curriculum.

Actions	Benchmarks/Evidence	Timeline
<p>Rollout new ThinkCERCA ELA curriculum.</p> <p>Utilize curriculum tools to identify and address specific areas of need and gaps in learning/skill acquisition.</p> <p>Data collection and review to inform schoolwide practice.</p>	<p>Schoolwide adoption of ThinkCERCA in practice.</p> <p>Benchmark assessments, reading level assessments, aligned curriculum resources, targeted Tier I and Tier II interventions.</p> <p>Review of previous MCAS data by subgroup, MCAS line item analysis, research-based methods, MAP data, and special education</p>	<p>ThinkCERCA all grade levels implemented by 9/2/26.</p> <p>Ongoing 9/2/26 - 6/30/28. By 10/1/26 Writing Benchmark 1. 1/30/27 Writing Benchmark 2. 5/28/27 Writing Benchmark 3.</p> <p>By 10/1/27 MCAS data review. By 10/1/26 Fall MAP (Math). By 11/24 MCAS line item review and analysis. Special Education assessment review as dictated by triennial evaluations.</p>

<p>Use assessment data to identify student needs in specific areas for Tier II and Tier III interventions.</p>	<p>assessments.</p> <p>Form reading groups based on assessment data and provide reading interventions during the activities/advising block.</p>	<p>9/2/26-7/1/28</p>
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### Strategic Initiative #3

**Goal Statement:** Increase the attendance by 10% of at least 50% of chronically absent students through the use of the Innovation School autonomies of scheduling and professional development.

**Impact:** Improved attendance numbers through delineation and implementation of the Innovation School autonomies of scheduling and professional development will strengthen culture, school community, instructional practices, and improve academic and emotional outcomes for all students.

**Connection to District Strategy:** Actively cultivating an equitable and inclusive environment where each individual is able to work and learn in an atmosphere of respect, dignity, and acceptance.

Actions	Benchmarks/Evidence	Timeline
School Committee Renewal of AIHS Innovation Plan.	Stakeholder meeting Schedule and present to the School Committee requesting a 5-year renewal.	May/June, 2026
Refine and finalize AIHS Innovation Plan for renewal.	AIHS Innovation Plan with explicit descriptions of autonomies in practice.	Site Council Meetings on 1/27/26, 2/24/26, 3/31/26. Finalize at Site Council on 4/28/26.
Stakeholder/Site Council determine areas of student need and build Innovation Plan to address those needs.	Prioritize students' needs based on autonomies.	Site Council Meetings on 1/27/26, 2/24/26, 3/31/26.
Explore potential Site Autonomy to include in AIHS Innovation Plan.	Site Autonomy included in the Innovation Plan.	Site Council Meetings on 1/27/26, 2/24/26, 3/31/26.

<p>Identify chronically absent student subgroups by grade.</p>	<p>Tracked through attendance records in ASPEN and noted in Google attendance sheets.</p>	<p>9/1/26 - 7/1/28</p>
<p>Individual meetings with identified students, with increasing support of families.</p>	<p>Attendance meetings during advising blocks to identify barriers and supports to increase attendance. Track attendance meetings and supports through DIAS documents.</p>	<p>9/1/26 - 7/1/28</p>