

Collicot School Improvement Plan 2013-2014



School Committee Presentation
April 2, 2014

Collicot School Site Council

Maureen Driscoll – Parent Representative

Gretchen Duffy – Parent Representative

Patricia Facey – Parent Representative

Fatima Bourass-Elzein – Teacher Representative

Julie Ostrowski – Teacher Representative

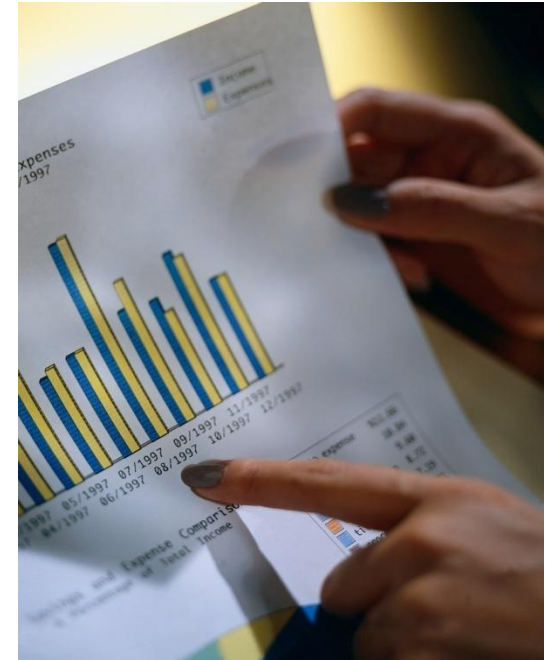
Margo Tansey – Community Representative

Janet Sheehan – Principal



Agenda

- Review of 2013 MCAS data and analysis
- School Improvement Plan and Initiatives to Meet Goals
- Measured Progress
- Collicot Cardinals in Action!



2013 Collicot Accountability Data

Accountability Information			About the Data
Accountability and Assistance Level			
Level 1	Meeting gap narrowing goals Commended for high achievement -high progress -narrowing proficiency gaps -		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:	<div><div></div>90</div> <div>Lowest performingHighest performing</div>		
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 2013 Data
	Less progress	More progress	
All students	<div><div></div></div>	100	Met Target
High needs	<div><div></div></div>	100	Met Target
Low income			-
ELL and Former ELL			-
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White	<div><div></div></div>	100	Met Target

