

## Amesbury Public Schools

School Improvement Plan - Cashman Elementary School

Principal: Amy M. Mitchell

### Strategic Objective #1

Utilize student MAP and Writing data to guide instruction and measure student growth in reading comprehension, writing, and math through the implementation of core curriculum and strategically planned intervention groups aligned with the common core standards.

**District Core Value:** Academic Excellence

**District Strategy:** Enhancing Teaching and Learning

#### Goal Statement:

By June 2027, grades 3-5 students will increase their reading and math growth by at least 10% as measured by MAP Assessment student data. Students will also increase their writing scores by 1 point in conventions and 1 point in content as measured by the MCAS writing rubric. In the Fall of 2025, students were assessed, and currently the overall achievement profiles in Reading, Writing, and Math by grade level are:

#### Reading (3-5) FALL 2025

- **Grade 3 - 143 students were assessed**
  - 30% or 43 students Core Plus
  - 22% or 32 students Core
  - 34% or 49 students Strategic
  - 13% or 19 students Intensive
  
- **Grade 4 - 132 students were assessed**
  - 21% or 28 students Core Plus
  - 20% or 26 students Core
  - 41% or 55 students Strategic
  - 17% or 23 students Intensive
  
- **Grade 5 - 145 students were assessed**
  - 17% or 24 students Core Plus
  - 36% or 52 students Core

- 34% or 50 students Strategic
- 13% or 19 students Intensive

**Impact:**

By June 2026, 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 Core Plus and Core range will remain Core Plus and Core, or move to the Core Plus or High achievement range.
- **At least 10% of our students** who are currently in the Strategic or Intensive range will move to the Strategic or Core achievement range.

Grade 3 - *At least 7 students*  
 Grade 4 - *At least 8 students*  
 Grade 5 - *At least 7 students*

**Writing (3-5) Fall 2025**

- **Grade 3 - 146 students were assessed**

Fall Content	Fall Conventions
0 - 54 students (36.98%)	0 - 48 students (24%)
1 - 43 students (29.45%)	1 - 58 students (39.72%)
2 - 40 students (27.39%)	2 - 29 students (19.86%)
3 - 8 students (5.79%)	3 - 10 students (6.84%)
4 - 0 students	

- **Grade 4 - 121 students were assessed**

Fall Content	Fall Conventions
0 - 21 students (17.3%)	0 - 35 students (28.9%)
1 - 50 students (41.3%)	1 - 48 students (39.6%)
2 - 30 students (24.7%)	2 - 26 students (21.4%)
3 - 8 students (6%)	3 - 13 students (10.7%)
4 - 2 students (1.6%)	

- **Grade 5 - 145 students were assessed**

Fall Content	Fall Conventions
0 - 22 students (6.5%)	0 - 22 students (6.5%)
1 - 57 students (39%)	1 - 54 students (37%)
2 - 36 students (24.8%)	2 - 43 students (30%)
3 - 11 students (1%)	3 - 13 students (1%)
4 - 4 students (.3%)	

**Impact:**

By June 2026, the percentages of student growth in grades 3-5 in Writing as determined by benchmark assessment data employing the MCAS 0-4 point rubric for writing that measures conventions and the MCAS 0-3 point rubric for content will be as follows:

- Grade 3 - At least 50% of students will increase by 1 growth point in conventions and 1 growth point in content
- Grade 4 - At least 50% of students will increase by 1 growth point in conventions and 1 growth point in content

- Grade 5 - At least 50% of students will increase by 1 growth point in conventions and 1 growth point in content

### **Math MAP (3-5) FALL 2025 - Overall scoring of**

- **Grade 3 - 146 Students were assessed:**
  - 26% or 37 students Core Plus
  - 18% or 26 students Core
  - 46% or 67 students Strategic
  - 11% 17 students Intensive
- **Grade 4 - 132 Students were assessed:**
  - 17% or 22 students Core Plus
  - 19% or 25 students Core
  - 49% or 65 students Strategic
  - 15% or 20 students Intensive
- **Grade 5 - Students were assessed:**
  - 15% or 22 students Core Plus
  - 28% or 40 students Core
  - 42% or 60 students Strategic
  - 15% or 23 students Intensive

**Impact:** By June 2026, 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 Core Plus and Core range will remain Core Plus and Core, or move to the Core Plus or High achievement range.
- **At least 10% of our students** who are currently in the Strategic or Intensive range will move to the Core or Strategic achievement range.
  - *Grade 3 - At least 9 students*
  - *Grade 4 - At least 9 students*
  - *Grade 5 - At least 8 students*

### **Description:**

Teachers will collaborate as members of a Common Planning Time (CPT) every six days 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. CES teachers and staff will meet once every six days to discuss core reading, writing and math curriculums, student intervention, formative assessments and progress.

