



**ACUSHNET PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2009-2012**

Mission Statement

The mission of the Aushnet Public Schools in partnership with staff, parents, and community is to promote student success, growth, and learning in a safe and supportive environment

Core Values (As defined in school committee policy COA)

Through its faculty and staff, the Acushnet Public Schools will demonstrate that it values:

- A safe and secure learning environment
- Student centered curriculum and instruction
- Academic excellence
- Lifelong learning
- Acquisition of basic skills
- Comprehensive education
- Collaborative relationships
- Community involvement
- Respect for human differences

Guiding Principles (As defined in school committee policy COB)

- The quality of our public schools is vital to the future of our community, state, and nation.
- It is essential that our schools are safe and secure environments, in order to ensure that maximum learning can take place.
- Our schools must effectively respond to the intellectual, social, and emotional needs of our students in order to improve student learning and achievement.
- Student learning and achievement is enhanced when all members of the Acushnet community consistently strive for education excellence.
- Respect and appreciation of people is essential to the success of our school system and society.
- Teachers are central to the learning process, therefore, their work must be satisfying, rewarding, and challenging.
- Students, in turn, must be held equally accountable for their own progress.
- The achievement of our educational goals is dependent upon the development of an active and dynamic partnership between our schools, students and parents, along with the community.
- Community support for our public schools is enhanced when we encourage lifelong learning through facilitating educational opportunities for other segments of our community.
- We have the responsibility to our community to demonstrate the highest return on the taxpayers' investment in our school system.
- The creative and performing arts are important to the development, learning, and achievement of our students.

GOAL ONE: Raise student achievement for all students

OBJECTIVES	ACTION STEPS	TIMELINE	RESPONSIBILITY	ASSESSMENT
<p>Add or enhance assessment practices in order to better identify academic at-risk students, in order to provide students with appropriate interventions and accommodations, and to make improvements to curriculum and instruction</p>	<p>Establish a districtwide data & assessment committee</p>	<p>December 2009</p>	<p>Assistant Principal / Curriculum Coordinator</p>	<p>Implementation of a systemwide assessment plan which lays out the process by which data from assessments is being used to identify at-risk students, provide students with appropriate interventions and accommodations, and make necessary changes to curriculum and instruction</p> <p>Presentation of the annual MCAS Data Analysis Report with follow-up sessions</p> <p>Evaluation of effectiveness of action plans</p> <p>Yearly school improvement plans are aligned with the district improvement plan</p> <p>Changes to curriculum and instructional strategies based on data (MCAS, DIBELS, etc.)</p> <p>Increase in the number of students scoring proficient for all MCAS tests in each of the next three years and to score above the state average on all of the MCAS tests administered</p> <p>Increase MCAS Growth Percentiles as identified by the Growth Model in each of the next three years</p>
	<p>Develop a systemwide assessment plan and explore the prospects of data warehousing of assessment results</p>	<p>December 2009-June 2011</p>	<p>Data & Assessment Committee</p>	
	<p>Evaluate the viability of all existing assessments and continue to use effective assessments and retire ineffective assessments (DRA, STAR Math and Reader, etc.)</p>	<p>December 2009-June 2010</p>	<p>Data & Assessment Committee</p>	
	<p>Purchase and implement additional assessments: a reading comprehension assessment and math assessment</p>	<p>September 2009-September 2010</p>	<p>Data & Assessment Committee and Building Principals</p>	
	<p>Enhance the MCAS Data Analysis by collecting and adding other forms of data (DIBELS, STAR Math & Reader, cohort data, etc.), providing a more comprehensive disaggregation of data, etc.</p>	<p>December 2009-March 2010</p>	<p>Administrators and Superintendent</p>	
	<p>Schedule follow-up sessions with the subject area curriculum instruction assessment committees to discuss the effectiveness of the action plans constructed as a part of the MCAS Data Analysis</p>	<p>March 2010</p>	<p>Building Principals</p>	
	<p>Ensure that all school improvement plans promote an increase in student achievement based on analysis of student performance data</p>	<p>Ongoing</p>	<p>Superintendent</p>	
	<p>Explore the potential implementation of standards-based report cards, interim tests in all subject areas tested by MCAS, and the more widespread use of formative assessment</p>	<p>2009-2012</p>	<p>Data & Assessment Committee</p>	
	<p>Follow-up training for elementary school teachers and grade 5 Reading teachers in the use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p>	<p>Winter / Spring 2010</p>	<p>Superintendent, Administrators, Title I Director</p>	
<p>Teachers will administer DIBELS at least 3 times per year in order to identify students experiencing difficulty in the acquisition of basic literacy skills, help to define appropriate interventions for struggling students, evaluate the effectiveness of these interventions, construct meaningful instructional adjustments, and enhance the annual districtwide data analysis</p>	<p>Ongoing</p>	<p>Elementary Teachers and Grade 5 Reading Teacher</p>		

