Collicot School Improvement Plan 2011-2012

School Committee Presentation
January 18, 2012

Core Values

- High Academic Achievement for All Students

- Excellence in the Classroom

- Collaborative Relationships and Communication

- Respect for Human Differences

- Risk-Taking and Innovation for Education

2011 Adequate Yearly Progress (AYP)

2011 Adequate Yearly Progress (AYP) Data – Summary   Summary Data | Detailed Data

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	No	92.5	Yes	2.5	Yes	96.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	76.2	Yes	9.4	Yes	96.1	Yes
Low Income	-	-	-	74.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	73.9	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	94.5	Yes	0.6	Yes	96.3	Yes
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	Yes	94.8	Yes	4.8	Yes	96.3	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	79.8	Yes	11.6	Yes	96.1	Yes
Low Income	-	-	-	78.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	76.1	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	96.1	Yes	2.6	Yes	96.3	Yes

2011 Adequate Yearly Progress (AYP)

2011 Adequate Yearly Progress (AYP) Data - Summary

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	Improvement Year 2 - Subgroups	On Target

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 2 - Subgroups
	All Subgroups	Yes	Yes	Yes	Yes	No	No	No	Yes	

Commendation for High Growth

Collicot School

Commendation for: High Growth

1. Aggregate Median SGP

	ELA	MATH
2010	60	65
2011	64.0	83.0

2. Meet 2011 AYP Participation & additional indicator

2011	Participation Rate Did at least 95% of students participate in MCAS?		Attendance Did student group meet attendance rate target?	
	ELA	**MATH**	**ELA**	**MATH**
Aggregate	100%	100%	Yes	Yes
Sped	100%	100%	Yes	Yes
White	100%	100%	Yes	Yes

3. Carry same school code for 2008-2011 and assess 20 or more in Aggregate in the current year

YES, 257 students assessed in grade 3-5 in 2011

GROWTH

ELA Data Analysis

- Gr. 3-5 – Student group performance levels higher than state

- Gr. 3 – A increased by 1% and W decreased by 1%

- Gr. 4 – A increased by 2% and W decreased by 3%

- Gr. 5 – Increase in A/P from 76% to 86%; cohort shows significant improvement in A from 10% to 26%

- Special Ed. Gr. 3 – Increased P, increased NI and W; Gr. 4 – Moved from W to NI; Gr. 5 – 14% to 58% P

Mathematics Data Analysis

- Gr. 3-5 – All student group performance levels higher than state

- Grade 3 – Growth from 78% A/P to 87% A/P

- Grade 4 – Significant increase in A, decrease in NI, and overall A/P 66% to 82%

- Grade 5 – 17% more students in A; cohort increased from 24% to 60% in A

- Special Ed. Gr. 3 – Significant change;

Gr. 4 – 0% to 20% in A and 94% to 35% NI;

Gr. 5 – 0% to 17% in A and 14% to 8% in W
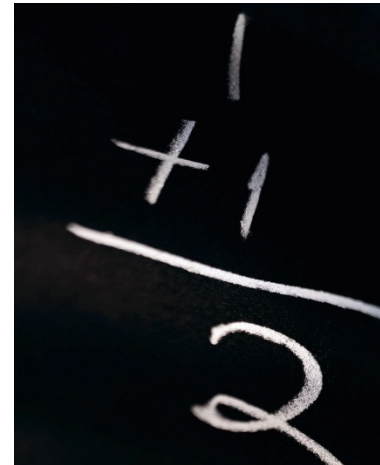
ELA Strengths

