

Collicot School Improvement Plan 2012-2013



School Committee Presentation
December 5, 2012

Collicot School Site Council

Courtney Affanato – Parent Representative

Patricia Facey – Parent Representative

Sheila Paolucci – Parent Representative

Kathy Caccamo – Teacher Representative

Zeina Hamada – Teacher Representative

Margo Tansey – Community Representative

Janet Sheehan – Principal



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

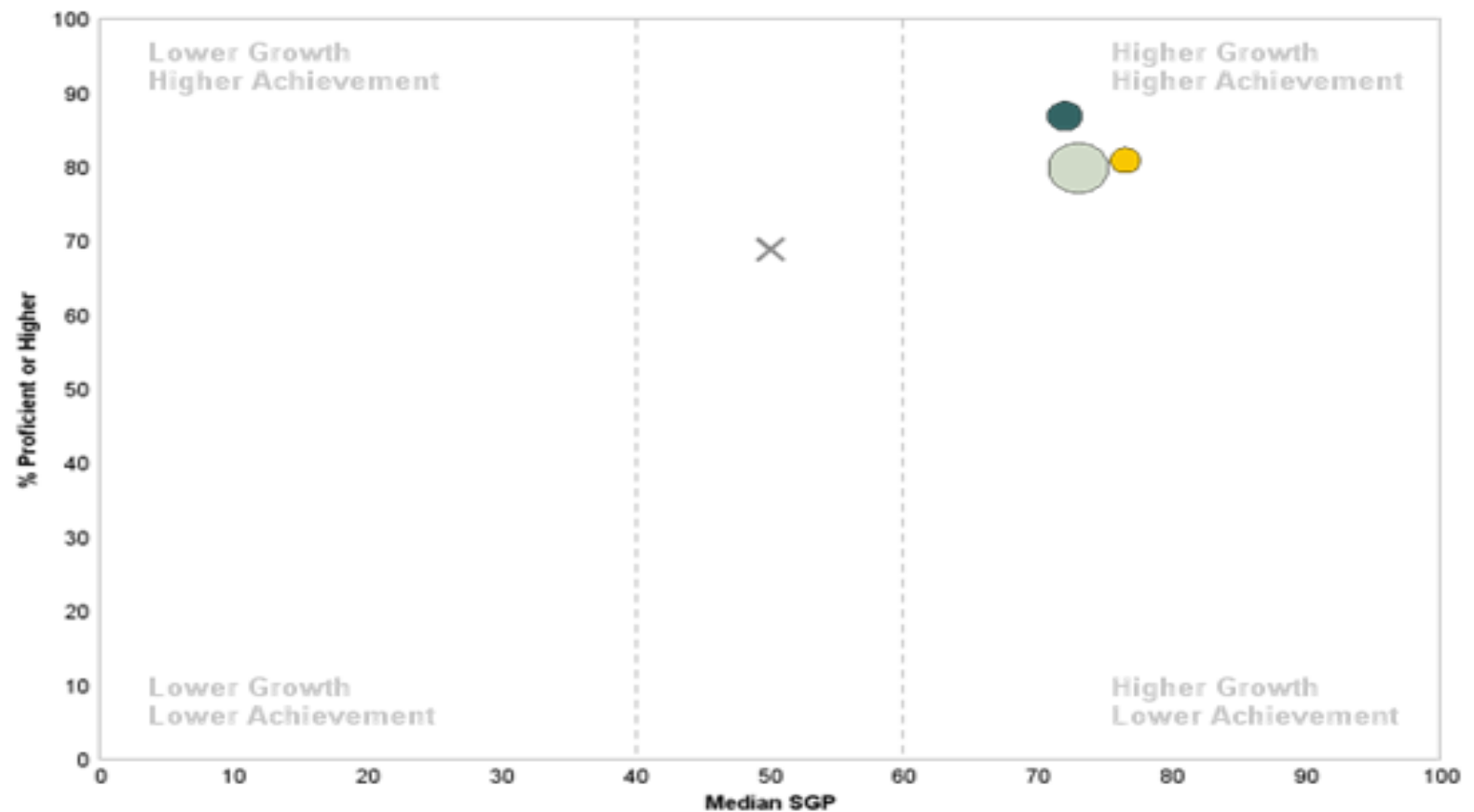
2012 Collicot Accountability Data

Organization Information			
District:	Milton (01890000)	School type:	Elementary School
School:	Collicot (01890005)	Grades served:	PK,K,01,02,03,04,05
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 1	Meeting gap narrowing goals Commended for high progress -narrowing proficiency gaps -	
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)		
All students:	<div><div></div></div> <div>Lowest performingHighest performing</div>	87