<p>Identify students needing interventions and provide appropriate instruction and accommodations to meet their needs</p>	<p>Establish a districtwide academic support committee</p> <p>Evaluate the changes made to the current system of identifying students who need academic support (STAT, ASMs, etc.) and alter this system as needed</p> <p>Create and execute a formal plan for Response to Intervention (RTI) and overall academic support at both schools</p> <p>Continue the MCAS Tutorial Program utilizing the Study Island program at the 4th grade for students not scoring proficient on the ELA and mathematics MCAS</p> <p>Create a Title I Before School Tutorial Program for Title I elementary school students</p> <p>Promote the differentiation of instruction to provide assessment based instruction to all students</p> <p>Individual Student Success Plans (ISSPs) developed for each student who has scored below Level Two on the ELA or mathematics MCAS</p> <p>Purchase necessary ELL materials and train at least one teacher per grade level in all of the ELL category trainings</p> <p>Provide the use of assistive technology where accommodations for specific students are identified</p> <p>Provide the least restrictive environment with appropriate accommodations and modifications to service special education students</p>	<p>December 2009</p> <p>Ongoing</p> <p>December 2009- June 2012</p> <p>Ongoing</p> <p>January 2010</p> <p>September 2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>AES Building Principal</p> <p>Academic Support Committee</p> <p>Academic Support Committee</p> <p>MCAS Tutorial Program Teachers & Administrators</p> <p>Title I teachers & Title I Director</p> <p>Administration & Teachers</p> <p>Grade Level Teams & Guidance Counselors</p> <p>ELL Coordinator</p> <p>Special Education Director & Tech Director & Teaches</p> <p>All Staff</p>	<p>Implementation of a systemwide academic support plan where all students in need of interventions are identified and provided appropriate instruction and accommodations to meet their needs</p> <p>Increase the number of students serviced in after/before school tutorial programs</p> <p>Increase in the number of students scoring proficient for all MCAS tests in each of the next three years and to score above the state average on all of the MCAS tests administered</p> <p>Increase MCAS Growth Percentiles as identified by the Growth Model in each of the next three years</p>
<p>Continue to develop, revise, and implement a viable curriculum</p>	<p>Implement a new English/language arts- reading series in grades K-4 (Scott Foresman- Reading Street)</p> <p>Purchase and Implement a new English/language arts- reading series in grade 5 (Scott Foresman- Reading Street)</p> <p>Develop and complete the English/language arts- reading curriculum guide that is aligned to the state frameworks at the elementary school</p> <p>Continue to hold regular grade level/subject area curriculum instruction assessment committee and team meetings to discuss instructional strategies, curriculum, and general student academic progress</p>	<p>Ongoing</p> <p>2010-2011</p> <p>2010-2012</p> <p>Ongoing</p>	<p>Curriculum Instruction Assessment Committees</p> <p>Grade 5 ELA teachers & Administration</p> <p>Curriculum Instruction Assessment Committees</p> <p>Administration & Teachers</p>	<p>Completion of an English/language arts curriculum guide at AES that is aligned to the state frameworks</p> <p>Completion of a science curriculum guide at AES that is aligned to the state frameworks</p> <p>Revision of all other curriculum as needed and curriculum is aligned to the state frameworks</p> <p>Lesson plans are periodically checked by administrators to ensure alignment with the curriculum and state frameworks</p>

