

Amesbury Public Schools

School Improvement Plan - Amesbury Middle School
Jarred Haas, Principal

Strategic Objective #1

Build a Positive, Predictable School-wide Climate

District Strategy Alignment:
Ensuring the Social-Emotional Health of staff and students

Goal Statement: By the end of school year 2021-22, AMS will build a structure for safety, expected behaviors and rewards as evidenced by a decrease in Main Office referrals, survey data, student and staff interviews, public documentation for practices for a schoolwide PBIS model, and staff observations for fidelity.

Description: Our staff will refocus on building a positive, predictable school-wide climate where students understand what is expected of them, but also feel safe and supported while in school. This also provides an opportunity to offer students a voice in building our school procedures and expectations.

Impact: As a result of this goal, we will enhance our safe and supportive learning environment for all students and therefore support teachers by decreasing unexpected behaviors and the disruption of 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?]
Motivate students with positive reinforcement program	<ul style="list-style-type: none"> ● CARE Cards to reward students with expected behaviors ● CARE Assemblies to provide opportunities to talk about our expected behaviors 	<ul style="list-style-type: none"> ● Ongoing ● Once per quarter
Co-Creation of a Schoolwide Behavior Matrix using Student and Staff Input	<ul style="list-style-type: none"> ● Written Behavior Matrix 	<ul style="list-style-type: none"> ● September 2021
Co-Creation of a Schoolwide set of expected behaviors for each area of school (hallways, cafeteria, performance center, classrooms, etc)	<ul style="list-style-type: none"> ● Written Expectation Behaviors First Draft ● Written Expectation Behaviors Final 	<ul style="list-style-type: none"> ● October 2021 ● March 2022

	Draft	
Increase adult presence at lunch, recess and in hallways during unstructured times.	<ul style="list-style-type: none"> • Administrative expectations provided to staff both verbally and in writing • Administrative supervision of staff 	<ul style="list-style-type: none"> • Ongoing
Administration of the ASSET survey and follow up surveys to better understand the climate and culture of the school.	<ul style="list-style-type: none"> • Completion of the ASSET Survey • Two follow up surveys 	<ul style="list-style-type: none"> • November 2021 • February 2022 • May 2022
Communication to parents about the progress of this plan	<ul style="list-style-type: none"> • Sending information to parents through Weekly Newsletter, Eagle Eye. 	<ul style="list-style-type: none"> • October 2021 • March 2022 • Ongoing
Conduct student and staff interviews about school climate and ways to improve our school.	<ul style="list-style-type: none"> • Written report of the findings from interviews distributed through email, social media and available printed copy. 	<ul style="list-style-type: none"> • October 2021- Students • November 2021 - Staff
Track and review Main Office referrals with the Leadership team.	<ul style="list-style-type: none"> • Decrease in Main Office (Level 3) referrals. 	<ul style="list-style-type: none"> • Monthly
Develop a written handbook for schoolwide PBIS using the work from staff and student generated expected behaviors and modeled on the Cashman PBIS Handbook	<ul style="list-style-type: none"> • Final Handbook for Schoolwide PBIS 	<ul style="list-style-type: none"> • April 2022
Staff observations and reinforcement for practicing implementation of PBIS	<ul style="list-style-type: none"> • Administrative observations • Leadership Team reviews anecdotal evidence 	<ul style="list-style-type: none"> • Ongoing
Student reinforcement through explicit modeling of student behaviors at lunch and recess times from administrators; in classrooms from teachers	<ul style="list-style-type: none"> • Time set aside for explicit modeling • CE times for social emotional lesson connected to our PBIS model • Staff trainings 	<ul style="list-style-type: none"> • Ongoing

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Strategic Objective #2

Ensure that ALL Students Receive Appropriate Academic Supports

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

Goal Statement: By the end of the 2021-22 school year, all stakeholders (parents, staff, and students) will know how to access and obtain appropriate academic supports while staff in partnership with parents will ensure that guaranteed services are provided with fidelity as evidenced by stakeholder survey data, auditing of guaranteed service delivery, a decrease in Tier III referrals and observations of staff practice.

Description: AMS experiences great disconnects between parents, staff and students about how to best support student learning. There are multiple silos working towards the goal of helping students, but oftentimes those silos of work are not working in an aligned direction. Our school leadership team working with staff, students and families, need to clarify the role of Special Education, identify our current student needs and how they are being supported, and then build systems of effective Tier I instruction and Tier II supports before students are referred for Tier III Special Education services.

Impact: As a result of auditing our current practices, implementing systems to ensure students are receiving guaranteed services and then working to build systems to identify and support struggling students, more students will be able to stay in Tier I classrooms using school supports outside of Special Education.