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>1. Teachers will collaborate during Common Planning Time (CPT) for the implementation, refinement, and analysis of student writing data to inform instruction for WIN intervention times.</p>	<ul style="list-style-type: none"> <li>● Common Planning Time</li> <li>● CES Writing Intervention Team to identify and develop resources to support multi-tiered writing interventions during WIN. Resource development will include a trimester guide that will articulate writing and language standards for each grade level and include templates for student goal setting and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>● September 2025 - June 2027</li> <li>● September 2025 - June 2027</li> </ul>
<p>1. CPT will meet once in every 12 day cycle for grade levels to review and analyze student work and assessment data as a means to plan inclusive interventions for the 2025-2026 school year. What</p>	<ul style="list-style-type: none"> <li>● Educators will proctor the MAP assessment three times in the course of the school year: Fall, Winter, and Spring.</li> <li>● Educators will adjust flexible math groups and WIN (What I Need) intervention groups based on Tiers I, II, and III student data.</li> <li>● Wit and Wisdom formative assessments such as New Read Assessments and Text Dependent Questions and End of Module assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● September 2025 - June 2026</li> <li>● Ongoing September 2025 - June 2026</li> <li>● Ongoing September 2025 - June 2026</li> </ul>

	<ul style="list-style-type: none"> <li>● Amplify Desmos Math assessments and ST Math Pre and Post assessments will inform areas of intervention.</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing September 2025 - June 2026</li> </ul>
<p>1. Cashman employs a Sheltered English Immersion model for its English Language Learner (EL) students.</p>	<ul style="list-style-type: none"> <li>● This model entails teachers providing instructional support so that students can access grade-level standards.</li> <li>● Additionally, MLs 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 on English acquisition (vocabulary development, sentence structures) in the domains of speaking, listening, reading, and writing.</li> <li>● Newcomers and early emergent ML students will be taught language skills through the National Geographic literacy program, <i>Reach</i>, with ML teacher.</li> <li>● 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 ELs.</li> </ul>	<ul style="list-style-type: none"> <li>● Daily September 2025 - June 2026</li> </ul>
<p>1. Grade level staff will discuss, assign, and</p>	<ul style="list-style-type: none"> <li>● Direct, explicit, and personalized</li> </ul>	<ul style="list-style-type: none"> <li>● Daily</li> </ul>

<p>provide Tier 2 and Tier 3 interventions in response to students academic and social emotional needs.</p>	<p>instruction will be provided in regular education classrooms.</p> <ul style="list-style-type: none"> <li>● Observations, walk-throughs, learning walks will be consistently conducted.</li> <li>● At Grade level meetings/CPT/Professional Gatherings, data-based decisions making interventions will be made for each student or group of students.</li> <li>● Students will be progress monitored to provide academic and social emotional growth information.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly/Monthly</li> <li>● Bi-Monthly</li> <li>● Monthly</li> </ul>
<p>1. Grade level staff will align Multi-Tiered Interventions In connection with Core Curriculum revision and writing to meet students academic and social emotional needs.</p>	<ul style="list-style-type: none"> <li>● Teachers will create WIN (What I Need) Literacy intervention groups based on identified needs, specifically regarding student writing data on content and conventions.</li> <li>● Students will participate in flexible math groups to provide students with the appropriate pace and presentation to meet their needs as identified from both formative and MAP summative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing September 2025 - June 2026</li> <li>● Daily</li> </ul>
<p>1. Educators will teach core content and district curriculum with fidelity and with integrity employing UDL principles towards student engagement, multiple means of representation and</p>	<ul style="list-style-type: none"> <li>● Student Learning Objectives (SLOs), Student Success Criteria, and Focus Walls will be posted in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Daily</li> <li>● Throughout the 2025-2026</li> </ul>

presentation.	<ul style="list-style-type: none"> <li>Observations and walk-throughs will be consistently conducted.</li> </ul>	School year.
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**Amesbury Public Schools**  
School Improvement Plan - Cashman Elementary School  
Principal: Amy M. Mitchell

**Strategic Objective #2**  
Continued content curriculum revision for Grades Three through Five employing UDL principles that includes resources that include, but is not limited to Google Gemini and Notebook LM AI, to support and meet the diverse needs of all students.

**District Core Value:** Equity and Inclusion  
**District Strategy Alignment:** Enhancing Teaching and Learning

**Goal statement:**  
Teachers will continue curriculum alignment from 2025 - 2026 and employ UDL strategies for at last 3 lessons or end of unit summative assessments June 2026. Teachers will contribute these lessons into grade level and content area curriculum folders as evidence of this alignment.

**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. Teachers will use Google Gemini and Notebook LM AI platforms to construct UDL materials to meet the individual needs of all learners in their learning environments.