	<p>Continue to revise and implement curriculum that is aligned to the state frameworks in all subject areas in order to ensure that students have access to appropriate curriculum</p> <p>Revise the planning chart in the curriculum development process document</p> <p>Delineate clearly which content is essential and which content is supplemental in the curriculum and develop consensus with sequencing, pacing, and organization of content</p> <p>Explore the addition of content-related vocabulary words, cross-curricular activities, essential questions, open response questions, common rubrics, exemplar units, and benchmark assessments to curriculum guides</p> <p>Continue to develop lesson plans that are aligned to the curriculum and the state frameworks</p> <p>Continue to use data from the MCAS to develop strategies to address identified areas of weakness in curriculum and instruction</p>	<p>Ongoing</p> <p>2010-2011</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Curriculum Instruction Assessment Committees</p> <p>Superintendent & Curriculum Coordinator</p> <p>Curriculum Instruction Assessment Committees</p> <p>Curriculum Instruction Assessment Committees</p> <p>Teachers & Administrators</p> <p>Curriculum Instruction Assessment Committees</p>	<p>Increase in the number of students scoring proficient for all MCAS tests in each of the next three years and to score above the state average on all of the MCAS tests administered</p> <p>Increase MCAS Growth Percentiles as identified by the Growth Model in each of the next three years</p>
<p>Develop and enhance instruction through professional development, mentoring, professional learning communities, technology, and the dissemination of information</p>	<p>Disseminate information regarding research-based instructional strategies and best practices</p> <p>Provide mentoring support to new principals and teachers</p> <p>Increase the amount of time available for work in professional learning communities with reflective activities and peer observations with opportunities for feedback</p> <p>Evaluate the effectiveness of instructional practices via the evaluation process, provide recommendations for improvement where necessary, and suggest conferences/workshops as needed</p> <p>Continue to hold technology committee meetings in order to evaluate and suggest improvements in technology throughout the district</p> <p>Purchase and integrate technologies into classrooms to better meet the needs of diverse learners and to enhance and support academic programs and initiatives (Interactive whiteboards with student response devices that provide content feedback, LCD projectors, classroom amplification systems, video on-demand, Study Island, Accelerated Math, Accelerated Reader, other new hardware and software, etc.)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administration & Teachers</p> <p>Superintendent & Mentors</p> <p>Administration</p> <p>Principals</p> <p>Technology Director & Technology Committee</p> <p>Technology Committee</p>	<p>Evidence of the use of proven instructional strategies and best practices via evaluations and lesson plans</p> <p>Evaluations that include recommendations for improvement and suggested conferences/workshops</p> <p>Increased number of teachers using technology in the classroom</p> <p>Addition of high quality professional development opportunities that lead to positive changes in instruction</p> <p>Annual district professional development plan</p> <p>District technology plan</p>

	<p>Continue to hold professional development committee meetings in order to evaluate and suggest improvements in professional development throughout the district</p> <p>Provide professional development topics that focus on improving instructional practice and student learning: DIBELS, 6 +1 Traits of Writing, mathematics instruction, formative assessment and other assessment strategies, writing lesson objectives, explicit teaching, instructional strategies, Response to Intervention, data-based decision making, use of instructional technologies, etc.</p>	<p>Ongoing</p> <p>2009-2012</p>	<p>Superintendent & Professional Development Committee</p> <p>Superintendent & Professional Development Committee & Administration</p>	
<p>Guarantee a sufficient amount of academic time dedicated to English/language arts, mathematics, science, and social studies instruction</p>	<p>Create a new common schedule at the elementary school that provides sufficient amount of academic time for English/language arts, mathematics, science, and social studies, intervention blocks for English/language arts and mathematics and expands common planning time</p> <p>Create a schedule that supports intervention time for mathematics at the middle school</p>	<p>September 2010</p> <p>Ongoing</p>	<p>Principal & Academic Support Committee</p> <p>Principal & Teachers</p>	<p>Creation of and adherence to schedules that meet established minimum time expectations</p>
<p>Ensure that all teachers are highly qualified and properly certified</p>	<p>Continue the practice of hiring highly qualified and properly certified teachers</p> <p>Building principals should meet with teachers on a yearly basis to discuss recertification</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Principals & Superintendent</p> <p>Principals</p>	<p>Maintain a percentage of highly qualified and properly certified teachers in the district equal to 100%</p>
GOAL TWO: Promote healthy lifestyles and a safe and orderly learning environment				
<p>Promote a safe and orderly environment in order to maximize learning opportunities</p>	<p>Establish a safety committee</p> <p>Update the crisis management plan on a yearly basis</p> <p>Offer suggestions of potential changes to each school's discipline policies to the school councils</p> <p>Develop a safety calendar which includes the scheduling of various drills (fire, lockdowns, bus evacuation, etc.)</p> <p>Continue to upgrade the security system</p> <p>Administrators clearly communicate school rules, procedures, and expectations to the students at the beginning of each school year</p> <p>Administrators annually communicate safety procedures to staff</p>	<p>December 2009</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administration</p> <p>Safety Committee</p> <p>Safety Committee</p> <p>Safety Committee</p> <p>Safety Committee & Administration</p> <p>Administration</p> <p>Administration</p>	<p>Crisis management plan is updated yearly and as needed</p> <p>School rules and procedures are clearly communicated to students by the administration with periodic reviews</p> <p>Annual safety procedures presentation to staff</p>

