

MILTON PUBLIC SCHOOLS



DISTRICT-WIDE GOALS

TUCKER ELEMENTARY SCHOOL IMPROVEMENT

PLAN

2018-2021

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MILTON PUBLIC SCHOOLS DISTRICT-WIDE GOALS

- I. High Academic Achievement for All Students
- II. Excellence in the Classroom
- III. Collaborative Relationships and Communication
- IV. Respect for Human Differences
- V. Risk-Taking and Innovation for Education

MILTON PUBLIC SCHOOLS ADVANCEMENT INITIATIVES

- I. Emphasizing Early Literacy Achievement (PreK-3)
- II. Closing the Proficiency Gaps (PreK-12)
- III. Advancing Science and (STEM) Science, Technology, Engineering & Math Initiatives (PreK-12)

MILTON PUBLIC SCHOOLS STRATEGIC PLAN GOALS Spring 2018

- I. Curriculum & Instruction**
- II. Data Usage**
- III. Technology & Instruction**
- IV. Cultural Competency**
- V. Social Emotional Learning**

CORE VALUES

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

MISSION STATEMENT

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

VISION STATEMENT NEW 2018

We, the Milton Public Schools, envision a district with excellent instruction in every classroom, where learning experiences are aligned with students' individual strengths and needs, and where attention to academic and social emotional growth are balanced so that every child achieves at high levels and develops a strong sense of self. We see a district of intellectual discourse and professional learning at all levels- students, faculty, and administration- in which there are structures and processes for continual reflection, innovation, and data driven decision-making. We know that such a district is achievable if: we facilitate instruction that instills a passion for learning, curiosity, and critical thinking skills; we are committed to cultural competency; we foster a positive approach to the behavioral health of children; and we build strong partnerships with families and the community.

TUCKER ELEMENTARY SCHOOL- SCHOOL IMPROVEMENT PLAN: 2018-2021

Goal #1: *Insert your goal below.*

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 assessments in all subgroups. We will do so through the use of high quality standards based curricula, targeted data driven instruction of academic needs and by removing barriers to achievement for all students.

District Goals Alignment: *(Check the MPS District Goal(s) with which this goal is aligned.)*

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

MPS Strategic Plan Goals Alignment: *(Check the MPS Strategic Plan Initiative(s) with which this goal is aligned, if any.)*

Curriculum & Instruction	Data Usage	Cultural Competency	Social Emotional Learning	Technology & instruction
X	X	X	X	X

Summary: *Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.*

Our focus in Goal one is to ensure equitable access to opportunities and achievement for all students regardless of their initial academic or economic starting place. MCAS data results in 2017 provided a baseline set of data to support this goal. It should be noted that statewide, 2017 is the baseline year — the first year of a new assessment — and we expect that over time, more students will score Meeting Expectations or above. Additionally 2018, is the baseline year for the Grade 5 STE assessment and there will not be school accountability results tied to these scores until 2019.

The percentage of students meeting or exceeding expectations in Spring 2017 across grades and content levels is as follows:

	ELA	MATH	STE
3	60%	79%	

4	58%	62%	
5	67%	66%	66%

Identified Highlights:

ELA Highlights:

- Grade 3-Again 0% Not meeting expectations
- Grade 4-Again really consistent from previous years despite the changes in assessment
- Grade 5-Nice increase from last year from 58% to 67%

Math Highlights:

- Grade 3- 0% in Not Meeting Expectations; 79% Meeting/Exceeding which next to Glover is the highest in the district!
- Grade 4-on par with previously years despite level changes
- Grade 5-Despite the changes the SGP of Grade 5 students is 67 which is much higher than in past years

STE Highlights:

- Grade 5 STE of note is the high percentage of students in advanced higher than any past years
- The average students score increased when writing scores were added into the data.

Updates 2019-

2019 Official Accountability Report - Tucker

PRINT MORE

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

2019 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.

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

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.

