



Improvement Plan for 2018-2019

School Name Tucker Elementary

Principal Dr. Cindy Viala

Enrollment - 617

English Language Proficiency - 33%

Low-Income - 60%

Students eligible to receive special education - 12%

White - 44.9%

Hispanic/Latino - 45.5%

Two or More Races - 4.9%

Black/African American - 1.9%

Hawaiian/Pacific Islander - 1.3%

Asian - 1.1%

American Indian/Alaskan - .3%

ESSA Overview Score 78.83 B

Weighted Achievement Score is 76.7

Value-Added Growth Score is 85.5

ESSA Data Review

Gaps:

All students 78.8, Black or African American 91.5, Hispanic/Latino 74.8, White 82.3, Low-income 75.5, English Learners 73.9, Studies with **Disabilities 63.4**.

We have more students that **need support in ELA (75)** than Math (12). We have more students **close** in Math (90) than **ELA (51)**. More students are **ready** in Math (131) than in **ELA (67)**. There are more students that are **exceeding** in ELA (103) than in **Math (63)**.

Looking at **academic level** by subgroup: All sub groups went up in achievement but the **Hispanic/Latino** sub group. They went from 72.8 in 2016 to 67.5 in 2017.

School Value-Added Growth - All sub groups scored between 84.55 - 87.32. As a building we scored in the higher achievement higher growth quadrant.

SQSS - Each sub group went down except Black or African American. **Student Engagement - All students 76.4**, Black or African American 95.0, Hispanic/Latino 72.2, White 79.3, Low-Income 73.5, English Learners 74.2, Students with Disabilities 73.0. **Reading at Grade Level - All students 42.3, Black or African American 83.3, Hispanic/Latino 33.6, White 49.6, Low-Income 34.0, English Learners 16.5, Students with Disabilities 5.6. Science Achievement - All students 54.1, Black or African American 83.3, Hispanic/Latino 41.4, White 65.2, Low-income 47.7, English Learners 29.4, Students with Disabilities 21.6.** Growth in Science Achievement - All students 58.1, Black or African American 50.0, Hispanic/Latino 57.1, White 58.7, Low-Income 57.4, English Learners 60.8, Students with Disabilities 56.8

Needs:

1. Focus on the students in need of support, close and ready in ELA.
2. Focus on the students who could be moved to the exceeding category in Math.
3. Focus on students who are at the chronic absence level of engagement.
4. Focus on the academic level of the Hispanic/Latino sub group.
5. Focus on all students in all sub groups to ensure they will read on grade level.
6. Focus on all students in all sub groups to increase science achievement.

Goals:

1. Decrease the number of students who are chronically absent by 15%.
2. Increase the number of students reading on grade level (42.32) by 15%
3. Increase the number of students who are fluent in grade level math facts by 15%
4. Increase the academic level of the Hispanic/Latino sub group by 10%
5. Increase science achievement in all students by 10%

School Success Indicators

Number: IIA01 Description: Curriculum, Assessment, and Instructional Planning - Engage teachers in aligning instruction with standards and benchmarks - Instructional Teams will develop standards-aligned units of instruction for each subject and grade level (88)

Actions:

1. Review essential standards and make sure each team member understands them.
2. Create a pre and post common assessment to make sure that students have achieved the goal.
3. Determine what interventions/enrichment will look like after common assessments have been given.

School Success Indicators

Number: IIDO7 Description: Curriculum, Assessment, and Instructional Planning - Assess student learning frequently with standards based assessment - The Leadership Team monitors school-level student learning data (105)

Actions:

1. Analyze each CFA and Interim assessment with teams then report out during Leadership meeting.
2. Make decisions based on the analysis whether changes need to be made in instructional practices and how to make that happen.
3. Schedule additional observations or other professional development if needed.

School Success Indicators

Number: IIDO9 Description: curriculum, Assessment, and Instructional Planning - Instructional Teams use student learning data to plan instruction (107)

Actions:

1. Teams will create common assessments based on essential standards.
2. Data will be analyzed and documented in Team Drives.
3. Students will be grouped according to need - intervention or enrichment.
4. Summative data will show students that mastered the standard or more instruction is needed.