	Utilize the Second Step violence prevention and social skills program which integrates academics with social and emotional learning for all students in the district Institute the Youth Risk Behavior Survey to 7 th and 8 th grade students in order to gain student data on the prevalence of risky behaviors	Ongoing March 2010	Elementary Teachers & Curriculum Coordinator & FMS Guidance Counselors & Health Teacher FMS YRBS Survey Team	
Promote healthy lifestyles	Continue to maintain a districtwide wellness committee with the purpose of evaluating and revising the wellness policy as needed, helping to integrate nutrition education and physical activity into the overall curriculum, pursuing contracts with outside vendors that encourage healthful eating, evaluating the food choices at the schools, etc. Encourage handwashing and coughing and sneezing etiquette to help prevent the spread of colds and the flu	Ongoing Ongoing	Food Services Director & Wellness Committee Nurses & Staff	Achieving the goals as identified by the school committee's wellness policy
GOAL THREE: Improve communication and collaboration and increase parent/community involvement				
To enhance communication between the school and parents/community and internal communication between staff	Utilize the phone messaging system to increase the amount of information delivered to parents/guardians Continue to update school websites with pertinent and timely school information Continue to provide monthly newsletters to parents/guardians and post these newsletters online Continue to hold school events to include parents/guardians and the community (school concerts, Open House, Parent-Teacher Conferences, High School Information Night, Art/Music Fair, Math/Science Night, etc.) Update student handbooks with pertinent information Update teacher handbooks with pertinent information Form a public relations committee that will determine the best way to disseminate information about the schools to the community and to find ways of bringing more community participation into the schools Construct a Public Relations Plan	Ongoing Ongoing Ongoing Ongoing Ongoing December 2009 2010-2011	Administration Superintendent, FMS Principal, Tech Director Superintendent & Administrators All Staff School Councils Administration Administration & Public Relations Committee Public Relations Committee	Increase in the number of disseminated information Updated school websites Student handbooks updated yearly Public Relations Plan Annual Staff Training Manual updated as needed Updated Staff Resources Webpage Weekly/biweekly memos disseminated to staff and superintendent's office

	<p>Continue to update the Annual Staff Training Manual</p> <p>Explore the possibility of providing parents/guardians electronic access to student data (grades, attendance, etc.)</p> <p>Continue to provide online homework/classwork assignments</p> <p>Continue to update the Staff Resources Webpage with information useful to staff</p> <p>Continue the practice of principals providing staff with weekly/biweekly memos</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Special Education Director & Superintendent</p> <p>Administration</p> <p>FMS Teachers & Administration</p> <p>Superintendent & FMS Principal</p> <p>Principals</p>	
To increase collaboration between all educators in the district	Meet regularly in various committees and grade level teams in order to increase communication and collaboration among staff members, solve problems, share best practices, evaluate data, and make data based decisions that lead to improvements in instructional practice and student achievement	Ongoing	All Staff	The quality of discourse in working meetings throughout the district increases, creating the opportunity for all educators to engage in collaborative and productive ways
To increase parent/community involvement in the schools	Principals define roles for volunteers and then communicate these roles to the community to gain interest in volunteering	Ongoing	Principals	Increase the number of parent/community volunteers
GOAL FOUR: Promote cost savings, improve business management, and adequately maintain the facilities				
Promote cost savings measures where applicable	<p>Continue to pursue savings through energy conservation</p> <p>Provide programs that will return out of district special education students back to Acushnet</p> <p>Pursue regionalization of services (out of district special education transportation, special education programs, purchasing classroom materials, etc.) if cost effective</p> <p>Pursue all cost savings measures in all purchases of goods and services</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Energy Task Force</p> <p>Special Education Director</p> <p>Administration</p> <p>Administration</p>	<p>Regular meetings of the Energy Conservation Task Force</p> <p>Reduced energy consumption by at least 5 percent by the end of the 2009-2010 school year and maintain and/or continue to reduce the achieved level of consumption</p> <p>Qualify for the Energy Star label by achieving a score of 75 on the Energy Star Portfolio Manager for both schools</p> <p>Increase the number of identified special needs students served by in-district programs</p>

				<p>Speak with area collaboratives and school districts about cost saving endeavors</p> <p>Update the school committee's use of facilities policy</p>
<p>Maintain school buildings and develop a comprehensive facilities and financial management plan</p>	<p>Clean and maintain all school buildings to acceptable occupancy standards for students, staff, and the community</p>	Ongoing	Custodians/Maintenance	<p>Acceptable occupancy standards achieved</p>
	<p>Create a five-year Capital Improvement Plan</p>	September 2010	Administration	<p>Capital Improvement Plan created and disseminated</p>
	<p>Improve Food Services Department in order to provide healthy meals to the students without incurring a monetary loss for the program</p>	Ongoing	Food Services Director	<p>Revise menus and provide alternative options to staff and no monetary loss for the program</p>
	<p>Construct a Financial Management Procedures Manual that includes a calendar of events</p>	2009-2012	Business Office	<p>Financial Management Procedures Manual created and disseminated</p>