	Strategies <i>What strategies will the school implement to address this goal?</i>	Person(s) Responsible <i>What person(s) will be responsible for implementing the strategy?</i>	Timeline <i>Be specific about when the strategy/phases of the strategy will be implemented.</i>	Resources (financial, personnel, etc.) <i>What funding sources, personnel, etc. will be dedicated to support this strategy?</i>	Performance Indicator/Measure <i>Identify at least one indicator/measure for each strategy.</i>	
Strategy 1.1 ALL STUDENTS	Teachers will know and “own” the school, class and individual student growth percentile data and communicate this knowledge to students and families-data will be tracked from year to year	<ul style="list-style-type: none"> Principal ELA & Math Coordinator Vice Principal Elementary Science Coordinator Teachers Title I & Special Education Team Family Outreach Liaison 	<ul style="list-style-type: none"> All teachers will interact with MCAS/PARCC Data in August/September of each academic year Teachers will articulate and discuss school and district initiatives and student performance as a faculty Common Planning time will be utilized for teachers to meet in grade level teams to review data on an ongoing basis and ensure rigor across the grade Students and families will be engaged in student data and student progress through conversations with faculty members Data Meetings 	Funding: Proficiency Gap Initiative Advancement Initiative Title I Personnel: Reading specialists and consultant to lead F&P data analysis meetings Grade Level facilitators to lead Math data analysis meetings	All students Student Growth Percentiles (SGP) will fall within the 40-60 range or higher	
Strategy 1.2 ALL STUDENTS	All students will receive rigorous instruction using high quality, hands on, common core aligned curricula in	<ul style="list-style-type: none"> Principal Elementary Science Coordinator Classroom teachers 	<ul style="list-style-type: none"> Full implementation and utilization of all Reach for Reading nonfiction and FOSS components Ensure correlation between MCAS and classroom 	Funding: Advancement Initiative Blue Hills Bank Grant Milton Garden Club Grant	FOSS assessments MCAS Science exam Use and correlation of all new benchmark	

	order to increase their content knowledge in Science		materials and assessments <ul style="list-style-type: none"> • Pilot Foss in PreK and expand on Creative Curriculum in PreK 	Personnel: Elementary Science Coordinator Outdoor Classroom Classroom teachers teaching beyond the bell Professional Development: District wide professional development on FOSS units	assessments Analysis of standards gaps and identification of district wide supplemental materials	
Strategy 1.3 ALL STUDENTS	Increase targeted instruction and re-teaching of Mathematics content	<ul style="list-style-type: none"> • Principal • ELA & Math Curriculum Coordinators • Classroom teachers • Math Coaches 	Re-implement RTI Model across all grades in 2019 <ul style="list-style-type: none"> • Pilot performance tasks with selected grades • Reflect on outcomes and identify areas of reteaching/supplemental teaching needed 	Funding: Title I Personnel: Elementary ELA & Math Coordinator Title I Math Specialist	<ul style="list-style-type: none"> • Data collected using math performance tasks • Collection of Math performance tasks that will be used to measure student progress • Identify what past improvements have led to achievement progress in order to replicate 	
Strategy 1.4 STUDENTS PERFORMING BELOW BENCHMARK	Identify additional learning opportunities to increase foundational skill development and academic engagement of students performing below grade level	<ul style="list-style-type: none"> • Principal • ELA & Math Curriculum Coordinators • Classroom teachers • Beyond the bell teachers • Title I Director 	<ul style="list-style-type: none"> • Small group instruction in place K-5 • Saturday Academy offered to all Grade 3 students • Mentoring Program for Grade 4-5 students identified as high risk 	Funding: Title I Advancement Initiatives Personnel: Elementary ELA & Math Coordinator Title I Director Special Education Team Classroom teachers	<ul style="list-style-type: none"> • Progress towards proficiency on internal assessments • Increase in school engagement for students in mentoring program • Increase in students performing as measure by Proficient/Advanced levels on MCAS & 	