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?]
Benchmark Data review during CPT meetings	<ul style="list-style-type: none"> • Meeting Agendas 	<ul style="list-style-type: none"> • CPT week of 10/25 • Mid-year and End of Year TBA

Organize, document, and articulate processes for teachers and parents concerned about students to utilize in order to obtain appropriate academic support	<ul style="list-style-type: none"> • Shared documents • Meeting Agendas 	<ul style="list-style-type: none"> • Ongoing
Ongoing collection of data to inform interventions	<ul style="list-style-type: none"> • Data tracking sheets 	<ul style="list-style-type: none"> • Monthly
Sharing of data with teachers and Special Education Facilitator.	<ul style="list-style-type: none"> • Shared documents 	<ul style="list-style-type: none"> • Ongoing
Adjustment of support based on data and collaboration with teachers and Special Education Facilitator.	<ul style="list-style-type: none"> • Meeting agendas/emails • Reduction of Tier III referrals from parents 	<ul style="list-style-type: none"> • Monthly based on PM data
Communication of student performance to parents (teachers/service providers)	<ul style="list-style-type: none"> • Emails, progress reports sent home 	<ul style="list-style-type: none"> • Monthly based on PM data
Amend IEPs to reflect current student performance and needs (Special Education Facilitator)	<ul style="list-style-type: none"> • IEP goals that reflect updated data. Reduced IEP goals based on the addition of Tier 2 services 	<ul style="list-style-type: none"> • Summer 2022
Survey and team discussion including EAST block teachers to talk about what schedule would best to provide consistent services while ensuring that students have access to enrichment opportunities provided during EAST blocks	<ul style="list-style-type: none"> • Documentation of ideas via survey and team notes (or minutes) 	<ul style="list-style-type: none"> • Spring 2022
End of year data collection and planning for anticipated needs	<ul style="list-style-type: none"> • Schedule in Aspen that includes consistent times for students to receive Tier 3 and Tier 2 support 	<ul style="list-style-type: none"> • Summer 2022
Planning for Tier 2 professional development to include implementing accommodations effectively in the classroom	<ul style="list-style-type: none"> • Professional Day schedule 2022-2023 	<ul style="list-style-type: none"> • Summer 2022

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Strategic Objective #3
Increase Academic Growth for ALL Students in Mathematics
 District Strategy Alignment:
 Ensuring Meaningful Academic Experiences for ALL Students

Goal Statement: By June 2022, math students in grades 5-8 will increase the number of students who reach the SGP of 40. As a school we will have a percent increase of 90% of students reaching the goal Student Growth Percentage (SGP) of 40. Therefore we will go from a school of 28% to 53% of students meeting this growth.

Description: As a result of COVID, we have seen drastically lower numbers in our growth in both 5th and 8th grade while experiencing stagnant growth in 6th and 7th. We want to increase the growth across all levels focusing on Math specific strategies to increase Math fluency and increase Math application. Utilizing a standardized Math curriculum across the school (Desmos) and increasing the use of Math supplementary learning (ST Math), students will experience increased growth from their 2020-21 scores.

Impact: By increasing the use of ST Math and using Desmos math curriculum with fidelity, students will gain a better overall understanding of the process and protocols of Math yielding higher growth for all students.

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?]
Implementation of the Desmos Curriculum in Grade 6-8 and Illustrative Math with use of Desmos as their platform in Grade 5	<ul style="list-style-type: none"> • Desmos professional development three times this year from the Desmos consultant, Birdie • Observations of AMS teachers using Desmos with integrity by STEM coach and administration 	<ul style="list-style-type: none"> • Desmos Training: 10/20, 12/8 and 2/9 • Throughout the year • Monthly

	<ul style="list-style-type: none"> Monthly meetings with the Desmos consultant Birdie, for best implementation by STEM Coach and when applicable assistant principal 	
Implementation of the ST Math supplemental curriculum in Grade 5-6	<ul style="list-style-type: none"> ST Math professional development three times a year with the ST Math ESM. Implementation of puzzle talks in the classrooms with the support of the STEM coach with modeling to support with implementation. STEM Coach giving the resource of mini lessons on growth mindset, problem solving and goal setting that correspond with puzzle talks to support teachers. Reaching 60% progress on ST Math as a school in 5th and 6th grade Weekly emails by STEM coach about ST Math data to teachers Having an ST Math champion in the school do to school-wide celebrations 	<ul style="list-style-type: none"> ST Math training: 9/22, 11/2 and 1/12 Throughout the year Given in October, 2021 and reshared through emails and grade level meetings This will be evident in June, 2022 These are sent out weekly Megan Butler was established as our ST Math Champion in September, 2021. She will be meeting with the other ST Math Champions bi-weekly as well as the district ST Math champion to go over celebration ideas and have a school-wide bulletin board.
Utilizing the STEM Coach as a support for teachers	<ul style="list-style-type: none"> STEM Coach participating in coaching cycles with math teachers STEM Coach starting walk-throughs with math teachers Sending out tri-weekly newsletters on best STEM practices Principal meeting bi-weekly with STEM coach to see where other support is needed, trends happening inside the math classrooms and reviewing ST Math data STEM Coach meeting with vertical math team at monthly staff meetings starting in November 	<ul style="list-style-type: none"> When applicable Throughout the year Tri-weekly Bi-Weekly Monthly
Math teachers setting strong SMART goals to align with these priorities	<ul style="list-style-type: none"> 5th grade teachers meet week with STEM Coach training on Illustrative Mathematics 6th grade meetings with STEM coach bi-weekly to engage in lesson studies on Desmos 5th and 6th grade focusing on the lowest 10% of their students to support on goal 	

	setting around ST Math	
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