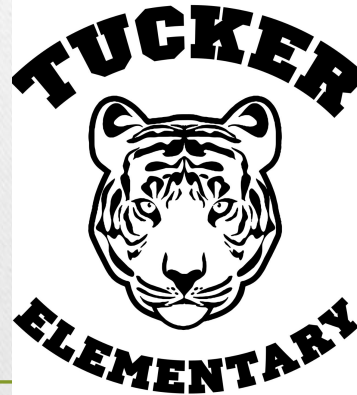


Tucker School Site Council Presentation
2021-2022 School Improvement Plan Review
February 16, 2022



Tucker School Site Council

Dr. Elaine McNeil-Girmai, *Principal*

Kirsten Driscoll, *Assistant Principal/ELA & Math Curriculum Coordinator*

Merry McGrory, *Teacher Representative*

Caitlin Deptula, *Teacher Representative*

Lateefah Franck, *Parent Representative*

Emily Speck, *Parent Representative*

Lisa Gilbert-Smith, *Parent Representative*

Kerry Hurley, *Parent Representative*

Stacey Solomon, *Community 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:

- ☐ *A proud Preschool-Grade Five school*
- ☐ *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 , Historic New England, and the Northeastern University Center for STEM*
- ☐ *A collaborative team working towards removing all barriers to student success!*

Our commitments from 2020-2021:

- ❖ Ensuring that all students have the materials they need to succeed in school and at home
 - ❖ Ensuring that all families continue to have barriers to participation in the educational life of their child removed such as translation needs, transportation, access to technology, and an understanding of best academic practices
 - ❖ And continuing to foster a community of respect, trust and care across our faculty and staff that recognizes and celebrates the unique diversity of our entire community
-

As we entered the 2021-2022 academic year, we made a commitment to be:

Self Driven - Student Driven - Data Driven - Results Driven

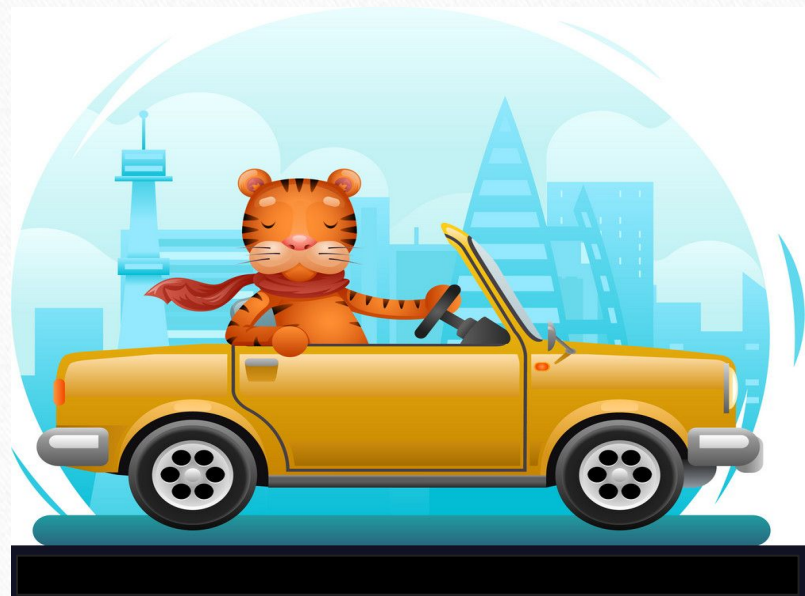
driven adjective

1a- *having a compulsive or urgent quality, a driven sense of obligation*

1b- *determined to succeed: highly energetic and motivated*

2- propelled or motivated

<https://www.merriam-webster.com/>



Self Driven

Disciplined – intense focus on the job at hand

Resourceful – finds a way to succeed no matter what the obstacle

Ingenious – thinks differently, innovative

Voracious – motivated, competitive and won't quit until achievement is attained

Entrepreneurial – has vision, gets excited, dedicated work ethics

*(Excerpt from Chris Lott, "What does it mean to be driven?"
lottspace.com)*

***N**on-negotiable– prioritizing success in all forms



Tucker Students

March 2021

	Remote	Hybrid
PreK	9	20
K	19	41
1	27	47
2	31	32
3	33	42
4	25	54
5	20	38
Total 438	164 (37%)	274 (63%)

