

**Amesbury Public Schools**  
 School Improvement Plan - Amesbury Elementary School  
 James Montanari

**Strategic Objective #1**  
 Increase Students Reading Proficiency

**District Strategy Alignment (Superintendent Goals for SY 21-22)**  
 Ensuring Meaningful Academic Experiences for All Students

**Goal Statement:**

By June 2022, K-4 students will increase their reading proficiency as measured by MAP Reading Fluency (K-1) or MAP Reading Growth (2-4).

- Students who are at Core will remain Core;
- Students at Strategic will move to Core;
- Half of the Students at Intensive will move to Strategic.

**Description:**

Learning to read is complex. Children don't learn one reading-related skill and then move on to the next in a step-by-step process. Instead, they are learning to do many things at the same time: decoding, reading with comfortable fluency, absorbing new vocabulary, understanding what the text says, and discovering that reading is pleasurable and builds knowledge about the world.

**Impact:**

- Students will shift from learning to read to reading to learn and to master more complex subject matter.
- Students will have success in school and in our increasingly literate society.

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?]
Educators will teach Heggerty and Foundations with Fidelity.	<ul style="list-style-type: none"> <li>● Student Learning Objectives, Success Criteria, and Focus Wall will be posted</li> <li>● Observations, walk-throughs, learning walks will be consistently conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Daily</li> <li>● On-Going</li> </ul>

<p>Educators will implement Wit and Wisdom with Integrity.</p>	<ul style="list-style-type: none"> <li>● Student Learning Objectives, Success Criteria, and Focus Wall will be posted</li> <li>● Observations, walk-throughs, and learning walks will be consistently conducted.</li> <li>● At Grade Level Meetings, Lisa Dupere, Reading Coach, will meet with classroom teachers to plan and share best practices.</li> <li>● Leadership Literacy Implementation Team will be establish to develop the knowledge and skills to support the implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Daily</li> <li>● Twice a Month</li> <li>● Monthly</li> <li>● Monthly</li> </ul>
<p>Educators will provide Tier 2 and 3 Interventions during WIN (What I Need).</p>	<ul style="list-style-type: none"> <li>● Direct explicit instruction with purpose will be taught at the Teacher Table.</li> <li>● Observations, walk-throughs, learning walks will be consistently conducted.</li> <li>● At Grade Level Meetings / PRT / Professional Gatherings, Data-Based Decision Making Interventions will be made for each student / group of students.</li> <li>● Students will be progress monitored to provide academic growth information.</li> </ul>	<ul style="list-style-type: none"> <li>● Daily</li> <li>● Weekly / Monthly</li> <li>● Monthly</li> <li>● Monthly</li> </ul>

## Amesbury Public Schools

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### Strategic Objective #2

Development and Implementation of a Positive Behavioral Intervention Support (PBIS) model.

#### District Strategy Alignment (Superintendent Goals for SY 21-22)

Ensuring the Social-Emotional health of students and staff.

#### Goal Statement:

By June 2022, AES will develop and implement a PBIS School-Wide Model that will create an environment in which behaviors are consistently supported and recognized as evidenced by the Super Ticket Incentive.

#### Description:

PBIS is a process for teaching children appropriate behavior and providing the support necessary to sustain that behavior. PBIS is not a curriculum - it is a framework for systems to identify needs, develop strategies, and evaluate practice toward success.

#### Impact:

Student challenging behavior will decrease through a proactive, positive, and consistent manner across all school settings.

Students' academic achievement and social competence will improve throughout the school year.

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?]
Educators and Staff will be introduced to the principles and foundations of PBIS.	<ul style="list-style-type: none"><li>Leadership Social Emotional Implementation Team will be established to develop the knowledge and skills to support the implementation.</li></ul>	<ul style="list-style-type: none"><li>Monthly</li></ul>
Educators will provide Tier 1 Behavioral Lessons that will be explained, modeled and practiced to all students.	<ul style="list-style-type: none"><li>Interactive Lessons will be conducted during Community Gatherings.</li><li>At Grade Level Meetings, Mr.M. will meet with classroom teachers to plan and share best practices.</li><li>Positive trend data will be collected and analyzed at professional gatherings.</li></ul>	<ul style="list-style-type: none"><li>Quarterly</li><li>Weekly / Monthly</li><li>Monthly</li></ul>
Staff will strive to recognize student's	<ul style="list-style-type: none"><li>Classroom, grade level and school-wide celebrations to recognize</li></ul>	<ul style="list-style-type: none"><li>Quarterly</li></ul>

positive behavior and achievement.	students who are consistently meeting expectations.	
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**Strategic Objective #3**  
Strengthening the Professional Learning Community  
  
**District Strategy Alignment (Superintendent Goals for SY 21-22)**  
Enhanced Communication with Stakeholders & Developing a Highly Effective Leadership Team

**Goal Statement:** By June 2022, AES will strengthen their development of a Professional Learning Community that ensures high levels of learning for all.

**Description:** A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and to create a learning environment where all students can reach their fullest potential.

**Impact:**  
PLCs allow educators opportunities to directly improve teaching and learning.  
PLCs build stronger relationships between team members.  
PLCs help teachers stay on top of new research and emerging technology tools for the classroom.  
PLCs help teachers reflect on ideas.

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?]
Educators will ensure that All Students Learn	<ul style="list-style-type: none"> <li>● When planning lessons and units, teachers will ask themselves the following questions:               <ul style="list-style-type: none"> <li>○ What do I want each student to learn?</li> <li>○ How will I know when each student has learned it?</li> <li>○ How will I respond when a student experiences difficulty in learning?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Daily / Weekly</li> </ul>
Educators will create a structure to promote a Culture of Collaboration.	<ul style="list-style-type: none"> <li>● Educators will attend Grade Level Meetings / Professional Gatherings / PRT Days to plan units / lessons together and share</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly / Monthly</li> </ul>

	best practices.	
Educators will Focus on Results	<ul style="list-style-type: none"><li>• Educators will set SMART Goals about student achievement, work together to achieve the goal and provide periodic evidence of progress.</li></ul>	<ul style="list-style-type: none"><li>• Yearly / Quarterly</li></ul>