CERTIFICATE OF ACHIEVEMENT

COLLICOT SCHOOL

IS HEREBY RECOGNIZED AS A

2013 MASSACHUSETTS COMMENDATION SCHOOL

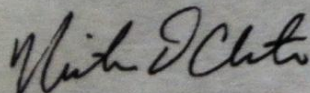
FOR

HIGH ACHIEVEMENT, HIGH PROGRESS, AND NARROWING
PROFICIENCY GAPS

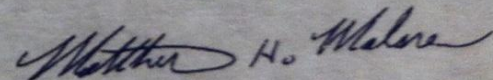
Presented by

the Massachusetts Department of Elementary and Secondary Education

February 4, 2014



Mitchell D. Chester, Ed.D
Commissioner of Elementary and
Secondary Education

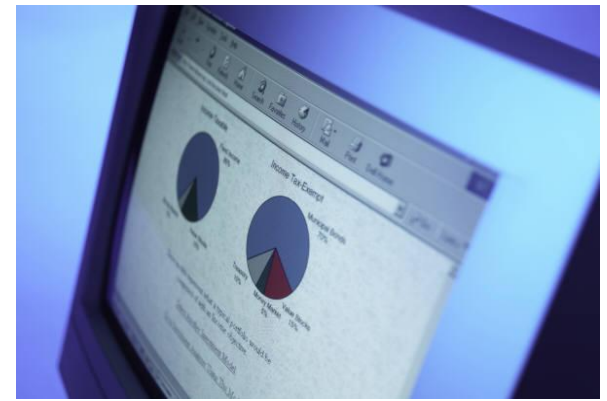


Matthew H. Malone, Ph.D.
Secretary of Education

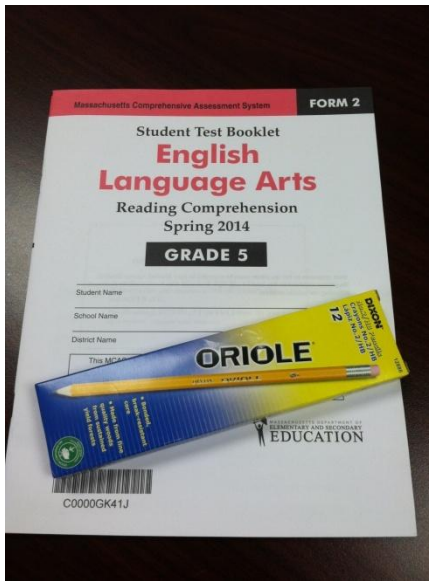
MCAS 2013 Data Observations Review

All Students

- All student group performance levels higher than state in all subjects; higher than district in all subjects (combined Advanced and Proficient)
- Median Student Growth Percentile 74.5 in ELA and 69.5 in Math (Higher Growth and Higher Achievement quadrant with typical growth between 40 and 60)
- Positive trends for overall improvement from 2010-2013:
Advanced/Proficient in ELA – 76%, 79%, 80%, 84%
Advanced/Proficient in Math – 74%, 86%, 84%, 86%



MCAS 2013 Data Observations Review English Language Arts



- **Grade 3** scores flat over 4 years in combined Advanced/Proficient (74%, 75%, 73%, 74%)
- **Grade 4** scores show improvement trend in Advanced/Proficient (75%, 76%, 87%, 84%)
- **Grade 5** positive trend in % of students scoring in Advanced/Proficient (76%, 86%, 81%, 94%)

MCAS 2013 Data Observations Review

Mathematics, Science and Technology/Engineering

- **Grade 3** shows overall but inconsistent improvement of scores in Advanced/Proficient (78%, 87%, 78%, 85%)
- **Grade 4** scores increased from 66% Advanced/Proficient to 78% over 4 years but decreased from 2012 to 2013 by 8%
- **Grade 5** shows significant, steady improvement since 2010 (80% to 94% Advanced/Proficient)
- **Grade 5** Science and Technology/Engineering scores have increased from 60% to 72% Advanced/Proficient over 4 years



MCAS 2013 Data Observations Review

Subgroups

	ELA Advanced/Proficient				Math Advanced /Proficient			
	2010	2011	2012	2013	2010	2011	2012	2013
All Students	75%	79%	80%	84%	74%	86%	84%	86%
Low Income	34%	46%	55%	73%	45%	62%	64%	59%
Students with Disabilities	29%	43%	45%	48%	27%	50%	58%	54%
ELL	60%	0%	25%	60%	60%	100%	40%	70%
African American/Black	33%	41%	58%	66%	30%	50%	50%	66%
High Needs (Students with Disabilities, Low Income, ELL)	39%	50%	53%	63%	42%	64%	60%	62%
								9

MCAS Analysis

English Language Arts

	Strengths	Challenges
Grade 3	Multiple Choice Vocabulary Acquisition and Use Reading - Craft and Structure Integration of Knowledge and Ideas	Open Response Short Response Conventions of Standard English
Grade 4	Multiple Choice Knowledge of Language Vocabulary Acquisition and Use Reading - Craft and Structure Production and Distribution of Writing	Open Response Writing Prompt Conventions of Standard English Key Ideas and Details Text Types and Responses
Grade 5	Multiple Choice Conventions of Standard English Vocabulary Acquisition and Use Reading - Craft and Structure	Open Response Integration of Knowledge and Ideas

MCAS Analysis

Mathematics

	Strengths	Challenges
Grade 3	Multiple Choice and Open Response Number and Operations in Base Ten Operations and Algebraic Thinking	Short Answer Questions Geometric Measurement Represent and Interpret Data Solve Problems Involving Measurement and Estimation
Grade 4	Multiple Choice and Short Answer Number and Operations in Base Ten Fractions	Open Response Represent and Interpret Data Generate and Analyze Thinking
Grade 5	Multiple Choice and Short Answer Geometry Number and Operations in Base Ten Write and Interpret Numerical Expressions	Open Response Analyze Patterns and Relationships

How do we respond to the data?