	benchmarks			Beyond the bell teachers	PARCC as well as an increase SGPs <ul style="list-style-type: none"> • Ongoing Student Support Team meetings to support all teachers with differentiated instruction 	
Strategy 1.5 ALL STUDENTS	Develop collection of clear exemplars and rubrics in all content areas to ensure all stakeholders have a shared vision of mastery	<ul style="list-style-type: none"> • Principal • ELA & Math Curriculum Coordinator • Classroom teachers • Joint subcommittee 	<ul style="list-style-type: none"> • TBD 	Resources: Math & Science Journal resource Personnel: Elementary ELA & Math Coordinator Elementary Science Coordinator Title I Team Special Education Team Classroom teachers Beyond the bell teachers	<ul style="list-style-type: none"> • Collection of exemplars and rubrics K-5 • Classroom newsletters to parents/guardians with curriculum updates, samples and expectations for assessments 	
Strategy 1.6 ALL STUDENTS	Clear vertical alignment for faculty of the scope and sequence of skills identified and taught PreK-5 in order to ensure students are prepared for the technological demands of online assessments	<ul style="list-style-type: none"> • Principal • Instructional technology teacher • Educational technology director • Classroom teachers 	<ul style="list-style-type: none"> • Scope and sequence of technology skills developed and disseminated to faculty by Instructional technology teacher/director-August 2018 • All classes meet bi-weekly with Instructional technology teacher-Ongoing • Creation of yearly expectations overview and exemplars resource packet • 	Funding: Advancement Initiative Personnel: <ul style="list-style-type: none"> • Instructional technology teacher • Educational technology director 	K-5 Scope of sequence of technology skills and programs Students in Grades 3-5 are successfully able to utilize learned technology skills on the PARCC assessment	
Strategy 1.7	Enhance the enrichment	Principal Vice Principal			Fall, Winter and Spring offerings each year	

	opportunities for students to provide extended and hands on opportunities for students beyond the bell				identified to support K-2 and 3-5 and enhance academic achievement (enrichment, robotics, coding club)	
Strategy 1.8	Increase the stamina and word production of students both digitally and using paper tools					
Goal #2: <i>Insert your goal below.</i>						
We will work towards <u>85%</u> of our students reading at or above grade level 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 the Reach for Reading Assessments and the MCAS assessments in Grade 3-5.						
District Goals Alignment: <i>(Check the MPS District Goal(s) with which this goal is aligned.)</i>						
District Wide Goal	High Academic Achievement for All Students	Excellence in the Classroom	Collaborative Relationships and Communication	Respect for Human Differences	Risk Taking and Innovation for Education	
	X	X	X	X	X	
MPS Strategic Plan Goals Alignment: <i>(Check the MPS Strategic Plan Initiative(s) with which this goal is aligned, if any.)</i>						
Curriculum & Instruction	Data Usage	Cultural Competency	Social Emotional Learning	Technology & instruction		
X	X	X	X	X	X	
Summary: <i>Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.</i>						

During the 2016-2017 academic year, teachers and administrators noted a consistent disconnect between internally collected data and the state MCAS assessments in the area of reading and writing. As a result of this and other factors, the district engaged in a systematic and comprehensive curricula review using group establish rubrics. From this process, an interdisciplinary, researched-based curriculum was selected for district-wide adoption in the 2017-2018 academic year. This curriculum focused on teaching skills and strategies in a thematic and comprehensive way uses new assessments that give teachers more specific feedback on how their student is doing in the areas of vocabulary, comprehension, writing about reading and grammar. It should be noted that district-wide 2017-2018 is serving as a baseline year for the implementation of these new assessments and we expect that while we may see less students showing proficiency in these new assessments, it will assist in targeting areas of instruction.

Continued Focus:

- ⦿ Reading Specialist support in classrooms grades 1-2 as needed
- ⦿ Instructional support teacher for grades 1-2 as needed and identified through internal assessments
- ⦿ Vertical Planning for teachers to calibrate the assessment of students in English Language Arts within the Reach for Reading curriculum tool

2019 Updates:

- ❖ 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

<ul style="list-style-type: none"> ■ Word Recognition 66% to 70% ■ Vocabulary Knowledge 83% to 91% ■ Syntactic Knowledge 73% to 77% ■ Reading Comprehension 69% to 79% 						
	Strategies <i>What strategies will the school implement to address this goal?</i>	Person(s) Responsible <i>What person(s) will be responsible for implementing the strategy?</i>	Timeline <i>Be specific about when the strategy/phases of the strategy will be implemented.</i>	Resources (financial, personnel, etc.) <i>What funding sources, personnel, etc. will be dedicated to support this strategy?</i>	Performance Indicator/Measure <i>Identify at least one indicator/measure for each strategy.</i>	
Strategy 2.1	Targeted reading instruction for students reading below grade level K-3	<ul style="list-style-type: none"> • Principal • Reading Specialists • ELA & Math Curriculum Coordinator • Classroom teachers • Special Education teachers 	<p>All K-3 teachers trained to administer the Reach for Reading Assessments or G&D assessment-2017-2018</p> <p>Reading assessments completed for all students K-5-September-October of each academic year</p> <p>Students identified for Title I supports-October of each academic year</p> <p>Students receive Title I and Special Education instructional</p>	<p>Funding: Advancement Initiative Title I</p> <p>Resources: Reach for Reading Unit and Benchmark Assessments 7G&B Reading assessment Leveled Literacy Instruction (LLI) Data analysis meetings Common planning time</p> <p>Personnel: Reading Specialists Special Education teachers Instructional support teachers Classroom teachers</p>	<p>Reading assessment data collected and analyzed for all students K-5 with a focus on:</p> <p>*Students are reading at or above the grade level benchmark by the end of Grade 3</p> <p>*All students make progress towards grade level benchmarks K-3</p>	

