

Amesbury Public Schools

School Improvement Plan - Amesbury High School

2026-2028

Dr. Danielle Ricci, Principal

Strategic Objective #1

VISION OF THE GRADUATE

District Strategy Alignment

Vision, Mission, Core Beliefs, Academic Excellence, Equity and Inclusion

2.3, 3.12, 3.13

Goal Statement: AHS will fully operationalize the Vision of the Graduate by defining and embedding the specific transferable skills students need to demonstrate the four identified dispositions and integrating these skills into all curricular and co-curricular programs. This will include a public communication campaign and a district-wide assessment plan.

Description: This goal transitions the VoG from a set of broad dispositions to a system of measurable transferable skills. This is the direct next step following the 23-25 development phase and addresses the NEASC finding that the foundational element "Does Not Meet" due to a lack of specific skills and an assessment plan/common scoring tool.

Impact: This process will create a common language for non-cognitive skills across the school, provide students and faculty with clear targets for skill development, and generate meaningful data on student readiness beyond traditional grades. Additionally, it will help to create a tool that can be used for community engagement, public relations, decision making, and more.

Actions [Backwards Plan - what steps are needed to achieve this objective?]

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?]

1.1 VoG Definitions by Grade Span

Finalize the specific, observable, and measurable **transferable skills** associated with the four VoG

Approved document of 12-16 VoG transferable skills by grade span vetted by stakeholders and VoG Committee.

Jan 2026 - June 2026

<p>dispositions, using data gathered during the 23-25 development phase. Implement building-based teams for this work so that each grade span has their own set of definitions for each pillar.</p>		
<p>1.2 Communication and Visibility Develop a strategy to make the VoG highly visible to all stakeholders (students, staff, community) and use them in daily conversation.</p>	<p>Audit of branding - posters, social media campaigns, communication with the community via newsletters, etc. Analytics from social media campaigns Community Visibility Survey</p>	<p>Sept 2026 - June 2027</p>
<p>1.3 Assessment & Rubric Pilot Design and adopt a VoG Assessment Plan, including a rubric/scoring guide, for evaluating student proficiency in the transferable skills across all content areas at transition grades.</p>	<p>VoG Rubric/Scoring Guide formally integrated into at least two common school-wide assessments (e.g., Capstone, Portfolio, or Departmental final) Student Work Samples</p>	<p>Jan 2027 - June 2028</p>

<p style="text-align: center;">Amesbury Public Schools School Improvement Plan - Amesbury High School 2026-2028 <i>Dr. Danielle Ricci, Principal</i></p>
<p style="text-align: center;">Strategic Objective #2</p> <p style="text-align: center;">CURRICULUM</p> <p style="text-align: center;">District Strategy Alignment Academic Excellence, Relationships, Core Beliefs (Conscientiously pursuing excellence) 1.1, 1.2, 1.5, 1.6, 1.7, 1.10, 1.15, 1.16, 1.17, 1.18</p>

Goal Statement: AHS will enhance instructional consistency and depth of learning through the completion of curriculum mapping for all courses, the implementation of a curriculum review cycle and vertical teams, the review of common assessments and data, and the development of community-facing curriculum documents.

Description: This objective shifts the focus from curriculum creation to curriculum quality, alignment, and transparency. By finalizing Stage 3 mapping and implementing a formal review cycle, the school moves toward a curriculum where learning outcomes are consistent across all sections and courses. This work prioritizes data-driven instruction and ensures vertical alignment with the middle school to eliminate gaps and redundancies in the student experience.

Impact: Establishing a rigorous and transparent curriculum infrastructure will ensure educational equity; regardless of the teacher assigned, every student will have access to the same high-quality learning standards and assessments. Furthermore, regular data analysis will allow faculty to respond rapidly to student learning needs, while public-facing documents will build trust and partnership with families by demystifying what is taught in the classroom.

