Tucker Elementary School
School Site Council Presentation
November 15, 2023

Agenda

Introduction
Who Are we
School Improvement Goals
Look FORs
The Tucker Experience

Tucker School Site Council Members

Dr. William Carter, Principal

Caroline Morton, Asst. Principal/Curriculum Coordinator

Justine Novak, 5th Grade Teacher

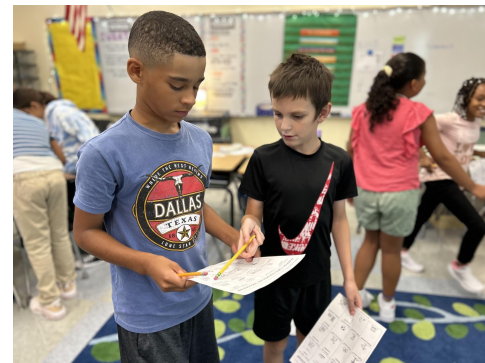Veronique Vendette, 3rd Grade Teacher

Sarah Porter, Parent Representative

Lisa Gilbert-Smith, Parent Representative

Belzie Mont-Louis, Parent Representative

Danielle Wheeler, Parent Representative

Dr. Dennis Slaughter, Community Representative

Tucker Elementary School

Grade Levels	Pre-K (3)	K (3)	1 (3)	2 (3)	3 (3)	4 (4)	5 (3)	Total
Students	38	66	69	69	69	77	71	459
IEP	6	9	13	16	8	17	18	87
EL	4	4	1	3	1	2	4	19
Reading Support ELA	All**	18	17	11	21	14	17	80
Reading Support FLA	N/A	N/A	6	9	N/A	N/A	N/A	15
Math Support	N/A	N/A	7	5	12	15	15	54
Counseling	0	3	4	11	15	25	25	83
Student Support (SST)	0	11	7	9	4	4	9	44

Tucker Preschool

<u>Integrated Preschool Program</u>

Integrated classes similar to Cunningham campus

11 students (AM) & 8 students (PM)
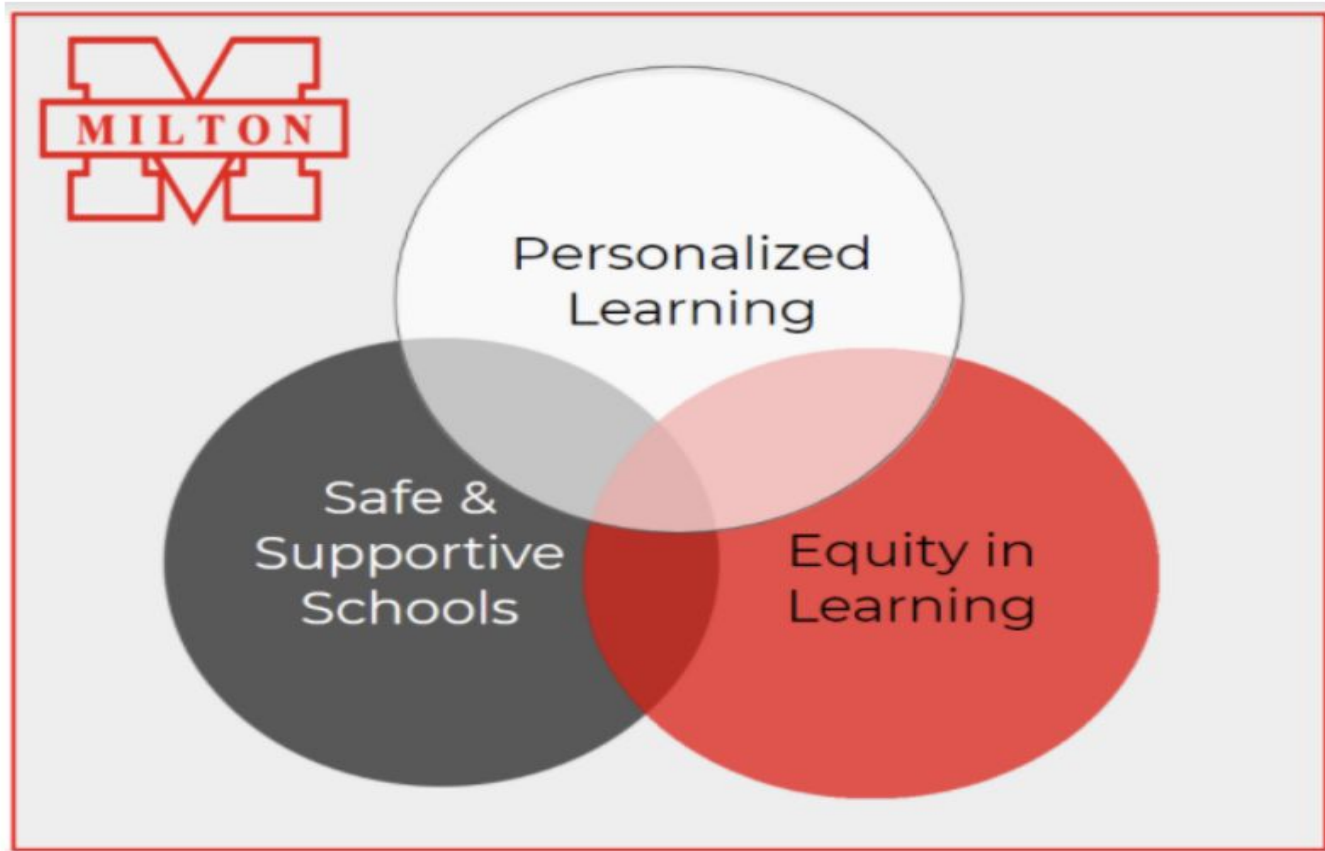
<u>Full Day Preschool Program</u>