April 2021

	Remote	Hybrid
PreK	7	21
K	17	43
1	18	57
2	22	41
3	28	46
4	17	62
5	15	43
Total 437	124 (28%)	313 (72%)

February 2022

		New/ Returning
PreK	38	30
K	67	55
1	66	27
2	81	30
3	65	28
4	75	33
5	75	25
Total	465	228 (49%)

We entered the year with a focus on leveraging what we have learned and what we “knew” to be true:

- Importance of removing barriers to materials and supplies
 - Backpack and Supplies
- Importance of removing barriers to family participation and collaboration
 - Virtual Conferences and Meetings
 - Family Engagement/Culturally Responsive Summer Professional Development
- Importance of leveraging school-based opportunities to ensure all students can take part in intervention and enrichment
 - February District Beyond the Bell
 - COVID related absences daily check-ins
 - Full return to in person options with strict COVID protocols in place to maximize safety and inclusivity including group music lessons, our basketball league, partnerships with town sports and activities such as gardening. yoga, mindfulness, book clubs and morning math



We entered the year with a focus on leveraging what we have learned and what we “knew” to be true:

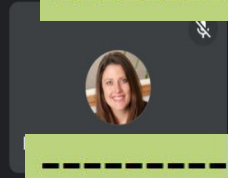
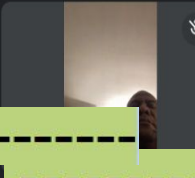
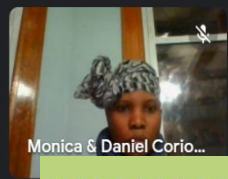
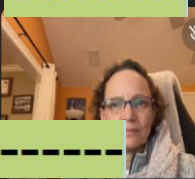
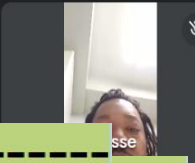
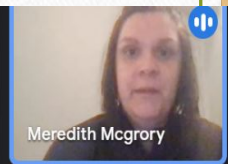
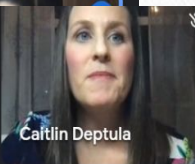
- Importance of prioritizing relationships and family engagement
 - Academic Liaisons, Site Council, Diversity Committee, PTO, Smores Newsletter

