



**APS PROGRESSIVE PLANNING MODEL**  
**FIRST SEMESTER ACTION PLAN: 2018-2019**  
**School Performance Priorities and Actions to be Taken**  
**to Address Student Achievement**

School Name: Tuckahoe Elementary School

School Principal/AP: Mitch Pascal/Francis Legagneur

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ALIGNMENT WITH STRATEGIC PLANNING GOALS</b>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b>																					
<p><b>MATH</b></p> <p>In 2017-2018 93% of Tuckahoe students in grades 3-5 passed the Math SOL as reported by the VDOE 2018-2019 School Accreditation Detail Report, maintaining performance from the previous year.</p> <p>All subgroups maintained/improved in growth from the previous school year except for a 2 point dip among Asian students</p> <table border="1" data-bbox="86 1344 371 1528"> <thead> <tr> <th>Subgrp</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>94</td> <td>92</td> </tr> <tr> <td>Black</td> <td>78</td> <td>100</td> </tr> <tr> <td>Econ Dis</td> <td>43</td> <td>50</td> </tr> <tr> <td>ELL</td> <td>33</td> <td>33</td> </tr> <tr> <td>SWD</td> <td>68</td> <td>69</td> </tr> <tr> <td>Hispanic</td> <td>92</td> <td>100</td> </tr> </tbody> </table>	Subgrp	2017	2018	Asian	94	92	Black	78	100	Econ Dis	43	50	ELL	33	33	SWD	68	69	Hispanic	92	100	<p>The overall pass rate on the 2018-2019 Math SOL will continue to grow at a rate that reflects accreditation and AMO expectations. The pass rate goal is at least 94%.</p> <p>ELL and Econ Disadv. subgroup scores are based on performance of 2-3 students. The subgroup Tuckahoe is targeting more specifically is SWD. On the 2018-2019 Math SOL SWD will have a pass rate of at least 71%.</p>	<p>Multiple Pathways to Success for All Students</p> <p>Eliminate Opportunity Gaps</p>	<p>Monitor student progress in math through weekly collaborative learning team meetings, now with a full-time math coach</p> <p>Expand time Math Coach spends in classrooms collaborating/co-teaching and supporting students</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>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 Teachers</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>
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			<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>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 Dreambox math to reinforce numeracy, addition/subtraction/multiplication/division facts and fluency based on where students are.</p> <p>Flexible math grouping in grades 4-5 to more adequately meet student needs based on demonstrated performance</p> <p>Continue to expand use of Math Workshop model through modeling and training</p>	<p>Ongoing</p> <p>Ongoing</p>		<p>Results of quarterly data dig meetings to reflect analysis of quarterly data and instructional adjustments as needed to meet the needs of 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><b>READING</b></p> <p>In 2017-2018 96% of Tuckahoe students in grades 3-5 passed the Reading SOL as reported by the VDOE 2018-2019 School Accreditation Detail Report, a 1 point increase from the previous year.</p>	<p>The overall pass rate on the 2018-2019 Reading SOL will continue to maintain or grow at a rate that reflects accreditation and AMO expectations. The pass rate goal is at least 96%.</p>	<p>Multiple Pathways to Success for All Students</p> <p>Eliminate Opportunity Gaps</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</p>	<p>Weekly</p> <p>Daily</p> <p>End of each quarter/unit</p>	<p>Classroom Teachers, Reading Specialist, ESOL Teacher, Special Education Teachers, Administrators, Lead Teachers</p>	<p>Quarterly Power School, Midyear PALS, 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</p>

<p>All subgroups maintained/improved in growth from the previous school year except for a 2 point dip among Asian students</p> <table border="1" data-bbox="86 354 369 537"> <thead> <tr> <th>Subgrp</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>94</td> <td>93</td> </tr> <tr> <td>Black</td> <td>83</td> <td>100</td> </tr> <tr> <td>Econ Dis</td> <td>100</td> <td>33</td> </tr> <tr> <td>ELL</td> <td>80</td> <td>50</td> </tr> <tr> <td>SWD</td> <td>72</td> <td>76</td> </tr> <tr> <td>Hispanic</td> <td>92</td> <td>100</td> </tr> </tbody> </table>	Subgrp	2017	2018	Asian	94	93	Black	83	100	Econ Dis	100	33	ELL	80	50	SWD	72	76	Hispanic	92	100	<p>ELL and Econ Disadv. subgroup scores are based on performance of 2-3 students. The subgroup Tuckahoe continues to target more specifically is SWD. On the 2018-2019 Reading SOL SWD will have a pass rate of at least 77%</p>		<p>appropriate for students not meeting benchmarks.</p> <p>Expand time Reading Specialist spends in classrooms collaborating/co-teaching and supporting students</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>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 Tuckahoe's Reading Specialist.</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"> <li>● Orton Gillingham</li> <li>● Leveled Literacy Intervention (LLI)</li> </ul>	<p>Ongoing</p> <p>Weekly</p> <p>Weekly</p> <p>Ongoing, October through May</p> <p>Ongoing</p> <p>Quarterly</p>		<p>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 individual students.</p> <p>Quarterly review of reading performance with grouping adjustments as appropriate</p>
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			<p>Expand collection of books in schoolwide leveled bookroom to facilitate teachers' access to books for small group classroom instruction that meet the needs of their students.</p> <p>Increasing resources for 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>			
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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
<p>Teacher responses from the Spring, 2018 Your Voice Matters Survey were analyzed, to identify areas in which teachers felt they needed additional support.</p> <p>Responses for Tuckahoe scoring lower than the county average included:</p> <ul style="list-style-type: none"> <li>• health and wellbeing</li> <li>• leadership</li> <li>• support for staff</li> <li>• voice</li> </ul>	<p>On the 2019 Survey, teacher responses will equal or surpass the county averages in the identified areas.</p>	<p>Engaged Workforce</p>	<p>Four summer PD coffees were offered to staff to discuss their recommendations for schoolwide professional learning, with suggested timelines</p> <p>Staff were asked to complete an online survey indicating professional training they have already completed, to inform training sessions for the school year</p> <p>Assist teachers in managing workloads by modifying master schedule to provide an extra hour of planning time per week</p> <p>Include greater coach support to assist teachers with planning, preparing, and co-teaching</p> <p>Based on staff perceptions of leadership responsiveness:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for staff to facilitate CLT meetings</li> <li>• Expand roles of lead teachers to provide professional learning opportunities for colleagues</li> </ul>	<p>Summer</p> <p>August/September</p> <p>BOY and ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administrators</p> <p>Administrators, math coach, reading coach RTG</p> <p>Administrators</p>	<p>Midyear survey</p> <p>Documented professional learning offerings</p> <p>Documented team building activities</p> <p>Spring Your Voice Matter Survey results</p>

			<ul style="list-style-type: none"><li>• Continue to maintain open-door/other vehicles for staff to share opinions, suggestions, and recommendations</li><li>• Structure ILT facilitated focus groups to provide staff a safe environment to share what they see as strengths and concerns</li></ul> <p>Additional opportunities for staff to build relationships through in-school and out of school team building and social activities</p>	Monthly	Administrators, grade level reps to Hospitality Committee	
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