Collicot School
Improvement Plan 2015-2016

A Presentation made by the Collicot School Site Council
December 16, 2015

Site Council Members 2015-2016

- Holly Concannon, *Principal*
- Amy Gale, *Parent & Curriculum Coordinator*
- Maureen Driscoll, *Parent*
- Gretchen Duffy, *Parent*
- Heidi Vaughan, *Parent*
- Fatima Bourass-Elzein, *Teacher Representative*
- Zeina Hamada, *Teacher Representative*
- Laura McDermott, *Teacher Representative*
- Ellen Lohan, *Teacher Representative*
- Margo Tansey, *Community Representative*
- Lauren McBride, *Intern*

Collicot School Mission Statement

At the Collicot School there is a commitment to academic excellence and high standards for administrators, teachers, and students. The dedicated and creative Collicot teachers and staff are committed to maximizing the individual potential of each child. Through a wide variety of challenging activities and experiences, we strive to provide a strong academic foundation and a love for learning in a secure, safe, and stimulating environment that values individual differences.

Collicot Code

1. Be Respectful
2. Be Responsible
3. Be Hardworking

2014-2015 Collicot Goals for Improvement

I. Improve Science

II. Improve Literacy

III. Support & Develop the Whole Child

2015 Accountability Data

Accountability and Assistance Level	
Level 1	**Meeting gap narrowing goals**

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

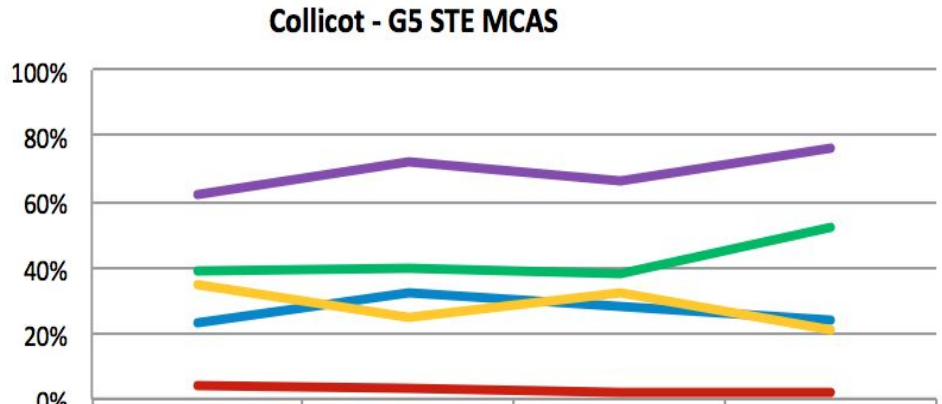
All students: 95

Lowest performing — Highest performing

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 (Less progress — More progress)	View Detailed 2015 Data
All students	100	Met Target
High needs	84	Met Target
Econ. Disadvantaged		-
ELL and Former ELL		-
Students w/disabilities	75	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

Goal I: Evidence of Improving Science



	School 2012 (n=75)	School 2013 (95)	School 2014 (97)	School 2015 (90)
Advanced + Proficient	62%	72%	66%	76%
Advanced	23%	32%	28%	24%
Proficient	39%	40%	38%	52%
Needs Improvement	35%	25%	32%	21%
Warning/Failing	4%	3%	2%	2%

Improve Science: What Worked

- Implementation of 2 new science units in grades 3, 4, and 5
- Professional Development around science content and instruction
- All materials for new science units were translated into French for French Immersion classrooms
- Collicot Outdoor Garden developed with Community Volunteers
- STEM Program grew into grade 3 with Creative Computing Curriculum
- Enrichment materials and experiences through various grants & Milton Foundation for Education utilized in classrooms
- Continued MA Audubon Outdoor Classroom Learning Experiences K-4
- Science Notebooking emphasized in grades 2-5
- Continued Community Presenters(Naturalists & Career Professionals)
- Science from Scientists partnership in Grade 5
- Science Fairs (K-2 and 3-5)