The

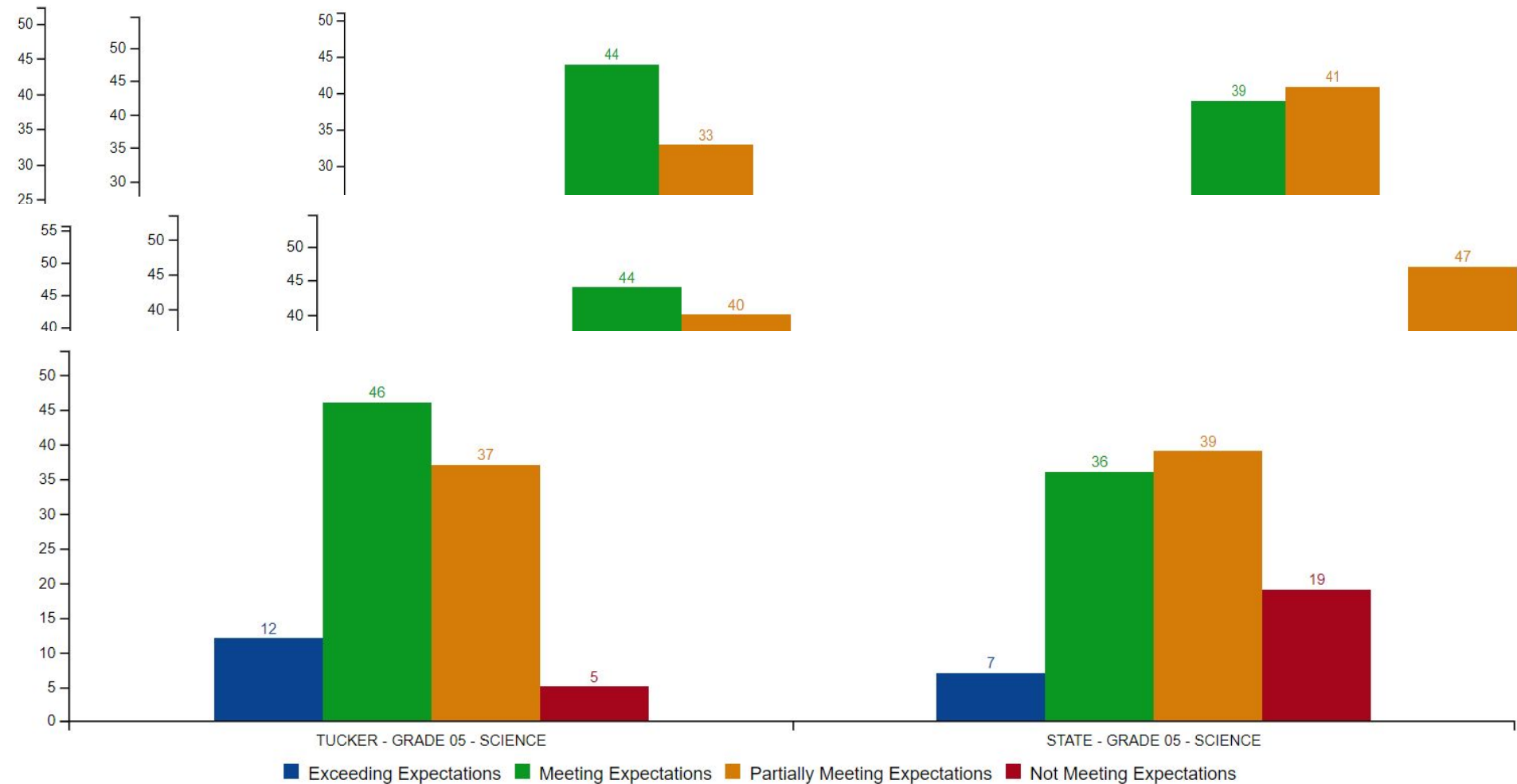
Tucker

Early Literacy Activities to try at home

- Say silly Tongue Twisters - supports beginning sound identification (pay careful attention to individual sounds)
- Trace and say letters (can do this on paper, in sand, or a plate of sugar.
- Play sound games - “can you guess the word I am saying?”
m - o - p
- Read it again, and again, and again - repetition is key! Pause “_____ happens next?” Let them take the lead on retelling or reading the story!
- Make up silly rhymes and use Down by the bay
- Label a room in the house - beginning letter sounds to start and have them expand as they become more familiar.