- Identify every student who scores in Needs Improvement or Warning
- Develop an Individual Student Success Plan (ISSP) for each student
- Identify learning standards and benchmarks not met
- Use ISSP to plan **targeted instruction** in the classroom; plan flexible grouping
- Provide extended day learning (ELA and/or Math Club); use ISSP to provide **targeted instruction**



Individual Student Success Plan

...The Student Success Plan is intended to describe, focus, and communicate the instruction and supports for the student so that there is a coordinated strategy to help raise his/her educational performance...

- Identifying Information
- Communication
- Assessment Information
- Priority Areas of Concern
- Strategies for Addressing Areas of Concern
- Implementation Plan
- Evaluations (pre/post assessments, progress monitoring, work samples, anecdotal information)





Collicot School Improvement Plan

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

School Improvement Goals

Initiatives to Meet Challenges



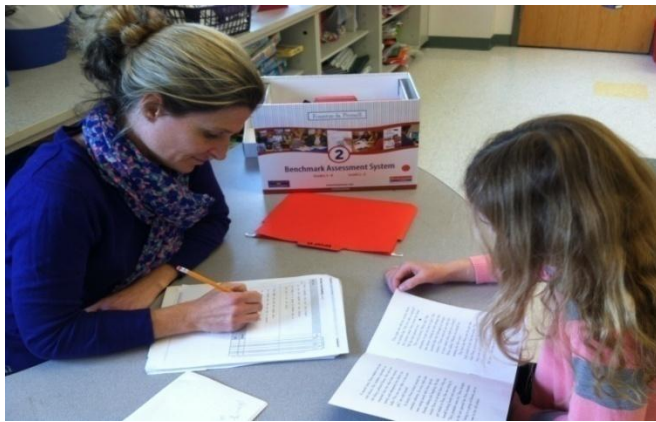
- Emphasizing Early Literacy Achievement
- Closing the Proficiency Gap
- Advancing Science and STEM

Please note the following goals with asterisks (*) are linked to Advancement Initiatives

High Academic Achievement for All Students

- Provide support with Reading Specialists in Grades 1 and 2 English and French*
- Purchase curriculum materials to support Readers' Workshop and phonics/word study*
- Provide Science Coordinator support in K-5 in science and STEM*
- Implement WeDo Robotics in grade 28*
- Provide programs to enhance science curriculum: Science from Scientists, STEM Learning Labs, Owl Talks, Coding*





- Administer Scholastic Reading Inventory in grades 3-5, Fountas and Pinnell and A-Z assessments in grades 1-2*
- Administer kindergarten common assessments and Fountas and Pinnell to identify reading levels*
- Continue common assessments in Math in K-5*
- Pilot the Work Sampling Assessment System in PreK
- Prepare for administration of PARCC



- Use assessment data to identify students in need of support and targeted instruction*
- Use assessment data to engage students in Readers' Workshop at their independent and instructional levels*
- Develop Student Success Plans for students scoring in MCAS Needs Improvement or Warning categories and not meeting benchmarks*
- Provide extended day learning opportunities*
- Provide parent education for at home student support*

Excellence in the Classroom



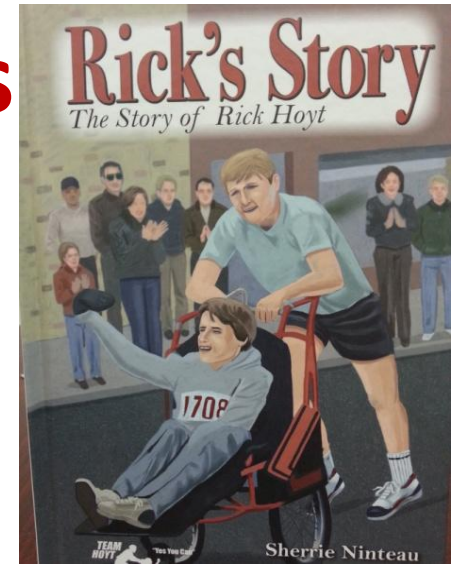
- Utilize best practices to increase student engagement*
- Provide Professional Development with a focus on Early Literacy and Science*
- Provide Professional Development in the Implementation of the new Educator Evaluation Model System
- Continue Learning Walks to identify best practices
- Support early literacy and technology integration with a media center specialist*
- Provide technology tools to increase student engagement and support literacy initiatives*

