



APS MANAGEMENT PLAN
90-Day PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2019-2020
Performance Priorities and Actions to be Taken to
Address Student Achievement
2018-2024 APS Strategic Plan

Department: Tuckahoe

School Principal: Mitch Pascal

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO 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</p> <p>In 2018-19 95% of Tuckahoe students in grades 3-5 passed the Math SOL as reported by the VDOE 2019-2020 School Accreditation Detail Report, improving performance from the previous year. All subgroups maintained/improved growth from the previous school year except for a dip among Hispanic students</p> <table border="1" data-bbox="86 1393 369 1555"> <thead> <tr> <th>Subgroup</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>92</td> <td>100</td> </tr> <tr> <td>Black</td> <td>100</td> <td>100</td> </tr> <tr> <td>Econ Dis</td> <td>50</td> <td>50</td> </tr> <tr> <td>EL</td> <td>33</td> <td>71</td> </tr> </tbody> </table>	Subgroup	2018	2019	Asian	92	100	Black	100	100	Econ Dis	50	50	EL	33	71	<p>The overall pass rate on the 2019-2020 Math SOL will continue to grow at a rate that reflects accreditation and AMO expectations. The pass rate goal is at least 95%. EL, Black, and Econ Disadv. subgroup scores are based on performance of 2-3 students. The subgroup Tuckahoe is targeting more specifically is SWD.</p> <p>On the 2019-2020 Math SOL SWD</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, with our 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</p>	<p>Weekly</p> <p>Daily</p> <p>Ongoing as needed</p> <p>Ongoing</p> <p>Weekly</p>	<p>Classroom Teachers; Math Coach; EL Teacher; Special Ed Teachers; Admin; 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>SWD 69 90 Hispanic 100 83</p>	<p>will have a pass rate of at least 90%.</p>		<p>time to the extent possible.</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 Reflex and Dreambox math to reinforce numeracy, addition/subtraction/multiplication/division facts and fluency based on where students are.</p> <p>Continue to expand use of Math Workshop model through modeling and training</p> <p>Conduct structured learning walks in classrooms to monitor implementation of Math Workshop and best instructional practices</p>	<p>Weekly, October through May</p> <p>Quarterly</p> <p>Ongoing</p> <p>Monthly</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 math performance with adjustments as appropriate</p>
<p>READING</p> <p>In 2018-2019 94% of Tuckahoe students in grades 3-5 passed the Reading SOL as reported by the VDOE 2019-2020 School Accreditation Detail Report, a 1 point increase from the previous year. All subgroups</p>	<p>The overall pass rate on the 2019-2020 Reading SOL will continue to maintain or grow at a rate that reflects accreditation and AMO expectations. The pass rate goal is at least 95%.</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 appropriate for students not meeting</p>	<p>Weekly</p> <p>Daily</p> <p>End of each quarter/unit</p>	<p>Classroom Teachers, Reading Specialist, EL 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</p>

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<p>STUDENT WELL-BEING</p>	<p>By the end of the 2019-2020 school year 100% of</p>	<p>Healthy, Safe, and Supported Students</p>	<p>Introduction/Inclusion of SRO in school activities to highlight an adult with whom students might connect</p>	<p>Ongoing</p>	<p>School Staff/SRO</p>	<p>Quarterly school assemblies</p>																					

<p>A priority for the school system this year is that all students will have a trusted adult in the building to whom they can turn for help. Survey data for Tuckahoe students indicate that 92% feel they have a trusted adult they can talk to about a problem.</p>	<p>Tuckahoe's students will report that they have a trusted adult in the building to whom they can talk about a problem and supports their academic and personal growth</p>		<p>Invitation for selected students who respond "no" on the school survey to participate in the Tuckahoe Trailblazers Mentoring Program</p> <p>Lunch bunch with admin/counselors</p> <p>Guidance lessons on trust and who might be trusted adults</p> <p>Continued implementation of Positivity Project, designed to help students build and improve upon relationships with others</p> <p>Responsive Classroom strategies and philosophy used throughout the building to provide for students' social emotional needs</p>	<p>Ongoing</p> <p>Monthly</p> <p>Weekly</p> <p>Ongoing</p>	<p>School Staff</p> <p>Counselors, teachers</p> <p>School Staff</p> <p>School Staff</p>	<p>Documented participation in Trailblazers Mentoring Program</p> <p>Documented guidance lessons</p> <p>MOY and EOY surveys asking students whether they have a trusted adult in the building</p>
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