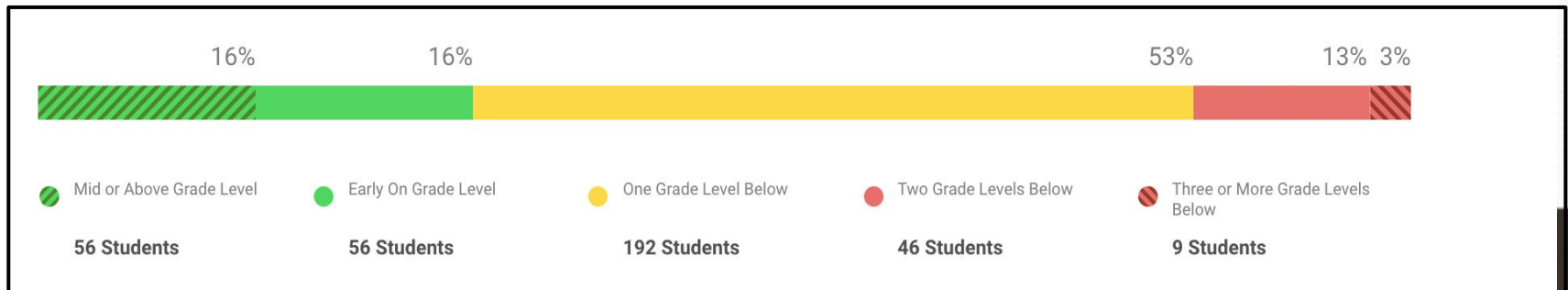
Data Driven-



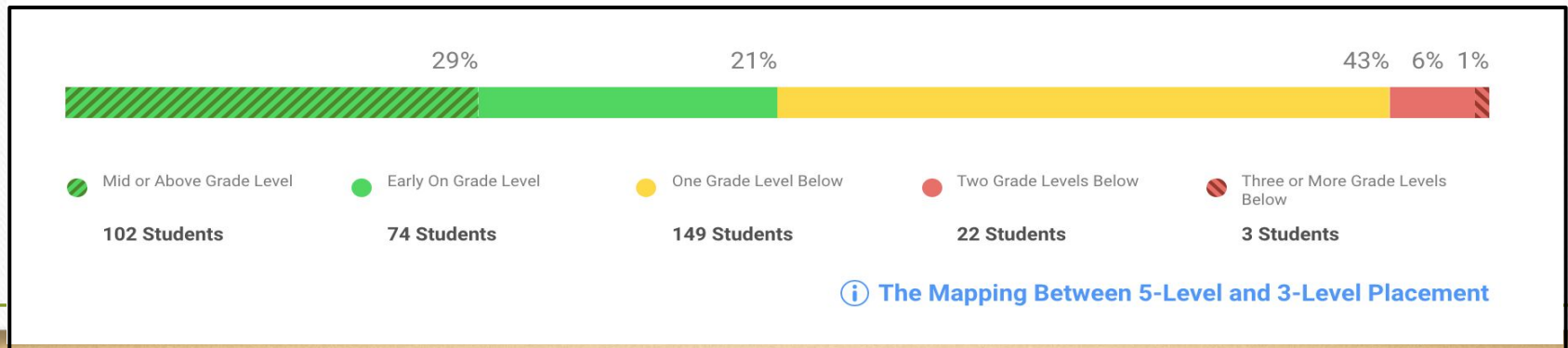
GRADE 03 - MATHEMATICS	37	33	8	5	28	28	48	40	15	26	71	99	493.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	58	49	11	6	47	43	36	38	7	13	73	96	503.3	N/A	N/A
GRADE 04 - MATHEMATICS	42	33	4	4	38	29	46	43	13	24	72	95	493.3	N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	58	47	14	8	44	39	33	41	9	12	57	98	501.7	38.8	54
GRADE 05 - MATHEMATICS	51	33	7	4	44	29	40	47	9	20	57	98	499.2	38.6	54
GRADE 05 - SCIENCE	58	42	12	7	46	36	37	39	5	19	57	98	504.5	N/A	N/A