Collaborative Relationships and Communication



- Maintain communication through newsletters, Alert Now, teacher daily bulletins, updated Edline websites, PTO weekly updates
- Communicate about curriculum programs
- Continue community partnerships
- Provide opportunities for parent/guardian involvement*

Respect for Human Differences



- Implement new anti-bullying curriculum, Bully-Proofing Your School
- Increase cultural awareness through school events
- Plan activities to engage new families
- Appreciate differences through literature and One Book, One School Event and Lunar New Year Celebration
- Analyze and meet needs of student subgroups*

Risk Taking and Innovation for Education



- Provide innovative programs to support student learning*
- Create opportunities for students who do not have access to technology in the home*
- Pilot the BOKS before school program
- Form a teacher Study Group to examine best practices in *Making the Most of Small Group Instruction*
- Continue student mentoring activities: reading buddies, grade 5 transition activities

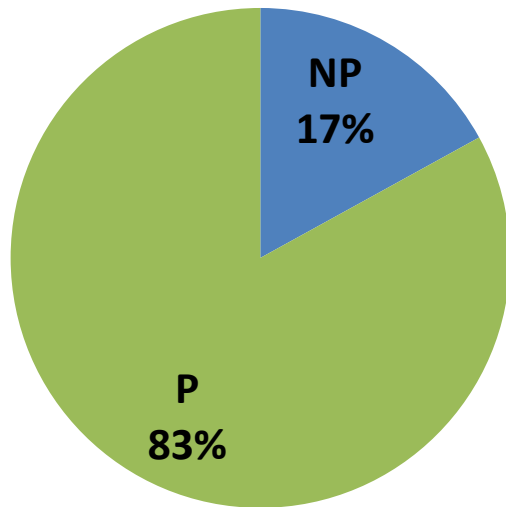
Going Forward...

- How do we monitor student progress?
- How do we measure the effectiveness of Advancement Initiatives for Early Literacy Achievement and for Closing the Proficiency Gap?
- How do we know we have met goals for school improvement?

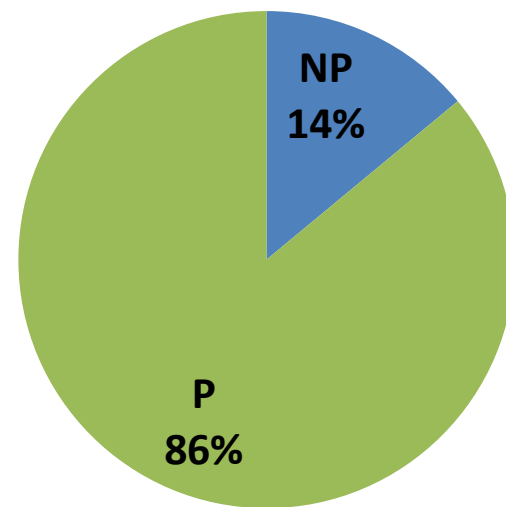
Milton Public Schools Elementary Initiatives (Collicot)

