

Amesbury Public Schools

School Improvement Plan - Charles C. Cashman Elementary School
Karina Mascia-Fayles

Strategic Objective #1

Utilize student data to guide instruction and measure student reading growth through the implementation of new curricula aligned with the common core standards.

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 by 10% as measured by MAP Reading Fluency (K-1) or MAP Reading Growth (2-4).

Teachers will collaborate as members of a professional learning community throughout the year to align their curricula with their practices, discuss students' strengths and needs, identify interventions as well as enrichment.

Description: During weekly PLCs, CES teachers and staff will meet to discuss the new Wit and Wisdom curriculum implementation, ST Math, Project Lead the Way, social studies, science, and SEL (Second Step and Bullying Prevention Programs).

Impact: By June 2022 the percentage of students reading at grade level as determined by MAP Assessment data will increase by 10%; Teachers will be more comfortable with new curricula and therefore able to teach with fidelity to maximize impact on students' learning.

As a result, we would see the following:

- Students who are at Core will remain Core;
- Students at Strategic will move to Core;
- At least 10% of our students at Intensive will move to Strategic.

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?]

Teachers will work in professional learning communities (PLC) for the implementation, refinement, and analysis of data to inform their

Copy of agendas
Calendars

Throughout the 21- 22 School Year

instruction.	Other supportings docs	
During any PLCs dedicated to With and Wisdom staff will have focused conversations around curriculum, instruction and practices, as well as assessments.	Copy of agendas Calendars Other supportings docs	Throughout the 21- 22 School Year
Professional Learning Community (PLC) focus time at least one time each month for grade level staff to review and analyze student work and assessments, plan next steps and interventions throughout the 21-22 year.	Educators will work on creating rubrics and grading student work artifacts. Educators will proctor the MAP Assessment three time in the course of the school year: Fall, Winter, and Spring Dibels Foundations Assessment WW Module Assessment	Throughout the 21- 22 School Year
Grade level staff will discuss, assign, and provide Tier 2 and 3 intervention to respond to students' need over the course of the school day.	Direct explicit instruction with purpose will be taught at the regular education classrooms. Observations, walk-throughs, learning walks will be consistently conducted. At Grade Level Meetings / PRT / Professional Gatherings, Data-Based Decision Making Interventions will be made for each student / group of students. Students will be progress monitored to provide academic growth information.	Daily Weekly / Monthly Monthly Monthly

Educators will teach Heggerty and Foundations with Fidelity.	<p>Student Learning Objectives, Success Criteria, and Focus Wall will be posted</p> <p>Observations, walk-throughs, learning walks will be consistently conducted.</p>	<p>Daily</p> <p>Throughout the 21- 22 School Year</p>
Educators will implement Wit and Wisdom with Integrity.	<p>Student Learning Objectives, Success Criteria, and Focus Wall will be posted</p> <p>Observations, walk-throughs, and learning walks will be consistently conducted.</p> <p>At Grade Level Meetings, Lisa Dupere, Reading Coach, will meet with classroom teachers to plan and share best practices.</p>	<p>Daily</p> <p>Throughout the 21- 22 School Year</p> <p>Throughout the 21- 22 School Year</p>

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Strategic Objective #2
Provide on-going, timely communication to staff and families regarding day to day operations, instructional programs, and school activities through a variety of resources and broaden our outreach to the community at large.

District Strategy Alignment (Superintendent Goals for SY 21-22)
Enhanced Communication with Stakeholders &
Developing a Highly Effective Leadership Team

Goal Statement: To improve effective communication between school, staff, families, and community.

Description: To improve effective communication between school, staff, families, and community about how to best support student learning and

nurture positive school experiences. Elementary school is the introduction of students to our educational system, and therefore, clear, resourceful, accessible and timely communication will provide schools and families the ability to work together towards the same goal of helping: the success of all students. Communications: Bi-weekly Leadership Team meetings, Monthly PBIS Team meetings, School Council/School Improvement Plan, Weekly Family communication: "Straight From The Lions' Mouth", Weekly Teachers/Staff communication: "Principally Speaking", Engage students through monthly SKR awards recognition, Engage teachers through weekly PAWesome staff recognition

Impact: The partnership between families and school staff will strengthen the instructional academic, social-emotional and behavioral programs to ensure that all levels of learners are provided with curriculum and materials that meet their needs and abilities through each of the tiered instructions.

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>Principal will communicate to families and staff weekly with the purpose of educating our school community in the daily activities at the Cashman School that involves the academic, social, emotional, and behavioral development of every child.</p>	<p>Meetings:</p> <ul style="list-style-type: none"> ● Bi-weekly Leadership Team meetings ● Monthly PBIS Team meetings ● School Council/School Improvement Plan <p>Weekly Family communication: "Straight From The Lions' Mouth"</p> <p>Weekly Teachers/Staff communication: "Principally Speaking"</p>	<p>Throughout the 21- 22 School Year</p>
<p>Teachers will increase their communication with families in their classrooms with the purpose of educating our families in the daily activities at the Cashman School that involves the academic, social, emotional, and behavioral development of their child in that particular grade level.</p>	<p>Teacher/Staff/Families communications: email, google classroom, Wednesday poly folder, individual teacher newsletters</p>	<p>Throughout the 21- 22 School Year</p>

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Strategic Objective #3

To continue to Strengthen our Positive Behavioral Intervention Support (PBIS) model.

District Strategy Alignment (Superintendent Goals for SY 21-22)
Ensuring the Social-Emotional Health of staff and students

Goal Statement: Our volunteer Cashman Leadership Team and PBIS Team will continue to focus on the integrity of the PBIS implementation at the Cashman School which has provided and built a positive, predictable school-wide climate where students understand what is expected of them, but also feel safe and supported while in school.

Description: The Cashman Elementary School is in its 4th year of PBIS implementation system. Our school community has built a structural system of teaching students how to be SAFE, KIND, and RESPONSIBLE in each environment they attend during their school day. Students are able to demonstrate these expectations and as a result we have experienced a significant decrease in office referrals and consistent language and behavioral expectations therefore providing students with a safe and supportive learning environment.

Impact: The Cashman School will continue to improve as a safe and supportive learning environment for all students. A few important impacts are: student challenging behavior will decrease through a proactive, positive, and consistent manner across all school settings. Students' academic achievement and social-emotional development and competence will improve throughout the school year. These practices will allow our educators in decreasing unexpected behaviors in each learning environment and therefore allowing less disruption in students' learning.

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 engage in conversation and develop action plans to support the SKR culture of our school at all levels: students, teachers, staff, and community

- Meetings:
- Bi-weekly Leadership Team meetings
 - Monthly PBIS Team meetings
 - School Council/School Improvement Plan

Throughout the 21- 22 School Year

	<p>Weekly Family communication: “Straight From The Lions’ Mouth”</p> <p>Weekly Teachers/Staff communication: “Principally Speaking”</p> <p>Monthly school-wide student recognition: SKR awards</p> <p>Weekly PAWsome staff acknowledgement board</p>	
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