Fall Overall Placement

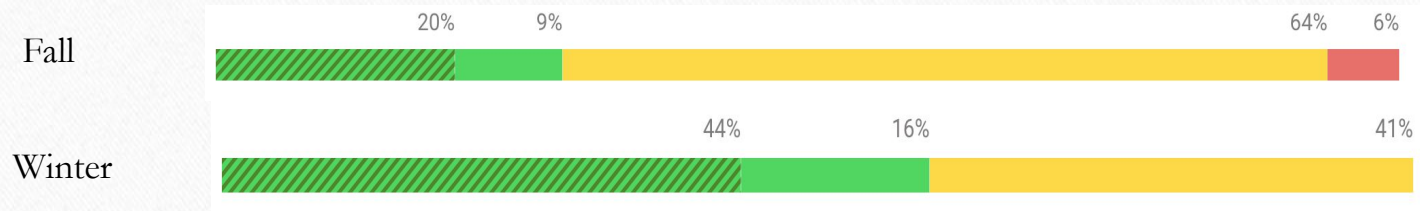


Winter Overall Placement

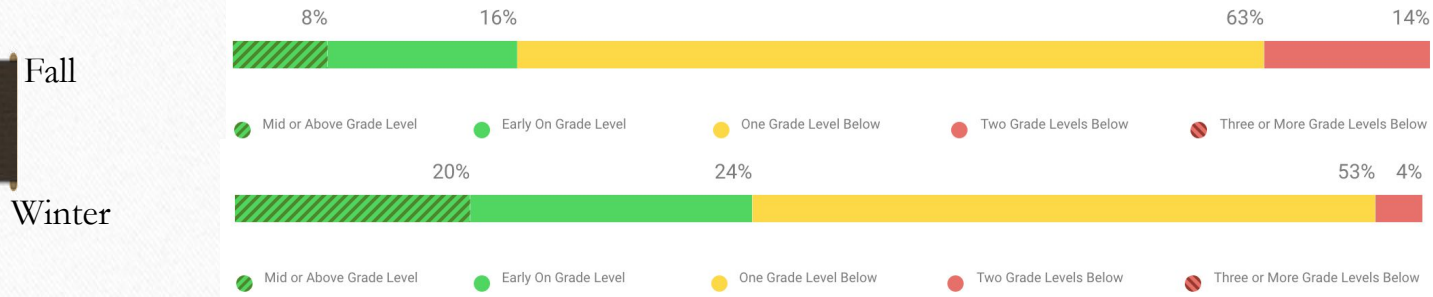


Grade Level Growth

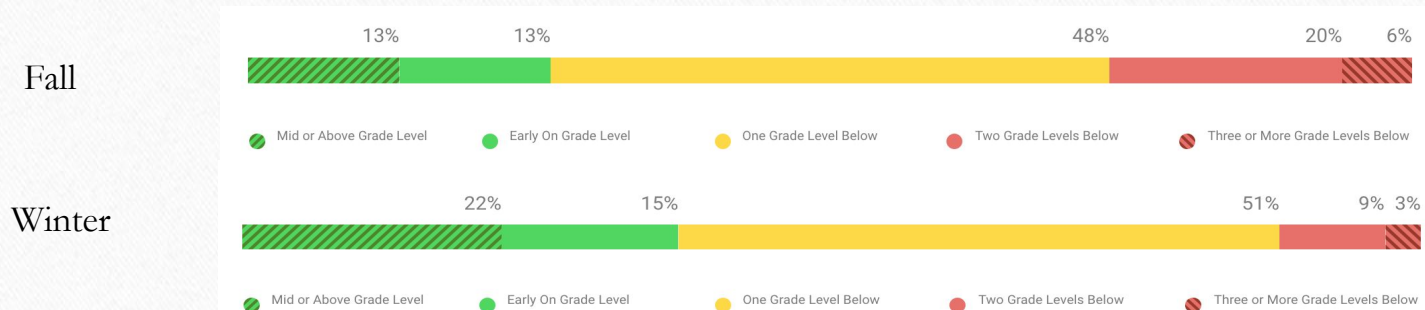
Grade One



Grade Two



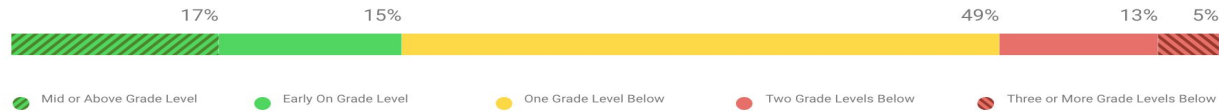
Grade Three



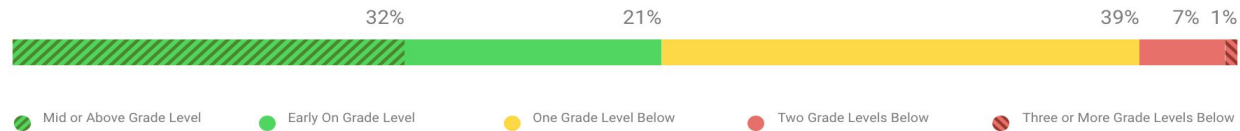