			supports-Begins September of each academic year			
Strategy 2.2	Full implementation K-5 of Reach for Reading Curriculum	<ul style="list-style-type: none"> Principal ELA & Math Curriculum Coordinator Classroom teachers Special Education Teachers 	Professional Development on Reach for Reading Curriculum and Implementation -Ongoing.	Resources: Reader's & Writer's Workshop units of study Personnel: ELA & Math Curriculum Coordinator Reading Consultants Reading Specialists	Pre and post tests that measure students understanding of reading strategies and skills Administration of Benchmark Assessments and Unit Assessments	
Strategy 2.3	Students are provided multiple opportunities across content areas (math, science, social studies, ELA) to respond in a variety of writing forms to explain their thinking, share information and personal experiences (on paper and when utilizing technology)	<ul style="list-style-type: none"> Principal ELA & Math Curriculum Coordinator Elementary Science Coordinator Classroom teachers Instructional technology teacher Educational Technology director 	Use of online and paper Writing Assessments to track progress using provided and developed rubrics Faculty members participate in analyzing writing prompts and pieces that have been completed using the full writing process in order to measure students growth and plan instruction-ongoing Students writing in class across content areas (Math Journals, Science Journals, Reading	Funding: Advancement Initiatives Title I Resource: Common Planning time across grade level teams Science, Math & Reading Journals Bi-weekly classroom opportunities with Instructional technology teacher Personnel: Elementary Science Coordinator Reading Specialists Instructional technology teacher	Student progress as measured by the MCAS assessment over time Student progress as measured through observation of and conferencing throughout student writing opportunities in Math, Science, Social Studies & ELA. Student progress as measured through administration and analysis of Reach for Reading Writing Assessments. Students in Grades 3-5 are successfully able to utilize	

			<p>Journals)-Ongoing</p> <p>Students will have weekly opportunities to use devices in class and in the computer lab</p> <p>–Biweekly with Instructional technology teacher; weekly with classroom teachers-Ongoing</p> <p>Baseline data through MCAS is identified through examination of student data and additional writing goals and instructional needs identified</p>	<p>Educational technology director</p>	<p>learned technology skills on the writing portion of the MCAS assessment and classroom based technology initiatives and assignments</p>	
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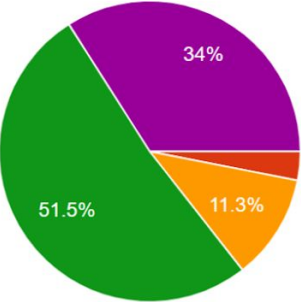
Strategy 2.4	Families are provided with resources and supports to identify grade level text and at home reading and writing strategies.	<ul style="list-style-type: none"> ● Principal ● ELA & Math Curriculum Coordinator ● Classroom teachers ● Special Education Teachers ● Reading Specialist 	<ul style="list-style-type: none"> ● By October for resources for identifying grade level text ● Ongoing for resources to support writing as the students progress through the genres for writing 	Resource: <ul style="list-style-type: none"> ● Common Planning time across grade level teams ● Reach for reading curriculum Personnel <ul style="list-style-type: none"> ● Principal ● ELA & Math Curriculum Coordinator ● Classroom teachers ● Special Education Teachers ● Reading Specialist 	MCAS scores Internal writing assessments Internal reading assessments	
Strategy 2.5	Pilot and implement creative modules for development of writing, grammar, and literacy skills	<ul style="list-style-type: none"> ● Principal ● Teachers ● Parent volunteers ● Community partners 	Develop creative ways to incorporate literacy skills into existing volunteer-led programs such as Reading About Diversity. Recruit and train volunteers to implement other modules -- ideas could range from a school or class newspaper to a yearbook, a comic book club, a “code-switching” workshop analyzing text messages. Work to	Personnel <ul style="list-style-type: none"> ● Principal ● ELA & Math Curriculum Coordinator ● Classroom teachers ● Special Education Teachers ● Reading Specialist 	Solicit short evaluations from students and teachers after the programs	

