



APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2017-2018
School Performance Priorities and Actions to be Taken
to Address Student Achievement

School Name: Tuckahoe Elementary School

School Principal: Mitch Pascal

School AP: Francis Legagneur

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
<p>MATH In 2016-2017 93% of all Tuckahoe students in grades 3-5 passed the Math SOL. This was an increase from 2015-2016, and met the goal for the 2016-2017 school year.</p> <p>In 2016-2017 sub-groups increased or maintained their pass rates in math, with significant growth among students in Gap Group 2 and Asians. Students in Gap Group 1 performed similarly to the previous year but dropped by one percentage point.</p>	<p>In the 2017-2018 school year, the overall pass rate on the Math SOL will improve from 93% to at least 94%.</p> <p>The pass rate for students in Gap Group 1 will increase from a pass rate of 60% on the Math SOL in 2016-2017 to at least 65% in 2017-2018, according to the VDOE accepted measure of growth.</p>	<p><input checked="" type="checkbox"/> 1. Challenging/Engaging Program</p> <p><input checked="" type="checkbox"/> 2. Eliminating Gaps</p> <p><input type="checkbox"/> 3. High Quality Staff</p> <p><input checked="" type="checkbox"/> 4. Optimal Learning Environments</p> <p><input checked="" type="checkbox"/> 5. The Whole Child</p>	<p>Monitor student progress in math through weekly collaborative learning team meetings.</p> <p>Engage students in remediation and/or intervention throughout the school day based on needs identified through formative and summative data analysis</p> <p>Use quarterly math and other common assessments to inform and drive instruction and provide remediation as appropriate for students not meeting benchmarks.</p> <p>Participate in weekly collaborative learning team meetings to support instruction and monitor student progress by answering questions, providing support, communicating with families as appropriate, and preserving instructional time to the extent possible.</p> <p>Include Elementary Education Specialist in CLT meetings, data analysis, and providing teacher support for planning, instruction, and remediation/intervention.</p> <p>Provide opportunities for targeted students outside the school day, including SOL Club, Math Muscle Club, and Homework club to offer additional support in areas of weakness.</p>	<p>Weekly</p> <p>Daily</p> <p>End of each quarter/unit</p> <p>Weekly</p> <p>Weekly October through May</p> <p>Quarterly</p>	<p>Classroom Teachers; Math Coach; ESOL Teacher; Counselor; Special Ed Teachers; Administrators; Lead Teacher Data Team Members</p>	<p>Quarterly Power School, Midyear, and other assessments for students identified as working below grade level and/or not making desired progress</p> <p>Common math assessments for all students at each grade level developed and administered by classroom teachers.</p> <p>CLT minutes and intervention plans will demonstrate data analysis to design intervention sessions for students that target current needs.</p> <p>Results of quarterly data dig meetings to reflect analysis of quarterly data and instructional adjustments as needed to meet the needs of</p>