Early Literacy-Grade 1 Reading Assessment Data

September 2013



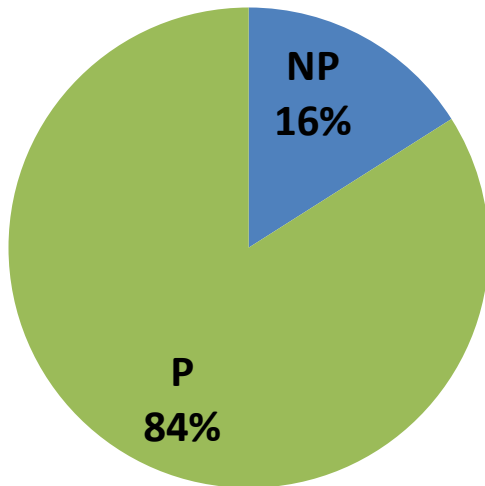
March 2014



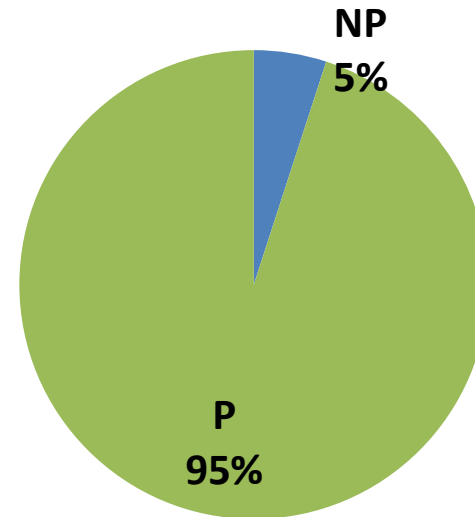
Milton Public Schools Elementary Initiatives (Collicot & Cunningham)

Early Literacy-Grade 2 Reading Assessment Data

September 2013



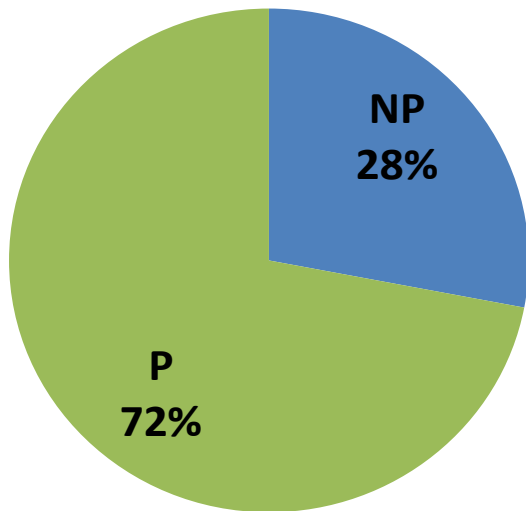
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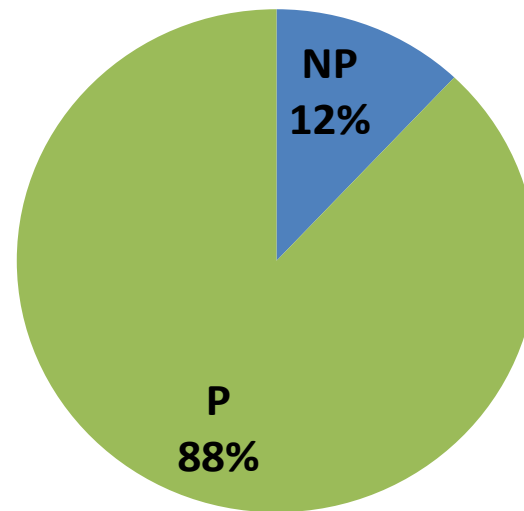
Milton Public Schools Elementary Initiatives (Collicot)

