

Tucker School School Improvement Plan 2014-2017



Introductions

- **Dr. Elaine McNeil-Girmai**, *Principal / School Representative*
- **Mrs. Elizabeth Spitz**, *Teacher / School Representative*
- **Mrs. Kirsten Driscoll**, *Teacher / School Representative*
- **Mr. Steve Paxhia**, *Parent Representative*
- **Mr. Oliver Truog**, *Parent Representative*
- **Dr. Ayanna Quinones**, *Parent Representative*
- **Mrs. Kari McHugh**, *Parent Representative*
- **Mrs. Irene Egersheim**, *Parent Representative*
- **Mr. Terry Shields**, *Parent Representative*
- **Mr. Calvin Hennick**, *Community Representative*



Agenda



- *Review of Tucker School 2014 Data*
- *Tucker School Improvement Plan*
 - *Process for determining goals & strategies*
 - *Review of Advancement Initiatives at Tucker School*
- *Celebrating Success & The Tucker Experience*

MCAS Annual Comparison 2011-2014

Tucker Elementary School

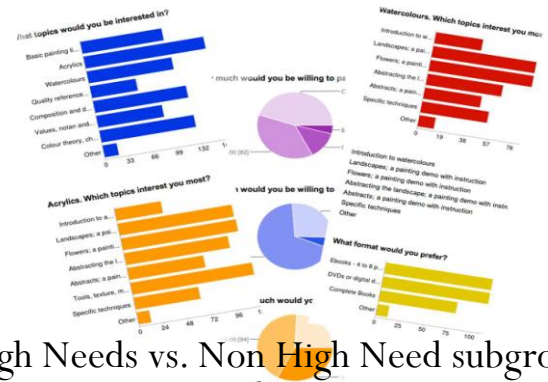
| ELA (% Advanced/Proficient) | | | | |
|---------------------------------------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 |
| <i>Grade 3</i> | 61% | 53% | 69% | 53% |
| <i>Grade 4</i> | 54% | 50% | 46% | 48% |
| <i>Grade 5</i> | 84% | 76% | 79% | 68% |
| Math (% Advanced/Proficient) | | | | |
| <i>Grade 3</i> | 66% | 60% | 84% | 64% |
| <i>Grade 4</i> | 54% | 53% | 51% | 73% |
| <i>Grade 5</i> | 82% | 70% | 72% | 58% |
| Science/Tech. (% Advanced/Proficient) | | | | |
| <i>Grade 5</i> | 62% | 54% | 62% | 53% |

Student Growth Percentile

| ELA | | | |
|-------|--------|----------|-------|
| | Tucker | District | State |
| Gr. 4 | 26 | 47 | 49 |
| Gr. 5 | 69 | 64 | 50 |
| Math | | | |
| | Tucker | District | State |
| Gr. 4 | 49 | 46 | 50 |
| Gr. 5 | 53 | 55 | 50 |

Tucker Elementary School

2014 Data Observations



- In ELA, although the proficiency levels were lower, the gap between the High Needs vs. Non High Need subgroup decreased significantly from 55% to 43%; In Math the gap between the subgroups remained constant (46% v. 47%)
- Grade 3 ELA & Math- A significant decrease in % of students Advanced/Proficient compared to 2013 but consistent with scores in 2011 and 2012
- Grade 4 ELA-Slight increase in ELA scores 2013-2014. Significant decrease in scores for cohort from Grade 3 to Grade 4 (69% to 48%). Consistent decrease seen in previous cohorts from Grade 3 to Grade 4
- Grade 4 Math-Significant increase from 2011-2013 scores 54%, 53%, 51% to an increase of 73%. Decrease in cohort scores from Grade 3 to Grade 4 (84% to 73%). Consistent with Grade 3 to Grade 4 decrease seen in previous cohorts
- Grade 5 ELA-Significant decrease in % of students Advanced/Proficient compared to 2013. Significant increase for the cohort from Grade 4 to Grade 5 (46% to 68%)
- Grade 5 Math- Significant decrease in % of students Advanced/Proficient compared to 2013. Significant increase for the cohort from Grade 4 to Grade 5 (51% to 61%)
- Decrease in % of students Advanced/Proficient in Grade 5 Science compared to 2013 but consistent with 2012 data (62% to 54%)

