ACUSHNET PUBLIC SCHOOLS MCAS IMPROVEMENT PROCESS

Acushnet students take the MCAS **(Spring)**

Overall MCAS results arrive and are presented to the School Committee by the superintendent **(Oct./Nov.)**

Administrators provide copies of the MCAS Item Analysis and other relevant data to the subject area/grade level teams who identify the weaknesses from the data for different student populations and subject areas **(October/November)**

Each subject area/grade level team presents 5 of the highest priority student weaknesses (problem standards) on the MCAS for their subject area and for each subgroup to the rest of the team's school and passes in the data analysis worksheets to the building principal **(October/November)**

An Individual Student Success Plan will be developed for each student who has scored below Level Two on the ELA or Math MCAS. These plans describe each student's academic needs and the available activities and supports that will be used to help each student succeed in passing the ELA or Math MCAS. In addition, the District Curriculum Accommodation Plan is used as a guide for teachers ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. Other academic support plans include 504s and IEPs.

Teachers begin to carry out action plans as identified on the data analysis worksheets and attend to priority areas by changing instructional strategies and curriculum, providing interventions for students in need, etc. This process is enhanced through collaboration in subject area/grade level team meetings. **(Oct./Nov.)**

It is important to continuously monitor the progress of students and to provide appropriate interventions. It is also important to revisit and monitor the progress of the action plans, School Improvement Plans, and the District Improvement Plan and change ineffective goals and plans.

The Data Analysis Report and a list of potential school improvement changes based on the contents of the report are compiled by the administrators based on the findings of the subject area/grade level teams and is presented to the School Committee **(January-February)**

Individual Professional Development Plans (IPDPs) are constructed by the teachers (if applicable) and approved by the principals. These plans should be consistent with the School Improvement Plan.

Each building principal presents his/her school's portion of the district wide Data Analysis to the faculty and School Council **(January-April)**

The Data Analysis Report is disseminated to the staff. The administrators consult with subject area/grade level teams periodically to discuss and reevaluate the action plans. In addition, the list of potential school improvement changes are discussed and enhanced during an early release day and in subject area/grade level team meetings.

Each School Council reviews the annual school building budget keeping in mind the educational needs of the students as identified by the Data Analysis

Upcoming district professional development needs are determined based on the Data Analysis

Curriculum and instruction is augmented based on the Data Analysis

Each School Council creates/enhances the School Improvement Plan annually based on the Data Analysis and District Improvement Plan. The superintendent approves the plan and the building principal present it to the School Committee. **(June-August)**

A budget request is constructed by each building principal and presented to the superintendent, business manager and School Committee for further consideration **(December-March)**

The District Improvement Plan is constructed a minimum of every 3 years based on the Data Analysis

The District Professional Development Plan is modified based on the Data Analysis and presented to the School Committee for approval **(Spring/Summer)**