			develop 1-2 programs to pilot in each successive school year.			
Strategy 2.6	Implement an effective and immediate assessment tool to determine effective progress through the academic year	<ul style="list-style-type: none"> • Principal • ELA & Math Curriculum Coordinator • Classroom teachers • Special Education Teachers • Reading Specialist • Director of Literacy (new in 2019) 		Lexia Rapid Funding		
Goal 3: <i>Insert your goal below.</i>						
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.						
District Goals Alignment: <i>(Check the MPS District Goal(s) with which this goal is aligned.)</i>						
District Wide Goal	High Academic Achievement for All Students	Excellence in the Classroom	Collaborative Relationships and Communication	Respect for Human Differences	Risk Taking and Innovation for Education	
	X	X	X	X	X	
MPS Strategic Plan Goals Alignment: <i>(Check the MPS Strategic Plan Initiative(s) with which this goal is aligned, if any.)</i>						
Curriculum & Instruction	Data Usage	Cultural Competency	Social Emotional Learning	Technology & instruction		

X	X	X	X	X
Summary: <i>Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.</i>				
<p>Although significant progress has been made towards this goal since it was identified in 2014 ensuring that all stakeholders are reached and remain engaged remains a top priority. Tucker School is a population of faculty and families from diverse cultural, linguistic and socio-economic backgrounds which now provides education to students in preschool through grade five. In order to further increase our focus on respect and collaboration there will be an ongoing focus on setting a clear vision of mastery and a clear vision of the expectations and actions required to maintain a safe learning environment.</p> <p>Continued Focus:</p> <ul style="list-style-type: none"> ⦿ All school community members (faculty, students and families) will <i>strive</i> to create and engage in a culture of achievement leading to strong academic progress ⦿ All teachers will have an aligned vision and collaborate across the grade to enhance instruction and student progress ⦿ All families will have opportunities to collaborate and learn about school wide initiatives and curriculum ⦿ All students will be acknowledged for their achievement, effort and citizenship ⦿ All families will be provided with resources to support their child academically and emotionally with a specific focus made towards increasing the available resources and opportunities to support non-English speaking and newly immigrated families <p>2019 Update:</p>				

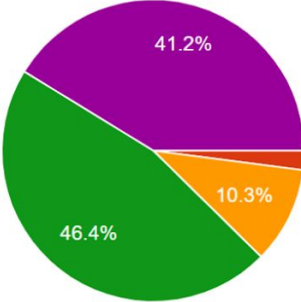
Goal 3-Tucker School will develop a community of respect, collaboration and achievement amongst all stakeholders to ensure the optimal learning environment for student success.

Engagement



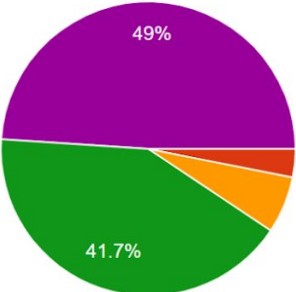
- Do not enjoy at all
- Enjoy a little bit
- Enjoy somewhat
- Enjoy quite a bit
- Enjoy a tremendous amount

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

	Strategies <p>What strategies will the school implement to address this goal?</p>	Person(s) Responsible <p>What person(s) will be responsible for implementing the strategy?</p>	Timeline <p>Be specific about when the strategy/phases of the strategy will be implemented.</p>	Resources (financial, personnel, etc.) <p>What funding sources, personnel, etc. will be dedicated to support this strategy?</p>	Performance Indicator/Measure <p>Identify at least one indicator/measure for each strategy.</p>