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		98	Met Target
High needs		88	Met Target
Low income			-
ELL and Former ELL			-
Students w/disabilities		96	Met Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		100	Met Target

ELA School Achievement and Growth

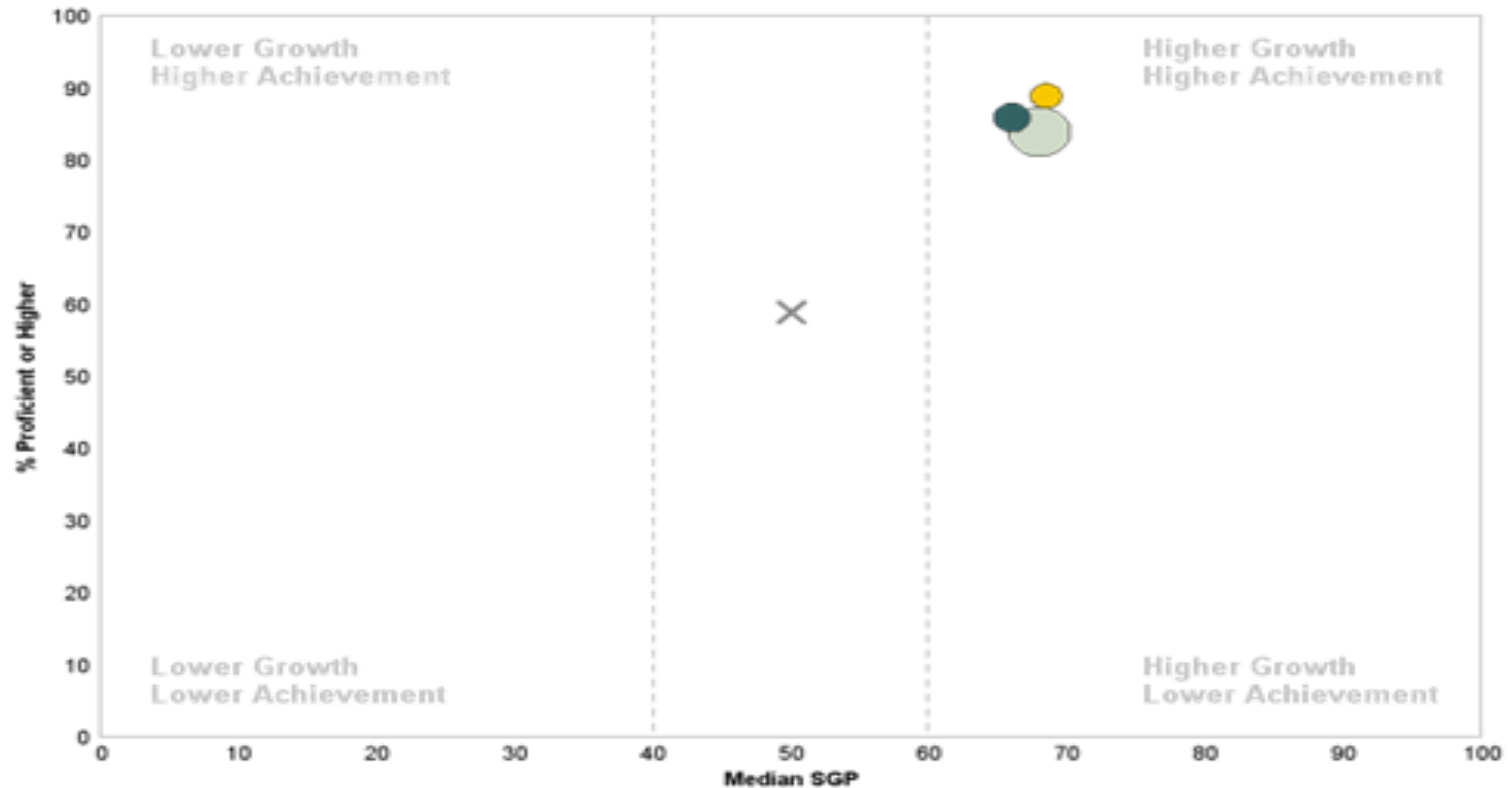


		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
	All Grades	73	161	80	261
	Grade 04	72	87	87	91
	Grade 05	76.5	74	81	75