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<p><u>Subgrp</u> <u>2016</u> <u>2017</u></p> <p>Gap Grp 1 61 60</p> <p>Gap Grp 2 60 78</p> <p>Gap Grp 3 89 92</p> <p>Asian 65 94</p> <p>Econ Dis 43 43</p> <p>ELL 70 71</p> <p>SWD 58 58</p>			<p>Schedule quarterly, half day grade level “data dig” meetings to review available data, analyze progress on specific learning targets, and plan Tier 1 and Tier 2 intervention/extension activities for students as appropriate.</p> <p>Incorporation of Reflex Math at grades 2-5 to reinforce numeracy, addition/subtraction/multiplication/division facts and fluency.</p> <p>Flexible math grouping in grades 4-5 to more adequately meet student needs based on demonstrated performance</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>individual students.</p> <p>Regular individualized reports of student progress and program adjustment as appropriate based on collected data</p> <p>Quarterly review of math performance with grouping adjustments as appropriate</p>
<p><u>READING</u></p> <p>In 2016-2017 93% of all Tuckahoe students in grades 3-5 passed the Reading SOL, a percentage point increase from the previous year.</p> <p>In 2016-2017 all subgroups increased or maintained their pass rates in reading, with significant growth noted:</p> <p><u>Subgrp</u> <u>2016</u> <u>2017</u></p> <p>Gap Grp 1 65 74</p> <p>Gap Grp 2 67 86</p> <p>Gap Grp 3 83 93</p> <p>Asian 90 94</p> <p>Econ Dis 43 100</p> <p>ELL 67 83</p> <p>SWD 65 69</p>	<p>In the 2017-2018 school year, the overall pass rate on the Reading SOL will improve from 93% to at least 94%.</p> <p>Despite the significant growth, the largest achievement gaps continue to be among students in Gap Group 1 and SWD. The goal for students in Gap Group 1 is to increase from a pass rate of 74% on the Reading SOL in 2016-2017 to at least 78% in 2017-2018.</p>	<p><input checked="" type="checkbox"/> 1. Challenging/Engaging Program</p> <p><input checked="" type="checkbox"/> 2. Eliminating Gaps</p> <p><input type="checkbox"/> 3. High Quality Staff</p> <p><input checked="" type="checkbox"/> 4. Optimal Learning Environments</p> <p><input checked="" type="checkbox"/> 5. The Whole Child</p>	<p>Monitor student progress in reading through weekly collaborative learning team meetings.</p> <p>Engage students in remediation and/or intervention throughout the school day based on needs identified through data analysis</p> <p>Use quarterly reading and other common assessments to inform and drive instruction and provide remediation as appropriate for students not meeting benchmarks.</p> <p>Expand responsibilities of Reading Specialist to include role of Literacy Coach, to offer support and strategies to teachers, especially with use of new reading and writing programs.</p> <p>Include Elementary Education Specialist in CLT meetings, data analysis, and providing teacher support for planning, instruction, and remediation/intervention.</p> <p>Participate in weekly collaborative learning team meetings to support instruction and monitor student progress by answering questions, providing support, communicating with families as appropriate and preserving instructional time to the extent possible.</p>	<p>Weekly</p> <p>Daily</p> <p>End of each quarter/unit</p> <p>Ongoing</p> <p>Weekly</p> <p>Weekly</p>	<p>Classroom Teachers, Reading Specialists, ESOL Teacher, Special Education Teachers, Administrators, Lead Teacher Data Team Members</p>	<p>Quarterly Power School, Midyear, and other assessments for students identified as working below grade level and/or not making desired progress</p> <p>Common reading assessments for all students at each grade level developed and administered by classroom teachers.</p> <p>CLT minutes and intervention plans will demonstrate data analysis to design intervention sessions for students that target current needs.</p> <p>Results of quarterly data dig meetings to reflect analysis of quarterly data and instructional</p>