Grade Level Growth

Grade Four

Fall

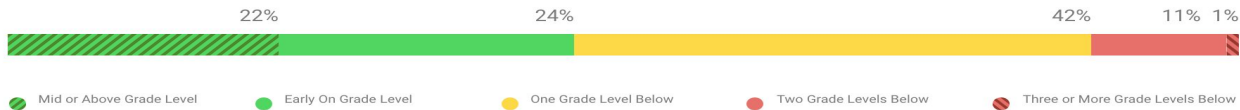


Winter

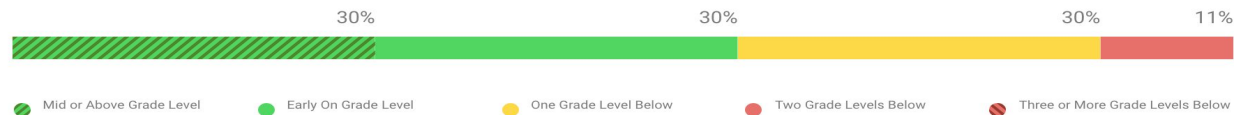


Grade Five

Fall

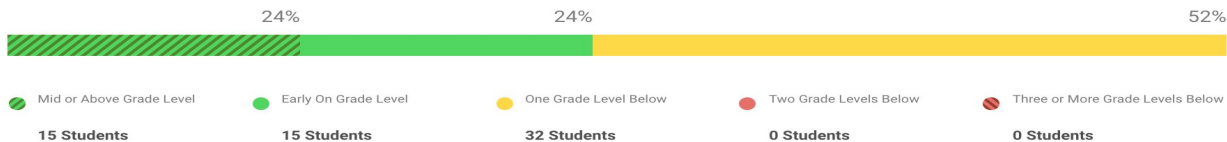


Winter



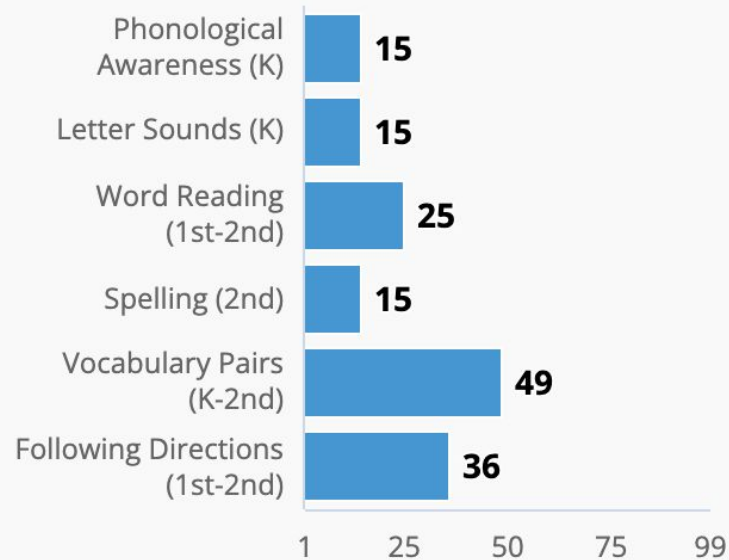
Kindergarten *second round in early March