All Grades: 73 SGP, 80% Proficient, 261 Students
 Grade 04: 72 SGP, 87% Proficient, 91 Students
 Grade 05: 76.5 SGP, 81% Proficient, 75 Students

Mathematics

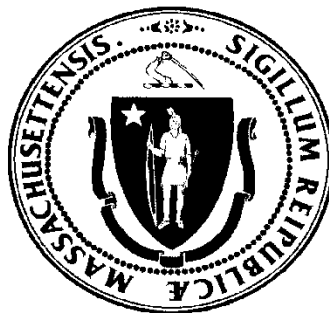
School Achievement and Growth



	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
All Grades	68	161	84	261
Grade 04	66	87	86	91
Grade 05	68.5	74	89	75

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

The Commonwealth of Massachusetts



Collicot Elementary School

ON BEHALF OF THE CITIZENS OF THE COMMONWEALTH OF MASSACHUSETTS,
WE ARE PLEASED TO CONFER UPON YOU THIS GOVERNOR'S CITATION IN HONOR OF YOUR BEING
SELECTED AS A 2012 COMMENDATION SCHOOL AND IN RECOGNITION OF YOUR SCHOOL'S HIGH
ACHIEVEMENT, HIGH PROGRESS, AND/OR NARROWING PROFICIENCY GAPS.

THIS SEVENTEENTH DAY OF OCTOBER IN THE YEAR 2012



DEVAL L. PATRICK
Governor

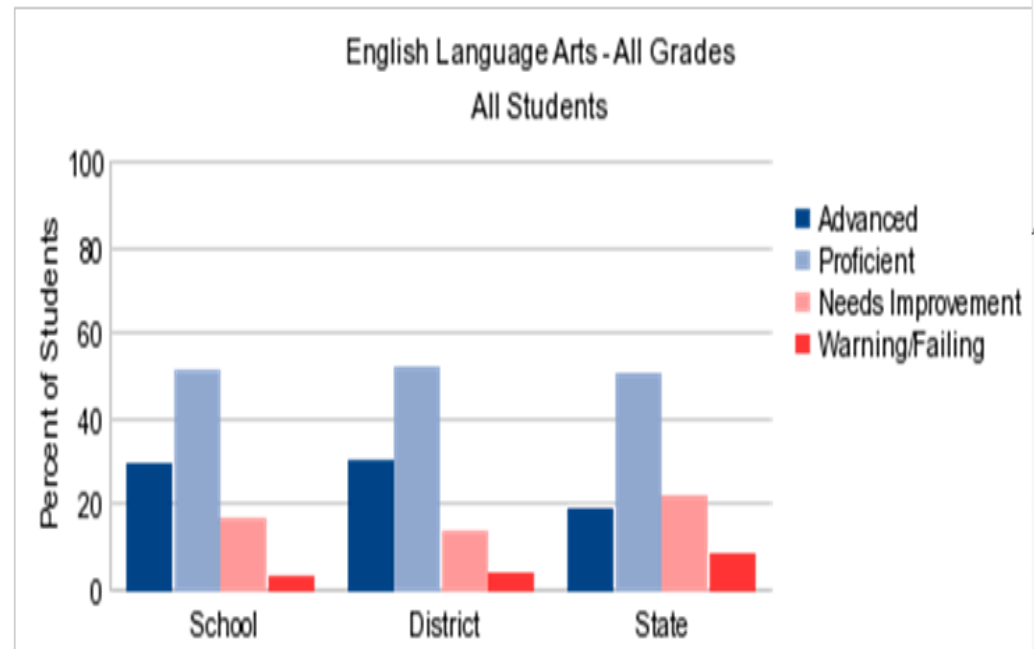


TIMOTHY P. MURRAY
Lieutenant Governor

School, District, State ELA Performance Level Comparison

All Students

English Language Arts	N Included	% School	% District	% State
Advanced	76	29	30	19
Proficient	133	51	52	50
Needs Improvement	44	17	14	22
Warning/Failing	8	3	4	9
Total Included	261			



ELA Data Analysis



- Gr. 3-5 – All student group performance levels higher than state
- Gr. 3 – Little change in number of students scoring in Advanced and Proficient but increase in students scoring in Advanced
- Gr. 4 – Significant increase in students scoring in Advanced and Proficient (from 76% to 87%) and significant increase in Advanced category (from 12% to 30%)
- Gr. 5 – Slight decrease in total students scoring in Advanced and Proficient but significant increase in students scoring in Advanced (from 26% to 40%)

ELA Data Analysis Cont.