Actions [Backwards Plan - what steps are needed to achieve this objective?]	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?]
<p>2.1 Curriculum Completion Complete Stage 3 of curriculum writing for all courses offered at AHS and properly document them in our Curriculum HUB.</p>	<p>Audit of Curriculum Hub showing 100% completion</p>	<p>Jan 2026 - June 2026</p>
<p>2.2 Review Cycle Implement a curriculum review cycle in conjunction with the Director of Teaching and Learning. This will include vertical alignment with AMS.</p>	<p>Published 5-year Review Calendar; Agendas/Minutes from Vertical Team meetings showing specific alignment changes made</p>	<p>September 2026-January 2027</p>
<p>2.3 Common Assessments and Data Tools Implement the consistent use of common assessment and normed data tools to gain insight into student achievement in specific content areas and inform instructional changes. This will include training in how to analyze normed data tools.</p>	<p>Common assessments documented in Curriculum Hub Data analysis from Department Heads Normed data tool assessments/review (ie. MAP)</p>	<p>Sept 2026 - June 2028</p>

<p>2.4 Student Data Develop and implement a formal protocol for using CPT that requires teams to analyze student data and work toward informed instructional adjustments. Review will include analysis of subgroups, including ELs.</p>	<p>Student work review protocol CPT meeting minutes and agendas Examples of instructional adjustments derived from data-analysis</p>	<p>Sept 2026 - June 2028</p>
<p>2.5 Public Curriculum Documents Develop community-facing curriculum documents that can be shared with the public.</p>	<p>Curriculum Overview Documents posted on the web Parent feedback via School Council regarding curriculum clarity</p>	<p>January 2027-January 2028</p>

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Strategic Objective #3

STUDENT ENGAGEMENT

District Strategy Alignment
Equity and Inclusion, Relationships (Intentionally building connections), Communication
1.12, 1.13, 3.5, 3.7, 3.14, 3.15

Goal Statement: AHS will increase **student engagement** by continuing to provide PD and specific application of the **Universal Design for Learning (UDL)** framework, integrating AI, and deepening community partnerships.

Description: This objective addresses engagement by modernizing the instructional environment and connecting learning to the real world. By deepening the application of Universal Design for Learning (UDL), faculty will remove barriers to learning and increase accessibility for all students. Simultaneously, the integration of AI tools and the expansion of community partnerships will ensure that instruction is relevant, future-focused, and offers students authentic opportunities to apply their Vision of the Graduate skills in professional settings.

Impact: Students will experience a more personalized and accessible learning environment, resulting in higher agency and active participation. The integration of AI and community partnerships will bridge the gap between the classroom and the workforce, ensuring students graduate not only with academic content knowledge but with the adaptability and real-world connections necessary for post-secondary success.

Actions [Backwards Plan - what steps are needed to achieve this objective?]	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?]
<p>3.1 UDL PD Deliver targeted ongoing Professional Development (PD) focused on the application of UDL to support all students while providing targeted support to ELs and high needs students.</p>	<p>Agendas of training sessions Learning Walk data Staff survey in confidence of UDL application Review of impact of UDL on subgroups</p>	<p>Jan 2026 - June 2027</p>
<p>3.2 Use of AI Continue to utilize the AI PLC to implement strategies for use by both students and staff that are geared at increasing engagement and supporting differentiation.</p>	<p>Student and teacher survey data PD offerings for teachers Student work samples using AI</p>	<p>January 2026 - June 2028</p>
<p>3.3 Community Partnerships Formalize community partnerships (e.g., outside organizations, local industry) to support student engagement and VoG skills through workshops, mentorships, internships, and collaborative projects, enhancing community engagement.</p>	<p>Creation of a formalized list active community partners, resulting in student placements/participations in VoG-focused community experiences Review of the Senior PASS Program Data on number of students participation in internships/job shadows</p>	<p>September 2026 - June 2028</p>
<p>3.4 Faculty Collaboration Continue to provide ongoing faculty collaboration opportunities that allow staff to think creatively about student needs/engagement and develop solutions. These will include PLCs, Learning Walks, CPT, and other PD opportunities.</p>	<p>PLC Outcome Data Faculty Meeting Highlights/Share Outs</p>	<p>January 2026-June 2028</p>