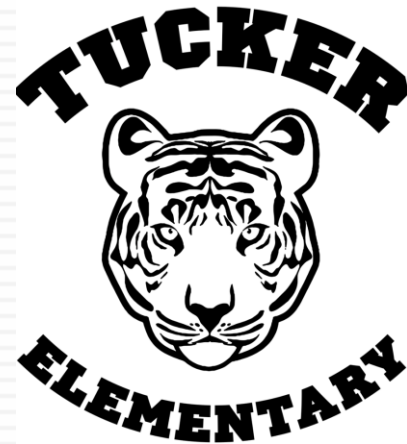# Tucker Elementary School

Site Council Presentation

- *2019-2020 School Improvement Plan Review*
- *2019-2020 Updates*
- *Life as a Tucker Tiger!*

Tucker School Site Council

Dr. Elaine McNeil-Girmai, *Principal/School Representative*

Caitlin Deptula, *Assistant Principal/ELA & Math Curriculum Coordinator/School Representative*

Lateefah Franck, *Parent Representative*

Kirsten Driscoll, *Teacher/School Representative*

Stacey Solomon, *Parent Representative*

Aatiyah Paulding, *Parent Representative*

Beverly Ross Denny, *Parent Representative*

Merry McGrory, *Teacher Representative*

Emily Speck, *Parent Representative*

Lisa Gilbert-Smith, *Parent Representative*

Tucker School

The mission of the Milton Public Schools is to educate, challenge, and empower all students to be productive, caring, and contributing members of society.

Who we are:

- *~460 students in Preschool-Grade Five; in 2019 added a 4th strand to our Kindergarten team*
- *A student body and faculty, which prides itself on diversity and achievement*
- *A school that houses district programs including the Half Day Integrated & Full Day Preschool*
- *Educators who partner with Boston University School of Social Work , Boston University Early Childhood Community Initiatives Program, Historic New England, and the Northeastern University Center for STEM*
- ***A collaborative team working towards removing all barriers to student success!***

Tucker School Goal 1 Data

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 meeting and exceeding category on state assessments in all subgroups.

PRINT LEARN MORE

2019 Official Accountability Report - Tucker

Organization Information	
DISTRICT NAME Milton (01890000)	**TITLE I STATUS** Title I School
SCHOOL Tucker (01890020)	**GRADES SERVED** PK,K,01,02,03,04,05
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
62% - Substantial progress toward targets	86

Tucker School Goal 1 Data

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 meeting and exceeding category on state assessments in all subgroups.

Data Highlights

- ❖ Students Meeting or Exceeding Expectations on the **4th Grade ELA MCAS** increased from **63% to 70%** since last year.
- ❖ Students Meeting or Exceeding Expectations on the **5th Grade ELA MCAS** increased from **63% to 70%** since last year.
- ❖ Students Meeting or Exceeding Expectations on the **5th Grade Math MCAS** increased from **67% to 70%** since last year.
- ❖ The African-American/Black Subgroup **Met the Target** on the 5th Grade STE MCAS.
- ❖ The Students with Disabilities Subgroup **Exceeded the Target** for attendance.

Tucker School Goal 1-Data

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 meeting and exceeding category on state assessments in all subgroups.

Data Highlights (Cohort Model)

- ❖ Grade 4 Cohort 2019
  - ➢ More students **Met or Exceeded Expectations** on the **4th Grade Math MCAS** compared to their performance the previous year.
    - ■ 58% in 2018 (as 3rd grade students)
    - ■ 70% in 2019 (as 4th grade students)
- ❖ Grade 5 Cohort 2019
  - ➢ More students **Met or Exceeded Expectations** on the **5th Grade ELA MCAS** compared to the performance previous years.
    - ■ 60% in 2017
    - ■ 63% in 2018
    - ■ 70% in 2019

Tucker School Goal 1-Data

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 meeting and exceeding category on state assessments in all subgroups.