Full Day Program unique to Tucker

17 students

School Improvement Goals

School Improvement Goals

Personalized Learning

At Tucker, curriculum will be delivered using innovative teaching informed by data and assessments in order for all students to reach their highest personal level of academic achievement. There will be a focus on using clear and consistent communication of expectations for learning and individual student progress.

Safe & Supportive Schools

At Tucker, we will provide a healthy educational environment where all feel welcomed, supported, respected, and appreciated. We will support positive social and peer interactions in both structured and unstructured times and maximize the efforts of the Behavioral Health Support Team to provide support and resources to staff, students, and families.

Equity in Learning

At Tucker, we will promote and foster an environment that is affirming, celebratory of diversity, inclusive and equitable for students, staff, and families. We will immerse students in opportunities to develop critical thinking skills and an understanding of diverse perspectives as well as increase opportunities for families to interact with teachers, classrooms, and the school community as a whole.
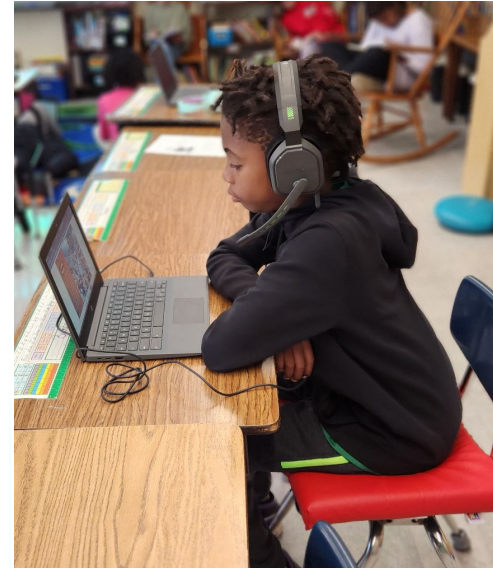
Personalized Learning

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Strategies in Action

1. Students will track their own data to monitor progress and set/meet individual goals.
2. Identification of opportunities for Personalized Learning in the current curricula.
3. Educators will observe Personalized Learning in action amongst their colleagues.
4. Offering a tutoring program for students in grades 3-5.

Personalized Learning (Look Fors)

Math: _Bridges in Mathematics_
(K and Pre-K)

Three distinct but interrelated components:

- Problems & Investigations, Work Places, and Number Corner

Into Math _(Grades_ 1 – 5) - Year Two of Implementation

- Designed to propel growth for every student by providing teachers with targeted differentiation strategies and monitoring tools so each student gets what they need at the right time

Social Studies: _Savvas My World_

- Journal and online access to the realize platform
- Uses engaging lessons, music, videos, hands-on activities, and digital game-like practice
- Based on the Massachusetts Curriculum Frameworks

- Data Analysis
  - Common planning time
  - mClass/iReady/MCAS/SEL
- Student Choice
  - Instructional Flexibility
  - Demonstration of Mastery
- Student-Driven Goals/Progress Monitoring/Ownership
- Math Interventionist/Reading Specialists
- PD Opportunities - Erin Moore, IntoMath, Project Lead the Way

ELA: _National Geographic Reach for Reading Program_

- Develops important foundational skills while at the same time developing a love for reading, stamina and fluency

Science: _Full Option Science System (FOSS)_

- Lesson design involves the following components:

Active investigation, including outdoor experiences

Recording in science notebooks to answer the focus question

Reading in FOSS Science Resource

FLA: _Gafi (Grades 1-2)_

ZigZag (Grades 3-4)

Arobas (Grade 5)

Lalilo (Online)

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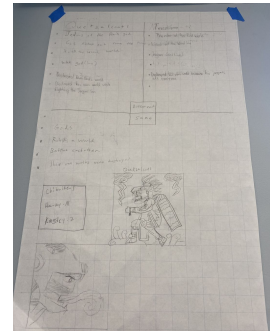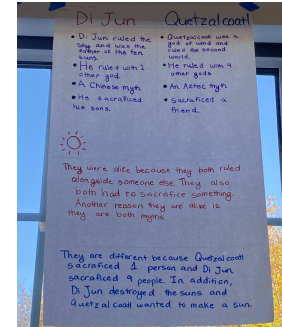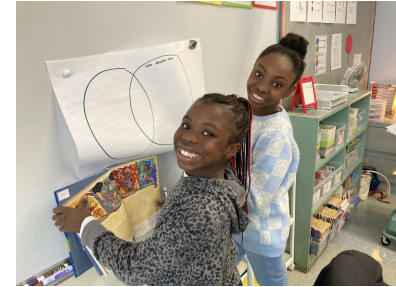
Safe and Supportive Schools

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Strategies in Action

1. Implementation of Calm Classroom curriculum
2. Implementation of updated Second Step curriculum
3. Action-oriented planning for students in need of social/academic/behavioral assistance

Measuring Progress

1. Regular and Impromptu meetings with a Guidance Counselor
2. PBIS and Restorative Practices
3. Second Step SEL Lessons
4. CALM Classroom
5. Enrichment Clubs
6. PTO Sponsored Events
7. Strong Classroom Culture Driven by Dedicated Staff Members

Equity in Learning

At Tucker, we will promote and foster an environment that is affirming, celebratory of diversity, inclusive and equitable for students, staff, and families. We will immerse students in opportunities to develop critical thinking skills and an understanding of diverse perspectives as well as increase opportunities for families to interact with teachers, classrooms, and the school community as a whole.

Strategies in Action

1. **Create and develop a Grade 5 Leadership Team to serve as role models and contributors in the Tucker Community**
2. **Expand the offerings of our Enrichment Courses before/after/during school to be inclusive of a wider variety of interests**
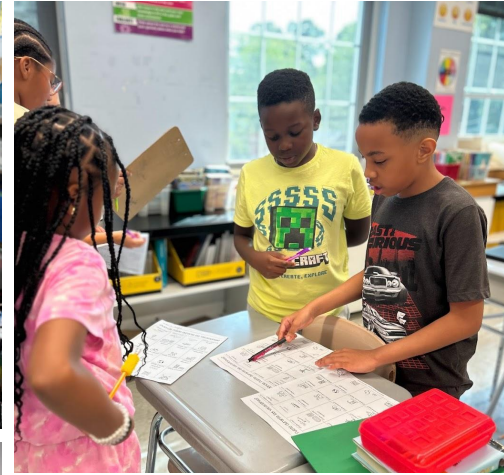3. **Engage families with a 'New Family Mentoring' program**

Equity in Learning

Measuring Progress Through

- **Data Analysis**
- **Student Support Team (SST)**
- **Personalized Instruction**
- **Inclusive Opportunities**
- **Behavioral Health Team**
- **PBIS**

MCAS - Spring 2023

2023 Points awarded

2023 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	9	12	67.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		8.1	10.3	-	6.0	7.6	-
Percentage of possible points		79%		-	79%		-
2023 Criterion-referenced target percentage		79%					