Strategy 3.1	District and school-based initiatives will be identified to facilitate the ongoing professional growth and development of faculty members	<ul style="list-style-type: none"> Principal Tucker Faculty 	<ul style="list-style-type: none"> Grade level teams have internal walks Teacher leadership team developed 2017 	Resources: Protocol for walkthroughs Opportunities to debrief Identifying best practices and resources for support	<ul style="list-style-type: none"> Faculty will engage in internal learning walks throughout the year Collection of notes and next steps based on walkthroughs, protocols, debrief next steps will be developed Teacher Leadership academy established Collaborate on the development of opportunities to move instructional aides into teaching position
Strategy 3.2	Multiple modes will be utilized to maintain communication between school and home towards the goal of creating and engaging in a culture of achievement leading to strong academic progress	<ul style="list-style-type: none"> Principal PTO Classroom Teachers Parent liaison 	<ul style="list-style-type: none"> Principal Tea-Monthly Evening PTO meetings -3 or more times per year Individual meetings/conferences with families to discuss student data and progress-Fall & Spring Presentations based on school-wide needs-Ongoing 	Funding: PTO	Attendance at presentations
Strategy 3.3	All students will engage in lessons, discussion and activities that lead to the <u>appreciation</u> of our diverse community and enforces a bully free zone at Tucker School. (clear	<ul style="list-style-type: none"> Adjustment Counselor & Team Chair Classroom teachers Diversity Committee 	<ul style="list-style-type: none"> Bully Blitz Weeks-January(district curriculum taught) Kindness Matters Week-January Adjustment counselor will work to increase the social emotional 	Funding: MFE Grants-Social Emotional Resources Spring 2014; Kindness Matters –Pending Fall 2014 Donation of Buddy Bench-pending	Bullying reports Increase in social emotional regulation of students as recorded by teachers, families and adjustment counselor and recorded through IEP student progress goals Students positively engaging with one another through Buddy Bench use as measured by student referral data

	language to families of what RAD explores/topics)		regulation of students-Ongoing <ul style="list-style-type: none"> Buddy Bench installed-Spring 2015 Unity Night-Spring 2015 		<ul style="list-style-type: none"> RAD Second Step Student leadership opportunities (ex. student justice league) Tucker tiger stripes
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	<ul style="list-style-type: none"> Principal PTO Site Council Diversity Committee Classroom teachers 	School-wide events held to celebrate student progress towards proficiency through classroom and school-wide celebrations -Ongoing Pep Rallies-Spring 2015 PTO/Diversity Committee funded assemblies and information opportunities Collaborative events with diverse presenters-Ongoing	Funding: <ul style="list-style-type: none"> PTO Diversity Committee Community Grants 	3 or more enrichment opportunities for all students that are academically driven but provide opportunities to incorporate diversity 3 or more collaborative events /assemblies each year (Ex. Unity Night, Publishing Party) Monthly Community circles held with each student participates in a Celebration of Learning Monthly ceremony for distribution of awards for Academic Achievement, Excellent Effort and a monthly Citizenship focus <ul style="list-style-type: none"> Unity Night UN/Social Studies Fair Joint Subcommittee
Strategy 3.5	Empower families with the tools, resources and understanding needed to support students' academic	<ul style="list-style-type: none"> Site Council Edline Mentor Educational Technology Director Teacher 	2-3 Recording sessions scheduled for the 2014-2015 academic year Recording sessions	Resources: *Milton Cable Access recording equipment Personnel: Site Council members	<ul style="list-style-type: none"> Additional videos uploaded to the Tucker Reads online collection School-wide events throughout the year to increase understanding of mastery level work/exemplars and acknowledge student progress towards goals

	and social emotional development	Leadership Team <ul style="list-style-type: none"> ELE Team 	held/ Videos shared -2015 Writing pieces identified and shared-2015		
Strategy 3.6	Create authentic and collaborative relationships with local community partners				<ul style="list-style-type: none"> Activities Fair Tucker Cares Milton Food Pantry MECA Planting More Historic New England District Gr. 5 Penpals
Strategy 3.7	Use survey data from students and families to improve engagement and instruction				<ul style="list-style-type: none"> 1647 Survey PTO Survey HGSE Immigrant Family Survey
Strategy 3.8	Ensure equitable experiences for students by removing barriers				<ul style="list-style-type: none"> Providing additional access to technology Access to scholarships options Transportation Science Fair Club