Areas for Growth

❖ The percent of students **Meeting or Exceeding Expectations** is consistently between 60% and 70% for all grades and all areas with Grade 3 not yet making 70% in either subject. Our specific goal is to increase the percent of ALL STUDENTS **Meeting or Exceeding Expectations to 75%** for all grades and all areas.

❖ Our subgroup data continues to show disparities across socio-economic, racial, and high needs lines. Our specific goal is to decrease the difference in the percent of students Meeting or Exceeding Expectations to within 10% for all subgroups and their counterparts.

Tucker School Goal 1-Strategies

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 meeting and exceeding category on state assessments in all subgroups.

2018-2019

- ☐ FOSS curriculum fully implemented K-5; Piloting FOSS Pre-K kits
- ☐ Social Studies Fair/Science Fair incorporated into 5th grade curriculum
- ☐ Training students and families to manage "tricky" math
- ☐ Creation of the Rising Stars program to increase math proficiency, confidence and teamwork (Calculus Project) beginning in Grade 4
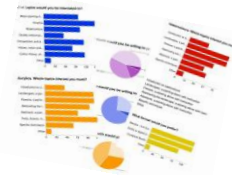- ☐ Teacher data meetings protocol in place

2019-2020

- ☐ Improved assessment platforms-Otus to provide additional online assessments with readily available data to teachers
- ☐ District and school based data meetings across content areas
- ☐ Response to Intervention (RTI) Block in Grades 1-4
- ☐ Leveraging best practices across colleagues through Peer Observation opportunities
- ☐ Targeted programming for the lowest performing group
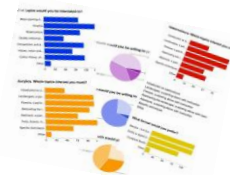
Tucker School Goal 1-In Action

Tucker School Goal 2-Data

Goal 2-We will work towards 85% of our students reading at or above grade level by the end of Grade 3 and all students K-5 will be able to read and respond to text(s) across the curriculum as measured by Reach for Reading Assessments and the MCAS assessments in Grade 3-5.

- ❖ This year in addition we have added an additional district assessment-Lexia Rapid Literacy Assessment.
- ❖ This research-based, computer-adaptive reading and language assessment allows educators to gather predictive, norm-referenced data up to three times a year, with **immediate scoring** and reports.
  - ➢ RAPID for Grades K–2 measures students' foundational skills in the key reading and language domains of Word Recognition, Academic Language, and Reading Comprehension.
  - ➢ RAPID for Grades 3–12 measures complex knowledge, understanding, and application of skills within these domains.
- ❖ Students K-5 completed the assessment in the Fall and completed the Winter Assessment in January 2020. Key data findings show:
  - ➢ In Grade 3 there was improvement in every area of skill development
    - ■ Word Recognition 66% to 70%
    - ■ Vocabulary Knowledge 83% to 91%
    - ■ Syntactic Knowledge 73% to 77%
    - ■ Reading Comprehension 69% to 79%

Tucker School Goal 2-Strategies

Goal 2-We will work towards 85% of our students reading at or above grade level by the end of Grade 3 and all students K-5 will be able to read and respond to text(s) across the curriculum as measured by Reach for Reading Assessments and the MCAS assessments in Grade 3-5.

2018-2019

- ☐ Year two of Reach implementation with a focus on drilling deeper
- ☐ Teacher Professional Learning Community around small group learning and literacy instruction
- ☐ Providing high quality literacy opportunities through book clubs in grades 3-5
- ☐ Author visits
- ☐ Increasing our Tucker library catalog

2019-2020

- ☐ Lexia Rapid
- ☐ RTI
- ☐ Reading and Writing across the curriculum
  - ■ Non-fiction Science, Math and Social Studies texts in all curricula
  - ■ Math & Science journals
  - ■ Literacy Enrichment opportunities
- ☐ Beyond the Bell
  - ■ Gr. 3 Saturday Academy
  - ■ Gr. 4/5 Mentoring
  - ■ Gr. 5 Rising Stars
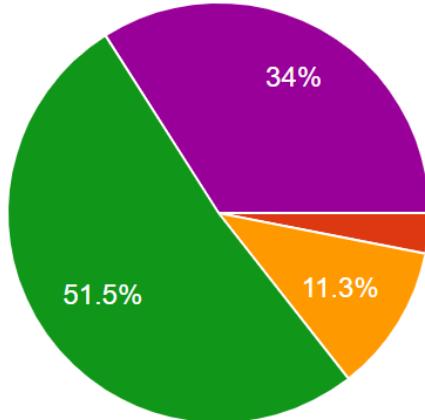
Tucker School Goal 2-In Action