Students with Disabilities



- Grade 3 – Significant increase in students scoring in Advanced and Proficient (from 40% to 50%) and decrease in Warning/Failing (from 20% to 6%)
- Grade 4 – Performance level percentages not calculated for groups less than 10.
- Grade 5 – Increase in students scoring in Warning/Failing but increase in students scoring in Advanced

ELA Strengths

- Gr. 3 – Style and Language, Understanding a Text
- Gr. 4 – Vocabulary and Concept Development, Genre, Poetry, Understanding a Text
- Gr. 5 – Genre, Understanding a Text

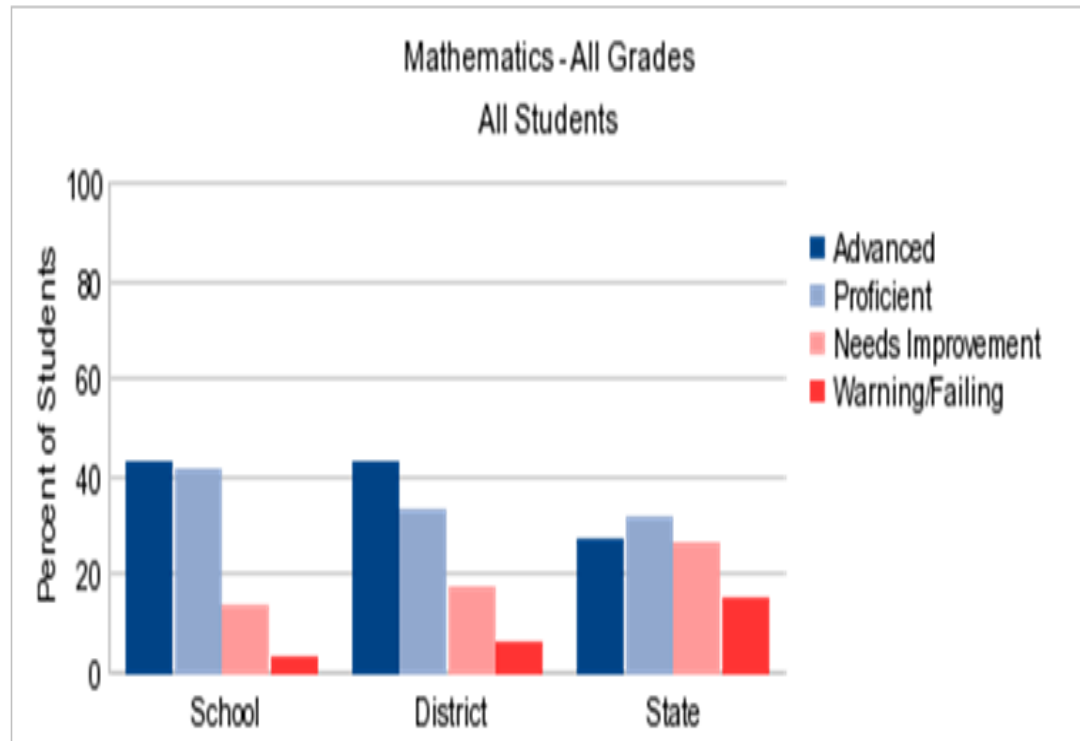


ELA Challenges

- Gr. 3 – Open Response, Genre, Poetry
- Gr. 4 – Open Response, Writing, Fiction, Myth, Traditional Narrative, and Classical Literature
- Gr. 5 – Open Response, Structure and Origins of Modern English, Fiction

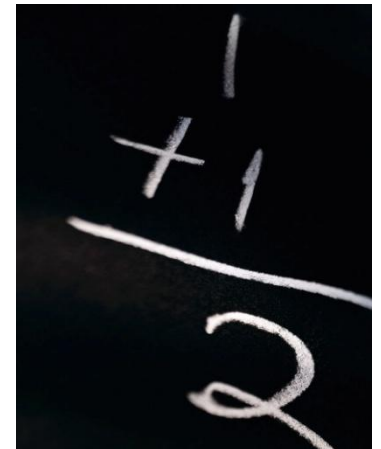
School, District, State Mathematics Performance Level Comparison