MCAS - Spring 2023
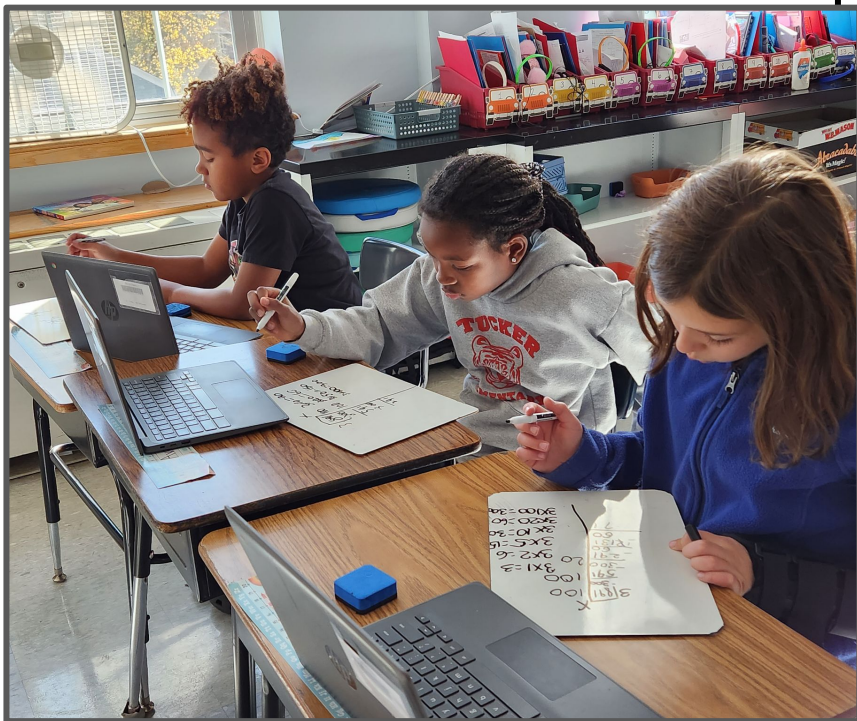
Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
77% - Meeting or exceeding targets	75

OVERALL RESULTS   STUDENT GROUP RESULTS   DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school   About the Data

Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	499.0	502.6	3.6	502.2	216	3	Recovery Path: Met Target
Lowest Performing	473.5	474.0	0.5	478.0	33	2	Recovery Path: Improved Below Target
High needs	489.7	490.7	1.0	492.2	92	2	Recovery Path: Improved Below Target
Low income	487.3	490.7	3.4	490.3	60	3	Recovery Path: Met Target
EL and Former EL	489.2	490.8	1.6	491.6	22	2	Path Forward: Improved Below Target
Students w/ disabilities	480.2	480.1	-0.1	483.0	47	1	Recovery Path: No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	494.1	496.5	2.4	496.9	77	3	Recovery Path: Met Target
Hispanic/Latino	-	-	-	-	21	-	-
Multi-race, Non-Hisp./Lat.	502.9	507.1	4.2	504.9	25	4	Path Forward: Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	505.3	508.1	2.8	508.2	78	4	Recovery Path: Exceeded Target

Mathematics achievement - MCAS average composite scaled score - Non-high school   About the Data

Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	499.8	503.4	3.6	502.0	216	4	Recovery Path: Exceeded Target
Lowest Performing	469.2	475.6	6.4	473.4	33	4	Recovery Path: Exceeded Target
High needs	489.5	491.5	2.0	491.7	92	3	Recovery Path: Met Target
Low income	486.7	490.3	3.6	489.0	60	4	Recovery Path: Exceeded Target
EL and Former EL	498.4	501.9	3.5	502.0	22	3	Path Forward: Met Target
Students w/ disabilities	478.7	482.8	4.1	482.0	47	4	Path Forward: Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	489.0	494.9	5.9	491.6	77	4	Recovery Path: Exceeded Target
Hispanic/Latino	-	-	-	-	21	-	-
Multi-race, Non-Hisp./Lat.	508.6	511.4	2.8	510.7	25	4	Path Forward: Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	507.7	509.8	2.1	510.4	78	4	Recovery Path: Exceeded Target

Fall 2023 - mClass Data

	Grade K	Reference Data (Compare these results against a wider population)

Tucker Elementary School — 23-24 BOY — **66**
11(17%)   13(20%)   16(24%)   26(39%)

	Grade 1	Reference Data (Compare these results against a wider population)

Tucker Elementary School — 23-24 BOY — **44**
9(20%)   7(16%)   15(34%)   13(30%)

	Grade 2	Reference Data (Compare these results against a wider population)

Tucker Elementary School — 23-24 BOY — **46**
16(35%)   2(4%)   16(35%)   12(26%)

	Grade 3	Reference Data (Compare these results against a wider population)

Tucker Elementary School — 23-24 BOY — **68**
12(18%)   6(9%)   23(34%)   27(39%)

	Grade 4	Reference Data (Compare these results against a wider population)

Tucker Elementary School — 23-24 BOY — **76**
13(17%)   14(18%)   32(43%)   17(22%)

	Grade 5	Reference Data (Compare these results against a wider population)

Tucker Elementary School — 23-24 BOY — **70**
12(17%)   18(26%)   26(37%)   14(20%)