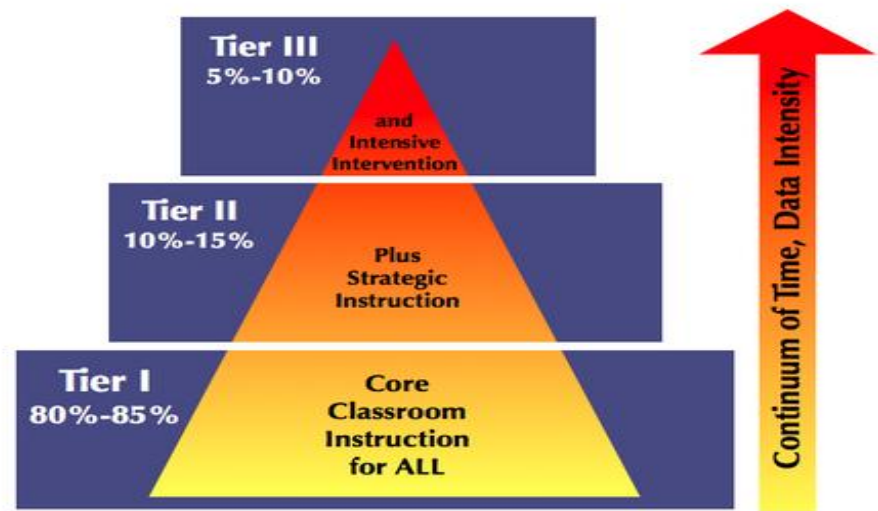
Tucker School Improvement Plan

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



Determining Goals & Strategies

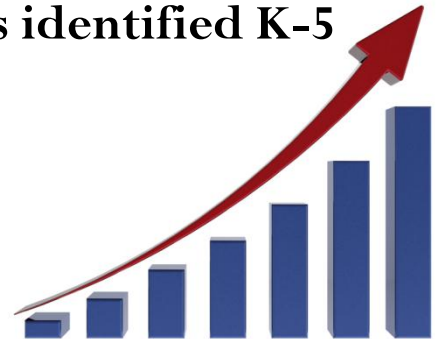
- Tucker Faculty & Staff Survey, Reflection & Discussion
- Internal and external data collection and analysis
- Analysis of intervention outcomes
- Analysis of progress and resources from Advancement Initiatives
- Analysis of “Continued Focus” items from 2013-2014 School Committee Presentation



Goal 1

As part of the district's improvement plan for high academic achievement for all students, we will work to increase the number of students scoring in the proficient and advanced category on state assessment in all subgroups to 75% or higher. We will work toward all students performing within the median growth student percentile on the MCAS/PARCC assessment. We will do so by decreasing the gap on internal data assessments throughout the academic year and by targeting instruction around identified academic needs.

- Strategy 1.1-Teachers , students and families will know and “own” data
- Strategy 1.2-All students will receive rigorous instruction using high quality, hands on, common core aligned Science curricula
- **NEW** Strategy 1.3-Implementation of District Determined Measures in Math
- **REFINED** Strategy 1.4-Identify additional learning opportunities beyond the bell
- Strategy 1.7-Develop collection of clear exemplars and rubrics in all content areas
- **NEW** Strategy 1.8-Scope and sequence of Technology skills identified K-5



Goal 2

We will work towards 100% of our students reading at or above the Fountas & Pinnell grade level benchmark (Level P) by the end of Grade 3 and all students K-5 able to read and respond to text(s) across the curriculum as measured by internal assessments and the PARCC/MCAS assessments in Grade 3-5.

- Strategy 2.1-Full implementation K-5 of Reader's & Writer's Workshop
- Strategy 2.2-Targeted reading instruction for students reading below grade level K-3
- **NEW** Strategy 2.3-Pilot district wide Kindergarten Readiness Program
- Strategy 2.4-All students exposed to text on and above their reading level
- **NEW** Strategy 2.5-Identify predictive reading assessments
- **NEW** Strategy 2.6-Students are provided multiple opportunities to respond in a variety of writing forms on paper and when utilizing technology

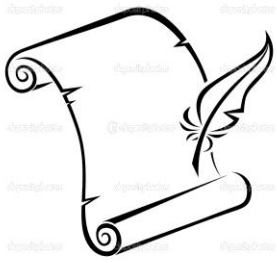


Goal 3

Tucker School will develop a community of respect, collaboration and achievement amongst all stakeholders (students, teachers, families and community) to ensure the optimal learning environment for student success.

- **NEW** Strategy 3.1-Faculty will engage in internal learning walks throughout the year
- Strategy 3.2-Multiple modes will be utilized to maintain communication between school and home
- **REFINED** Strategy 3.3-All students will engage in lessons, discussion and activities that enforce a bully free zone at Tucker School.
- **REFINED** Strategy 3.4-Collaboration with the PTO, Site Council and Diversity Committee on school-wide themes, academic areas of focus, and initiatives to ensure students feel pride in their achievement, efforts and culture
- **REFINED** Strategy 3.5-Expand the Tucker Reads project to include more families and faculty members at Tucker School as well as add an additional Tucker Writes focus





Site Council Next Steps

- Finalize School Improvement Plan 2014-2017 (by 12/5/14)
- Reflect on goal progress in light of new data/evidence-Monthly
- Expand the Tucker Reads Project
- Continue Pep Rallies Activities-opportunity to **SHOW WHAT YOU KNOW!**
- Continued support of new to Tucker families
- School-wide Publishing Party
- Start of Tucker Writes Project



Tucker Highlights 2014-2015

- Early Literacy data reflects that 82% Grade 2 EI/85% of FI and 80% of all Grade 3 students are reading on or above the grade level benchmark
- Students writing across the content areas K-5
- ALL GRADE 3 Students offered the opportunity to attend Saturday Academy
- Community Circle recognitions in place



Tucker Highlights 2014-2015

- Kindergarten Readiness Pilot is in Week 3
- Grade 4 & 5 Mentoring Program began 11/5/14
- Continued Planting More Project partnership received a Community Builder's Award in October 2014 and is in place to begin year 2 in 2015
- Collaboration with MECA for KRP and Storywalk
- Successful 2nd annual Book Character Day



Looking ahead to the 2014-2015 Tucker Experience

- Diverse presenters focus on Storytelling theme
- College Bound focus & Monthly Community Circle continues-Class chants to be shared in December!
- Monthly Principal Tea & PTO evening sessions with visiting guests and topics –Session 1-Healthy Bodies & Healthy Minds
- Tucker Recipe Book debuts
- Exciting Academic Opportunities-Scripps National Spelling Bee, Girls STEM Club, Planting More Partnership
- One Book, One School- The Day the Crayons Quit





Artwork by Michael Robeson Gr. 5