Mathematics	N Included	% School	% District	% State
Advanced	112	43	43	27
Proficient	107	41	33	32
Needs Improvement	35	13	18	26
Warning/Failing	7	3	6	15
Total Included	261			



Mathematics Data Analysis

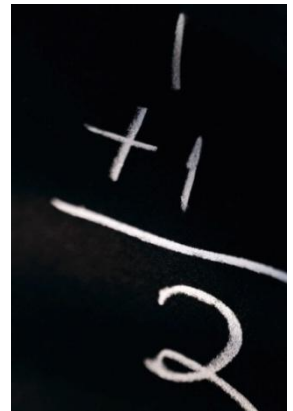
- Gr. 3-5 – All student group performance levels higher than state
- Grade 3 – Decrease in students scoring in Advanced and Proficient but increase in students scoring in Advanced
- Grade 4 – Increase in number of students scoring in Advanced and Proficient continues
- Grade 5 – Slight increase in students scoring in Advanced and Proficient and in Advanced



Mathematics Data Analysis Cont.

Students with Disabilities

- Grade 3 – Decrease in total Advanced and Proficient but increase in students scoring in Advanced category
- Grade 4 - Performance level percentages not calculated for groups less than 10
- Grade 5 – Significant increase in number of students scoring in Advanced and Proficient (from 42% to 54%), but also increase in Warning/Failing (from 8% to 27%)



Math Strengths

- Gr. 3 – Transformations and Symmetry and Patterns, Relations, and Functions
- Gr. 4 – Transformations and Symmetry and Patterns, Relations, and Functions
- Gr. 5 – Short Answer, Locations and Spatial Relationships, Operations, Models, and Patterns, Relations, and Functions

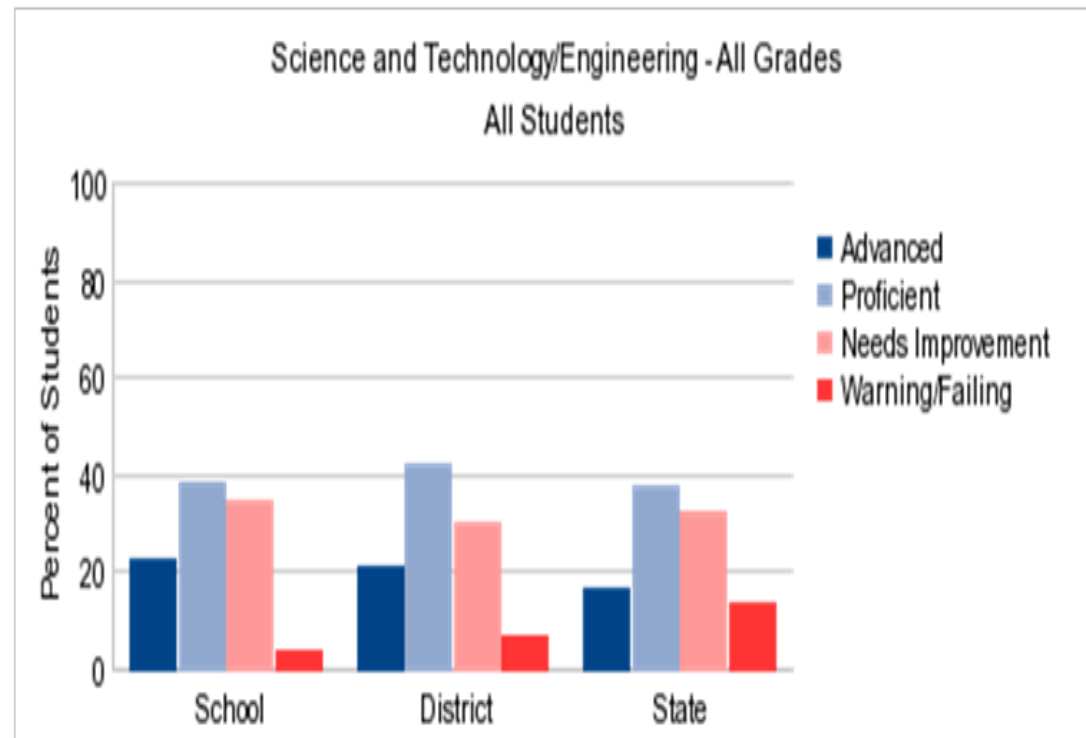
Math Challenges

- Gr. 3 – Open Response and Short Answer
- Gr. 4 – Statistical Methods, Measurable Attributes and Measurement Systems, Models
- Gr. 5 – Open Response