- Gr. 3 – Language, theme, genre, reading, and literature

- Gr. 4 – Vocabulary, style and languages, genre

- Gr. 5 – Understanding text, dramatic literature
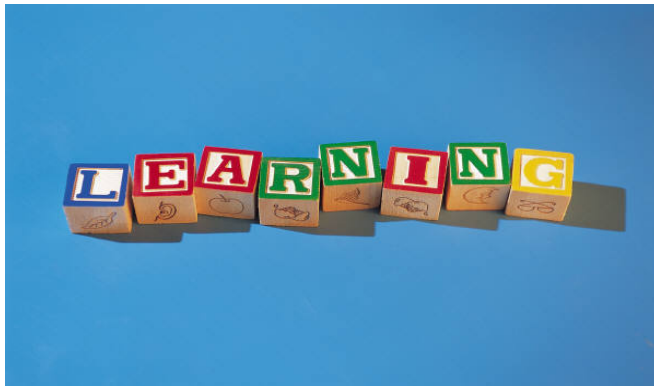
ELA Challenges

- Gr. 3 – Fiction and poetry

- Gr. 4 – Open response, writing composition, English conventions, theme

- Gr. 5 – Open response, structures/origins of English, nonfiction, fiction, myth, traditional narrative

Math Strengths

- Gr. 3 – Symbols, patterns, relations & algebra, numbers
- Gr. 4 – Data analysis, statistics & probability, patterns, relations & functions
- Gr. 5 – Data collection/inferences, symmetry/special relations

Math Challenges

- Gr. 3 – Geometry, numbers, number sense, and operations
- Gr. 4 – Measurement
- Gr. 5 – Patterns, relations & algebra, symbols, computation, properties of shapes

School Improvement Plan Summary

High Academic Achievement for All Students
Excellence in the Classroom
Collaborative Relationships and Communication
Respect for Human Differences
Risk-Taking and Innovation for Education

High Academic Achievement for All Students

❖Curriculum/Common Core

❖Common Assessment

❖Grade Level Expectations

❖Student Achievement Gap

❖Raising the Bar/Enrichment

❖Student Recognition

High Academic Achievement for All Students

- Align curriculum to new Frameworks and implement Assessment Transition Plan
- Increase % of students scoring at Proficient and Advanced levels in all areas
- Administer standardized, common math, Open Court, and kindergarten assessments
- Provide curriculum summaries to K-5 parents
- Use assessment data to differentiate and target instruction and to support student subgroups and individual needs
- Increase inclusion opportunities
- Provide before/after/during school enrichment opportunities

Excellence in the Classroom

❖Engaging All Students

❖Professional Development

❖Technology

Excellence in the Classroom

- Provide academic support according to MCAS data

- Create flexible groups to target instruction for students at all levels

- Continue the work of Curriculum Teams

- Increase SMART Board technology and use of additional technology tools

- Use technology to report and monitor bullying incidents

Collaborative Relationships and Communications

❖ Communications

❖ Collaborative Relationships

❖ Parent/Guardian Involvement

Collaborative Relationships and Communications

- Continue to communicate student progress and growth to parents
- Communicate school information and events through Edline, Alert Now, newsletters, weekly bulletins
- Communicate about curriculum programs and extend learning at home
- Continue to create opportunities for teachers to collaborate
- Continue partnerships with members of the school community
- Provide opportunities for parents to engage through School Council, PTO, Diversity Committee, Art Docent Program, classroom volunteering

Respect for Human Differences

❖Implementation of the Bullying Law

❖Cultural Competency

❖School Diversity Committees

Respect for Human Differences

- Provide staff training in accordance with new anti-bullying laws
- Implement new district anti-bullying curriculum
- Provide professional development opportunities for increasing cultural awareness
- Plan welcome activities for new families
- Engage families in school events
- Create a "buddy families" program
- Appreciate differences through literature

Risk Taking and Innovation

❖Specialized Programming

❖Research Based/Best Practices

❖Accreditation

❖Student Mentoring

Risk-Taking and Innovation

- Create opportunities for students who do not have access to technology in the home
- Continue to explore professional development opportunities which contribute to student achievement
- Create a timeline and conduct planning meetings for kindergarten NAEYC Accreditation
- Continue "reading buddy" partnerships among grade levels
- Plan transitional activities for grade 5 students