Fall

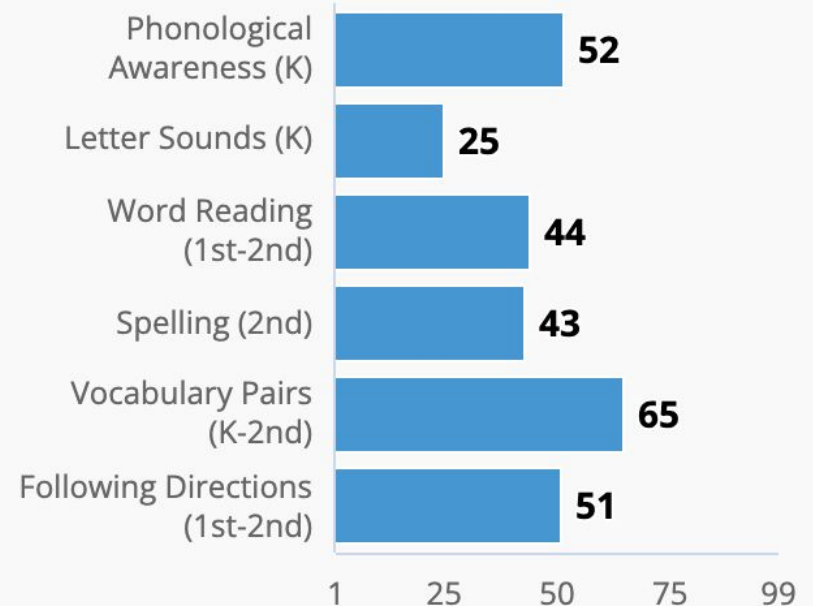


K-2 Lexia Rapid

Fall

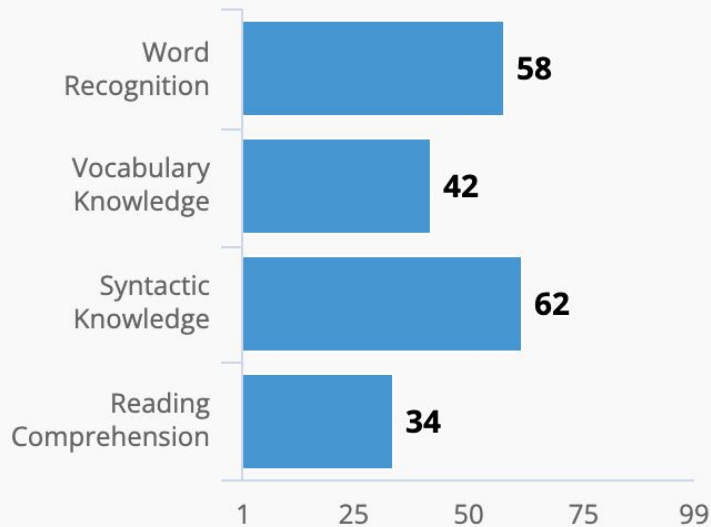


Winter

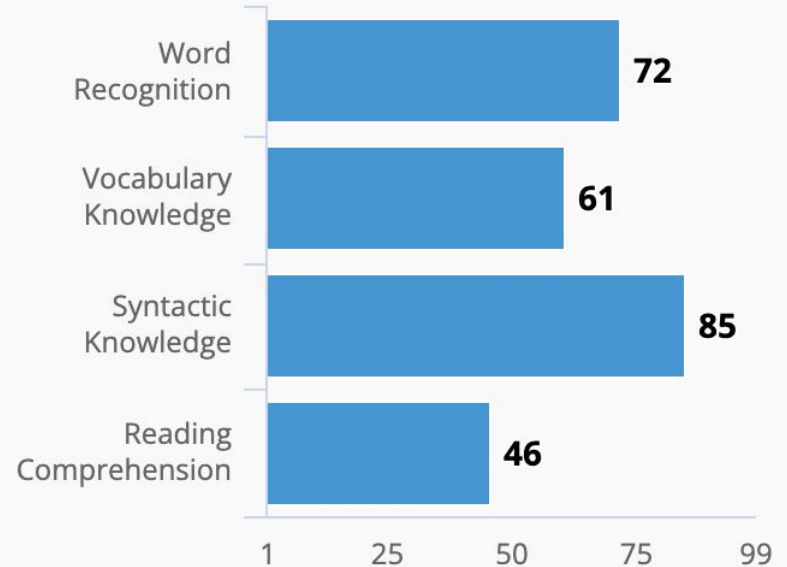


3-5 Lexia Rapid

Fall



Winter



Results Driven (how do we leverage this data):

How have we ensured that we are moving towards resolving unfinished learning, meeting all benchmarks and providing challenges to all students ?

Maximizing Structures:

- Student Study Team (SST)
- Behavioral Health

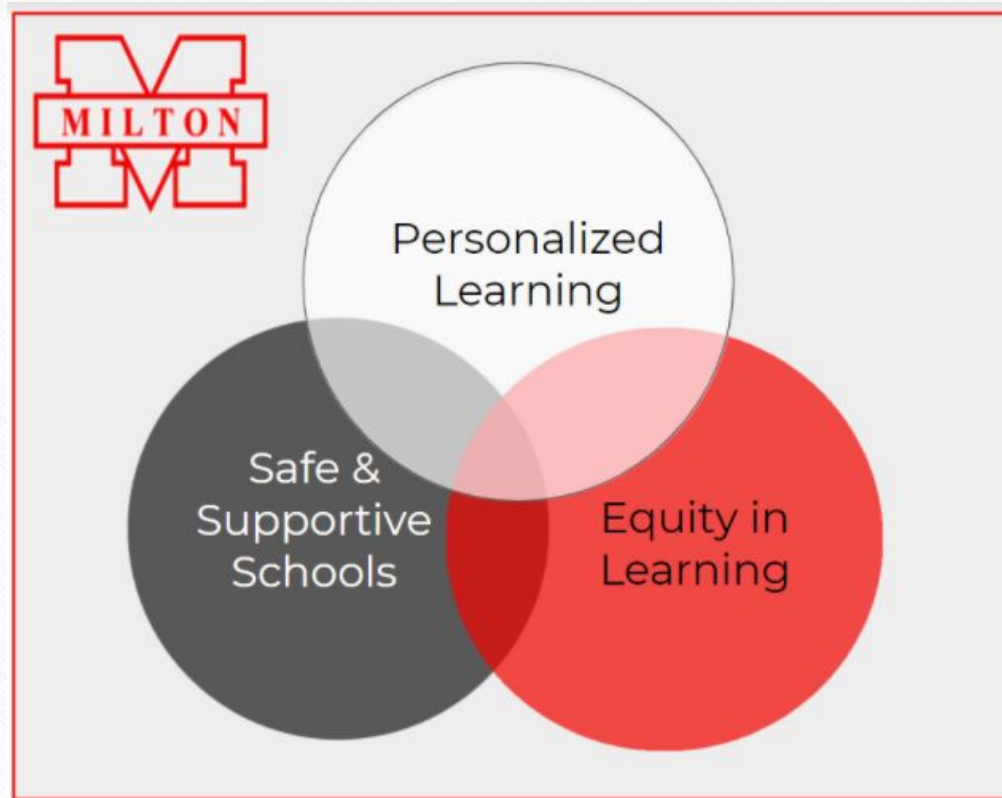
Faculty Strength:

- 100% Return rate!
- Common Planning
- Data Meeting
- Literacy Team Growth
 - PreK/K, 1-2, 4-5

Reinstating Programs:

- Rising Stars Math Program
- Gr. 4/5 Mentoring
- District Beyond the Bell (Summer/Feb. Break)
- CML Meets
- Tucker Based Enrichment
- Group Music Lessons

Student Driven

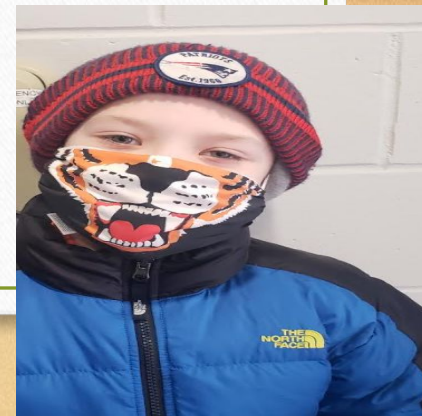


Personalized Learning



A path in education that takes into account the specific strengths, interests and needs of each student and creates a unique learning experience based on those individual traits. This is done through existing curricula.

- Building relationships and trust-welcome back tours through the summer months; surveys shared at the start of the year to help build classroom community
- Teacher Leadership Team
- Peer Observation



Safe & Supportive Schools and Learning Environments



Safe and Supportive Schools foster a safe, positive, healthy and inclusive whole school learning environment; support students holistically in key areas of development; and integrate services and align the many student support initiatives that aim to address particular areas of need in our schools. Access to culturally, linguistically, clinically, age, and developmentally appropriate practices and services, integrated into a welcoming school culture, are critical components of safe and supportive learning environments.

- Intellispark Surveys
- Social Work Intern in conjunction with our adjustment counselor
- Restorative Justice-Admin. Training; PD for faculty teams; Restorative coach and starting circles in classrooms
- PBIS & Citizenship Focus
- Focus on persistence and normalizing growth



Equity in Learning



Equity means creating conditions in which ALL learners have the resources and support they need to reach their full potential in order to thrive and achieve his/her/their personal post-secondary goals

- Enhanced family communication-Smore Newsletters/Blackboard translation
- Student Supplies provided at the start of the year
- Title I services supporting all students
- Removing participation barriers



Next Steps

- Continued work to close the achievement gap and address disproportionality data
- Continued focus on restorative justice and inclusive practices
- Continued focus on moving back to in person assemblies and outings to enhance learning and maintain engagement
- Continued focus on our DRIVEN theme while transiting into a new School Improvement plan tied to the new strategic plan goals
 - Self-Driven
 - Data Driven
 - Results Driven
 - Student Driven