Improve Science : Strategies for Continued Success

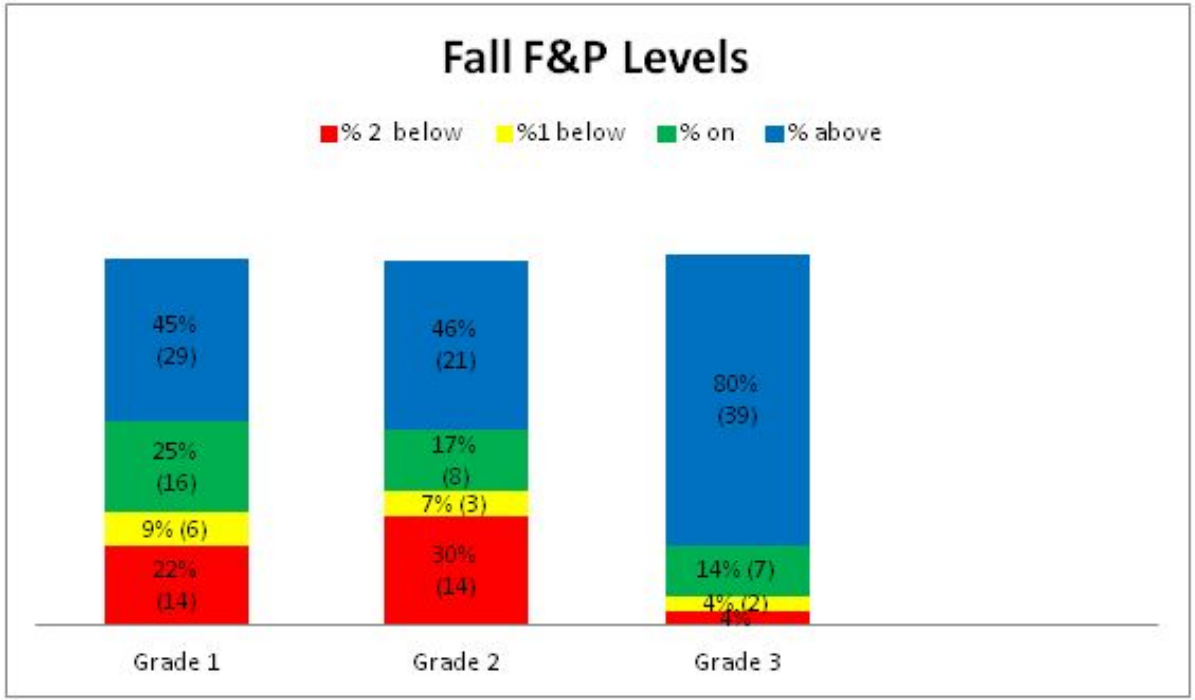
- “Beyond the Bell” science programming for students
- Administer first year of common science assessments
- Continue to increase quantity and quality of writing in science
- Continue Professional Development around science curriculum and instruction for K-5 teachers
- Complete implementation of new science units for Grades 3 and 5
- Begin implementation of new science units for Grade 2
- Continue to grow STEM component of the English Innovation Pathway in grade 4 with Project Lead the Way curriculum
- Cultural Events related to science (ie: Museum of Science visits)
- Continue to develop Collicot Outdoor Garden
- Continue Science from Scientists partnership in Grade 5
- Professional Development Time to Support Inclusive Science Practices

Improved Literacy Outcomes & Instruction: What Worked

Percentage of Students Meeting Expectations on PARCC (Level 4/5)

	English Language Arts			Mathematics		
	Collicot	State	Difference	Collicot	State	Difference
Grade 3	77%	54%	+23	81%	55%	+26
Grade 4	77%	57%	+20	81%	47%	+34
Grade 5	80%	63%	+17	76%	55%	+21

SY 15-16 Fall F & P Levels



Improved Literacy Outcomes & Instruction: What Worked?

- Increased reading specialist staff to provide targeted support for struggling readers in grades 1-3
- As of June, 2015 all teachers in grades 1-4 trained and coached in Reader's Workshop practices
- Comprehensive assessment of students in grade K-3 using the Fountas and Pinnell Benchmark Assessment System and the Scholastic Reading Inventory for grades 4 and 5
- Significant investment in building book room resources to support Units of Study in both fiction and non-fiction
- Professional Development Time to Support Inclusive Literacy Practices

Improve Literacy: Strategies for Continued Success

- Continue reading support for identified readers in grades 1-5
- Beyond the Bell programming targeting students in after school, Saturday and summer programs
- Targeted professional development in Readers' Workshop, balanced literacy instruction and assessment and over the shoulder coaching in classrooms (kindergarten and grade 5)
- Implementation of Writing to Text Common Assessments in grades 3-5
- Continue to build classroom libraries and book room resources
- Continue to look at reading and writing as goals across all content areas (math journals, science notebooking)
- Partnership with Milton Public Library programming and resources

Goal III: Evidence of Supporting the Whole Child

- Implementation of anti-bullying curriculum, BPAC
- Grants awarded to support social emotional learning experiences
- Social Emotional Learning Themes/ Common Language as part of morning announcements; e.g. Collicot Code
- Continued development and integration of garden into school time activities
- Veteran's Day Celebration
- CASS program - a variety of choices is offered for students
- Additional clubs - newspaper, ACE program, garden, recycling
- Focus on physical health: BOKS, Walk to School Day
- Leadership roles within the classroom
- Classroom discussions of literature related to socialization
- PTO activities e.g. One Book, One School, Family Resource Night, Science Fairs
- Increased positive playground experiences: New playground equipment, including the Buddy Bench; increased playground staffing, including volunteers from Milton Academy

Goal III:Evidence of Supporting the Whole Child

Strategies for Continued Success:

- Implementation of the Buddy Bench
- Safe Routes to School Pedestrian Education (2nd grade), Bike Safety (4th grade)
- Author Trudy Ludwig visited to discuss anti-bullying with the student body
- Incorporate Reading About Our Differences
- One Book: The Invisible Boy
- Adventure Night: Activities to support Social Emotional Learning & Inclusion
- Classroom lessons focused on Social Emotional Learning (SEL) for all students
- Adoption of Social Emotional Learning Curriculum: Second Step
- Professional Development Time to Support Inclusive Instructional Practices

How did we get here?

Thank you to...

- School Committee (Support & Advancement Initiative Funding)
- Leadership Team
- PTO
- Entire collicot Staff & School-based Teams
- Milton Foundation for Education
- Families
- Community Partnerships: Milton Police & Fire & Library
- Donorschoose.org