Early Literacy-Grade 3 Reading Assessment Data

September 2013



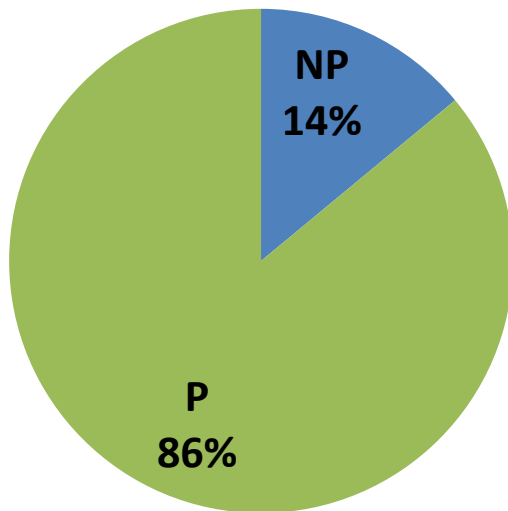
March 2014



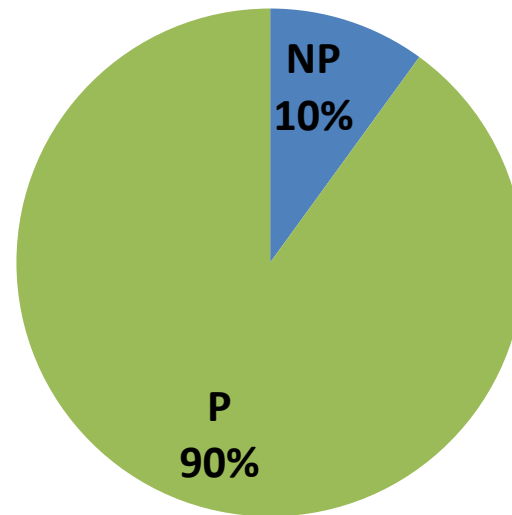
Milton Public Schools Elementary Initiatives (Collicot)

Early Literacy-Grade 4 Reading Assessment Data

September 2013



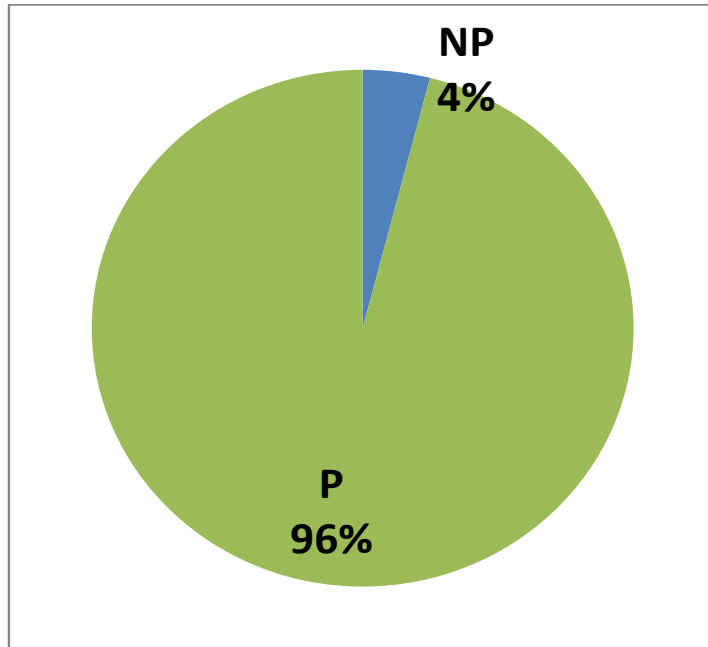
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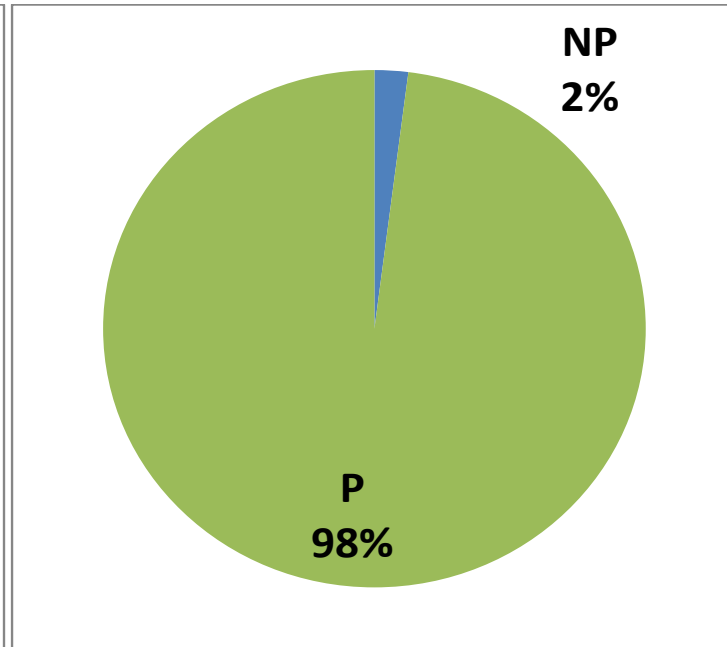
Milton Public Schools Elementary Initiatives (Collicot)

Early Literacy-Grade 5 Reading Assessment Data

September 2013



March 2014



Nine Characteristics of High-Performing Schools

1. Clear and Shared Focus
2. High Standards and Expectations for All Students.
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement