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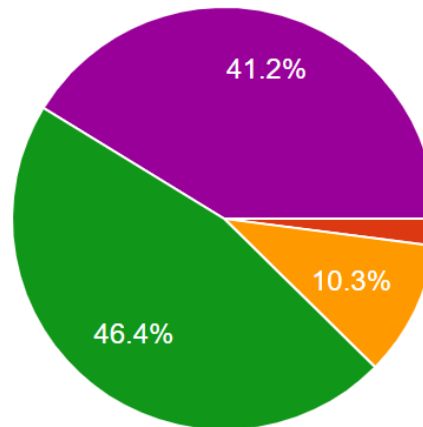
Tucker School Goal 3-Data

Goal 3-Tucker School will develop a community of respect, collaboration and achievement amongst all stakeholders to ensure the optimal learning environment for student success.
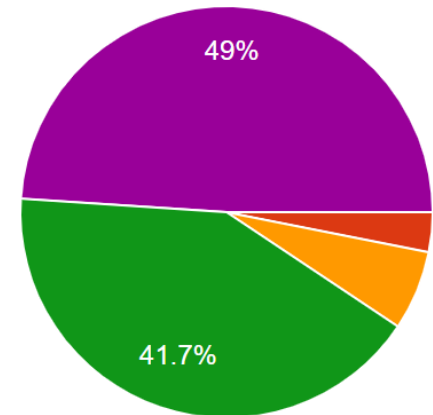
☐ Engagement

- 🔵 Do not enjoy at all
- 🔴 Enjoy a little bit
- 🟠 Enjoy somewhat
- 🟢 Enjoy quite a bit
- 🟣 Enjoy a tremendous amount

☐ Belonging

- 🔵 No belonging at all
- 🔴 A little bit of belonging
- 🟠 Some belonging
- 🟢 Quite a bit of belonging
- 🟣 Tremendous belonging

☐ Respect

- 🔵 Almost no respect
- 🔴 A little bit of respect
- 🟠 Some respect
- 🟢 Quite a bit of respect
- 🟣 A tremendous amount of respect

Tucker School Goal 3-Strategies

Goal 3-Tucker School will develop a community of respect, collaboration and achievement amongst all stakeholders to ensure the optimal learning environment for student success.

2018-2019
- ☐ Social Studies Fair Enhancements
- ☐ Teacher Leadership Team
- ☐ PBIS
- ☐ Tucker MLK Service Day
- ☐ Tucker Talks!
- ☐ Celebrating Our Differences Curriculum Grade 4
- ☐ Tucker Raffle & Movement Day leading to increased field trip opportunities
- ☐ Community Supper Expansion
- ☐ 5th Grade Transition Groups
- ☐ 2 social work interns from Boston University School of Social Work

2019-2020
- ❏ Behavioral Health team established
- ❏ School Climate Survey distributed to families
- ❏ Tucker Talks in Year 2-Wee the People session in Dec. 2019 focused on "How to Talk to kids about Racism"
- ❏ Tucker Cares community service program in full implementation
- ❏ Grade 5 Safety Patrol
- ❏ Transition activities for Grade 5
    - ❏ Pen Pal Picnic
    - ❏ Girls and Boys Groups
- ❏ Tucker Site Council Initiatives
    - ❏ Community Awareness
    - ❏ Indoor Recess Opportunities
    - ❏ RAD Expansion

Tucker School Goal 3-In action

Goal 3-Tucker School will develop a community of respect, collaboration and achievement amongst all stakeholders to ensure the optimal learning environment for student success.

What does it feel like to be a Tucker Tiger?