School, District, State Science and Technology/Engineering Performance Level Comparison

Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	17	23	21	17
Proficient	29	39	42	37
Needs Improvement	26	35	30	32
Warning/Failing	3	4	7	13
Total Included	75			



Science and Technology/Engineering Data Analysis

Grade 5

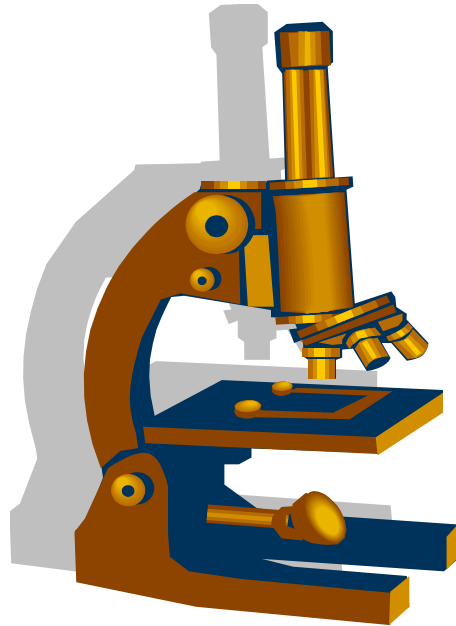
- Student group performance levels higher than state
- Increase in number of students scoring in Advanced and Proficient (from 54% to 62%)

Grade 5 Students with Disabilities

- Increase in students scoring in Advanced and Proficient

Science &Tech./Engineering Strengths

- The Water Cycle
- Magnetic Energy
- Sound Energy



Science &Tech./Engineering Challenges

- Open Response
- Rocks and Their Properties
- Soil
- Weather
- Adaptation of Living Things
- Engineering Design
- Materials and Tools

Initiatives to Meet Challenges



Flexible Grouping and Explicit Targeted Instruction

- Identify students scoring in NI and W/F to close achievement gap; use multiple assessment tools to inform instruction
- Challenge students at all levels
- Continue Grade 3 model and implement in grades 2 and 4
- Continue Grade 5 “Boot Camp”



Implement Research-Based Reading and Writing Practices

- Provide a balanced approach to literacy
- Assess to monitor student progress and engage students at independent or instructional levels
- Pilot Reader's Workshop in Grade 1
- Implement Writer's Workshop in K
- Engage students in daily writing
- Practice test taking skills for open response and short answers



Increase Inclusion Opportunities

- Facilitate “push in” model to support students with disabilities
- Maintain access to the curriculum in the least restrictive environment
- Implement strategies to close the achievement gap and support students in meeting targets



Implement District Initiatives

- ELA, Math, and Science curriculum alignment
- Common assessments
- Engaging all learners
- STEM Program
- New Teacher Evaluation tool



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



- Create and build upon accessible classroom libraries to support independent reading
- Develop an assessment plan and administer common assessments
- Reduce achievement gap for students in high needs and other subgroups
- Increase student expectations and enrichment opportunities that provide rigor
- Recognize students who achieve socially and academically

Excellence in the Classroom

- ❖ Engaging All Students
- ❖ Professional Development
- ❖ Technology



- Create flexible groups to target instruction for students at all levels
- Continue Learning Walks to identify best practices in student engagement and differentiated learning
- Increase the number of classrooms with SMART Board technology

Collaborative Relationships and Communications

- ❖ Communications
- ❖ Collaborative Relationships
- ❖ Parent/Guardian Involvement

- Maintain communication about programs to parents
- Increase common planning time; continue to create opportunities for teachers to collaborate about curriculum, assessment, and student work
- Continue to provide opportunities for parents to engage in the school community



Respect for Human Differences

- ❖ Implementation of the Bullying Law
- ❖ Cultural Competency
- ❖ School Diversity Committees



- Implement new district anti-bullying CHoRR curriculum
- Examine curriculum to ensure it reflects the broad diversity within our community
- Plan welcome activities for new families and engage new families in school events

Risk Taking and Innovation

- ❖ Specialized Programming
- ❖ Research Based/Best Practices
- ❖ Accreditation
- ❖ Student Mentoring



- Math is a Slam Dunk will continue for a second year to support students
- Continue to explore professional development opportunities which contribute to student achievement
- Create a timeline and conduct planning meetings for K NAEYC Accreditation
- Students in grade 5 will participate in middle school transition activities with mentors