2022-2023 iReady Data
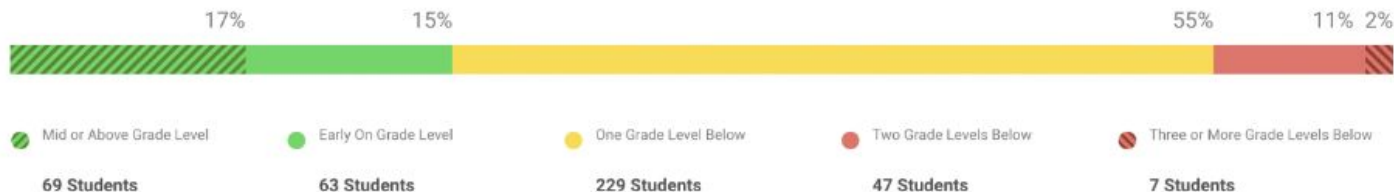
Overall Placement

Students Assessed/Total: **415/425**

BOY '22 assessment

17%	15%		55%	11% 2%

◑ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	◍ Three or More Grade Levels Below
69 Students	63 Students	229 Students	47 Students	7 Students

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Overall Placement

Students Assessed/Total: **424/425**

EOY '23 assessment

54%	21%	21% 2% 2%

◑ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	◍ Three or More Grade Levels Below
231 Students	89 Students	89 Students	8 Students	7 Students
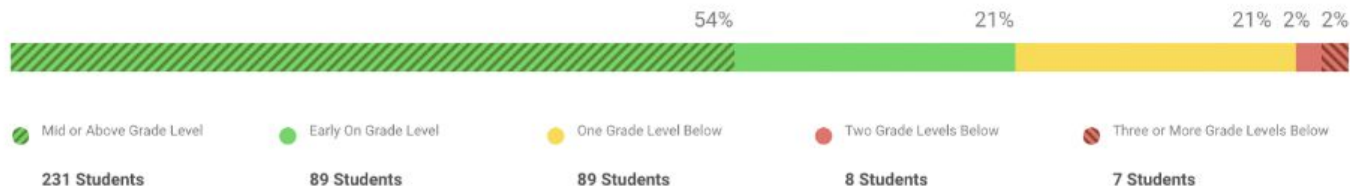
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Fall 2023 - iReady Data

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Grade K	–	–	–	–	–	–	0/84
Grade 1		10%	16%	66%	8%	0%	80/80
Grade 2		6%	16%	62%	16%	0%	94/95
Grade 3		5%	17%	62%	11%	6%	84/86
Grade 4		19%	23%	45%	5%	8%	93/95
Grade 5		15%	29%	43%	7%	6%	82/82

Questions from the Committee...

The Tucker Experience

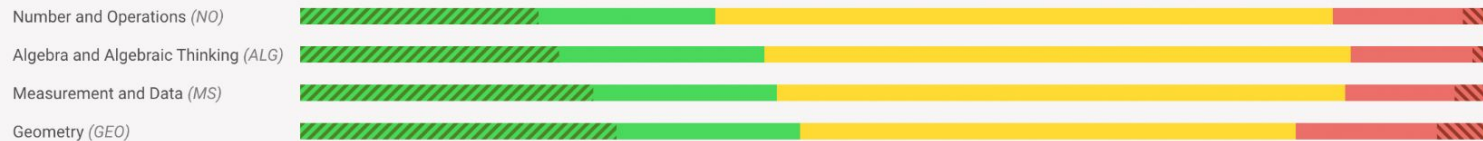# Appendix

BOY Assessment Last Year (SY '22-23)

Overall Placement

Students Assessed/Total: **415/425**

| | 17% | 15% | | 55% | 11% | 2% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
69 Students	**63 Students**	**229 Students**	**47 Students**	**7 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
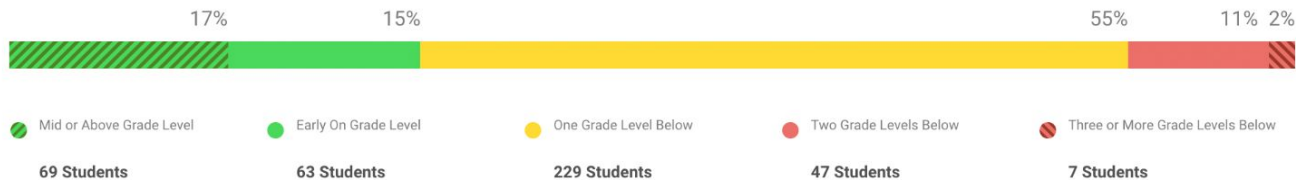
EOY Last Year: Our Data Looks Great!

Overall Placement

Students Assessed/Total: **424/425**

| 54% | 21% | 21% | 2% | 2% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
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