**Impact:** By June 2026 teachers will have created at least three UDL lesson plans using UDL lesson plan templates for their respective content areas.

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. Teachers will collaborate during Common Planning Time (CPT),	<ul style="list-style-type: none"> <li>Teachers will provide documentation of completed lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>CPT office lead time will meet every six day cycle</li> </ul>

<p>Professional Development days, and Professional Release (PRT) time to continue curriculum revision and writing incorporating UDL principles to meet the diverse needs of all students.</p>	<p>employing the UDL template.</p> <ul style="list-style-type: none"> <li>• Calendars of weekly CPT, PRT and PD meeting agendas.</li> <li>• UDL Leadership/ Early Adopters team will meet to discuss resources needed to support grade level teams.</li> </ul>	<p>during the 2025-2026 school year.</p> <ul style="list-style-type: none"> <li>• Ongoing September 2025 - June 2026</li> <li>• Monthly meetings, September 2025 - June 2026</li> </ul>
<p>1. AI professional learning using district approved AI platforms Google Gemini and Notebook LM to create differentiated materials to meet the needs of all learners.</p>	<ul style="list-style-type: none"> <li>• Teachers will show evidence of how they used AI to create differentiated resources for their students.</li> <li>• Teachers will engage in PD opportunities to further their understanding of AI.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing September 2025 - June 2026</li> </ul>
<p>1. Amplify Desmos Math curriculum implementation and its alignment with ST Math.</p>	<ul style="list-style-type: none"> <li>• Teachers will participate in professional development to understand how to employ the Amplify Desmos Math curriculum in year two of its implementation.</li> <li>• Using Amplify Desmos Math curriculum resources, teachers will identify areas for UDL and differentiation for all students.</li> <li>• ST Math learning objectives are aligned with Amplify Desmos Math scope and sequence providing students with intentionally planned practice parallel content from core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing September 2025 - June 2026.</li> </ul>

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**Amesbury Public Schools**  
 School Improvement Plan - Charles C. Cashman Elementary School  
 Principal: Amy M. Mitchell

**Strategic Objective #3**  
 Improving communication with Parents/Caregivers and Staff

**District Core Value:** Communication  
**District Strategy:** Progressive Learning and Work Environment that is Safe and Accessible

**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 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?]
<ol style="list-style-type: none"> <li>1. Employ a variety of platforms and approaches for communication.</li> <li>2. PBIS team will create a family, student and staff climate and culture survey to</li> </ol>	<ul style="list-style-type: none"> <li>• Leadership &amp; PBIS team meetings.</li> <li>• School Council/School Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly September 2025 - June 2026</li> </ul>

<p>identify areas of growth and innovation.</p>	<p>Plan</p> <ul style="list-style-type: none"> <li>● Family/Staff communication: <ul style="list-style-type: none"> <li>○ “Straight From the Lion’s Mouth”</li> </ul> </li> <li>● Teachers/Staff communication <ul style="list-style-type: none"> <li>○ Cashman Comment</li> </ul> </li> <li>● Instagram page updates</li> <li>● Wednesday Weekly Notices</li> <li>● Family/Caregiver PBIS School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly September 2025 - June 2026</li> <li>● Monthly September 2025 - June 2026</li> <li>● Weekly September 2025 - June 2026</li> <li>● September 2025 - June 2026</li> <li>● Fall 2025 &amp; Spring 2026</li> </ul>
<ul style="list-style-type: none"> <li>● Community Events</li> </ul>	<ul style="list-style-type: none"> <li>● Meet and Greet</li> <li>● Curriculum Night/BoosterThon PTO Fun Run</li> <li>● Third Grade Rotary Dictionaries</li> <li>● Halloween Walk</li> <li>● Chorus Caroling at Tree Lighting</li> <li>● Chorus Concert</li> <li>● Celebration of Learning</li> <li>● Field Day</li> <li>● Fifth Grade Celebration and Peter</li> </ul>	<ul style="list-style-type: none"> <li>● August</li> <li>● September</li> <li>● September</li> <li>● October</li> <li>● December</li> <li>● April</li> <li>● May</li> <li>● June</li> <li>● June</li> </ul>

	<p>B. Hoyt Citizenship and George McNeil Leadership awards</p>	
<p>1. 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 particular classroom and grade level.</p>	<p>Communication will include:</p> <ul style="list-style-type: none"> <li>● Email</li> <li>● Google Classroom notifications/resources</li> <li>● Talking Points</li> <li>● Parent Conferences</li> <li>● Report Cards / Progress Reports</li> <li>● Classroom Newsletters</li> <li>● Test scores and other pertinent graded student work sent home consistently.</li> <li>● Individual student/family communication as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● September 2025 - June 2026</li> </ul>