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			<p>Provide opportunities for targeted students outside the school day, including SOL Club, Readers are Leaders, and Homework club to offer additional support in areas of weakness.</p> <p>Identify students most in need of additional reading support and provide services by one of Tuckahoe's Reading Specialists.</p> <p>Schedule quarterly, half day grade level "data dig" meetings to review available data, analyze progress on specific learning targets, and plan Tier 1 and Tier 2 intervention/extension activities for students as appropriate.</p> <p>Use of specific reading interventions with targeted students who are below grade level, including but not limited to:</p> <ul style="list-style-type: none"> Orton Gillingham Leveled Literacy Intervention (LLI) <p>Creation of schoolwide leveled bookroom to facilitate teachers' access to books for small group classroom instruction that meet the needs of their students.</p> <p>Building of extensive leveled classroom libraries so that students have access to multiple books on their instructional and independent reading levels to promote the greater frequency of independent reading.</p>	<p>Ongoing, October through May</p> <p>Ongoing</p> <p>Quarterly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Reading teachers, special education teachers, trained classroom teachers</p>	<p>adjustments as needed to meet the needs of individual students.</p> <p>Quarterly review of reading performance with grouping adjustments as appropriate</p>
<p><u>WHOLE CHILD</u></p> <p>During the 2016-2017 school year a concerted effort was made to improve school climate, increasing students' awareness and performance of</p>	<p>Continuing to focus on kindness toward one another and a reduction in bullying results in a multifaceted goal, including components based on new strategies</p>	<p><input type="checkbox"/> 1. Challenging/Engaging Program</p> <p><input type="checkbox"/> 2. Eliminating Gaps</p> <p><input type="checkbox"/> 3. High Quality Staff</p> <p><input checked="" type="checkbox"/> 4. Optimal Learning Environments</p> <p><input checked="" type="checkbox"/> 5. The Whole Child</p>	<p>Increased awareness and instruction about the definitions of and differences between bullying, conflict, isolated mean moments, and non-confrontational teasing, and how students should be "upstanders" when they see unkind behaviors occurring.</p> <p>Staff submissions of Positive Office Referrals for students who go above and beyond expectations in areas including responsibility, respect,</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Classroom Teachers, Specialists, Counselors, Administrators</p> <p>All school staff</p>	<p>Documented number of Positive Office Referrals received</p> <p>Documented number of Kindness is Contagious slips submitted and posted</p>

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<p>random acts of kindness toward one another, as well as a reduction in the number of occurrences of bullying being reported.</p> <p>Baseline data for the goal from 2016-2017 includes:</p> <p>--40 submissions of “random acts of kindness” by one student toward another</p> <p>--21 reports to school counselors of students feeling bullied at school, whether or not incidents truly met definition of bullying</p> <p>--Site Based Survey Student results reflect 8% of students somewhat agreeing they felt threatened by bullies, 6% strongly agreeing they were bullied, 16% strongly agreeing they saw someone else bullied, & 74% strongly or somewhat agreeing that school staff stop bullying when they see it.</p>	<p>being implemented in 2017-2018.</p> <p>By the end of the 2017-2018 school year:</p> <p>--Student random acts of kindness submissions will increase to an average of 10 per month.</p> <p>-- Positive Office referrals will average 5 per month.</p> <p>--Bullying reports to school counselors will reduce by at least 20%.</p>		<p>kindness, maturity, resulting in administrator and student call home to highlight behaviors.</p> <p>Creation of Positive Phone Calls Home sheet for school staff to document calls to parents relaying positive information, the date, and a short summary of the content.</p> <p>Student/staff submission of Kindness is Contagious slips recognizing kind acts by others, and highlighted on front hallway board.</p> <p>Daily reminders about the importance of being kind to one another and aligning concepts to Tuckahoe’s 3Rs: Respect, Responsibility, and Remembering the Rights of Others</p> <p>School spirit assemblies highlighting acts of kindness performed at school as well as other video examples of students being kind and preventing bullying at their schools.</p> <p>5th grade Tuckahoe Ambassadors creating visual awareness campaign to promote kindness and importance of treating each other with respect</p> <p>Parent presentation on what constitutes bullying and what does not, and how to respond if children claim to be bullied or are reported as being a bully</p> <p>Classroom sharing of books related to the importance of being kind to one another</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Daily</p> <p>Quarterly</p> <p>Fall, Spring</p> <p>Spring</p> <p>Ongoing</p>	<p>School staff</p> <p>Facilitated by school staff</p> <p>Administrators, all school staff</p> <p>Administrators</p> <p>Facilitated by Administrators</p> <p>Counselors</p> <p>Teachers, Administrators</p>	<p>Documented number of positive calls home as reported on shared staff document</p> <p>Documentation of bullying reports, distinguishing any that fall under other areas of conflict</p> <p>Updated Site Based Survey Student Report results</p>

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