



APS MANAGEMENT PLAN
90-Day PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2020-2021
Performance Priorities and Actions to be Taken to
Address Student Achievement
2018-2024 APS Strategic Plan

Department: Tuckahoe

School Principal/AP: Mitch Pascal/Stephanie McIntyre

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 1388 367 1554"> <thead> <tr> <th>Subgrp</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> </tbody> </table>	Subgrp	2018	2019	Asian	92	100	Black	100	100	Econ Dis	50	50	<p>The overall pass rate on the 2020-2021 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 2020-2021 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 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>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>Ongoing 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</p>
Subgrp	2018	2019																
Asian	92	100																
Black	100	100																
Econ Dis	50	50																

<p>EL 33 71 SWD 69 90 Hispanic 100 83</p>	<p>will have a pass rate of at least 90%.</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 once back in person.</p> <p>Schedule 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 classroom visits to monitor implementation of Math Workshop and best instructional practices</p>	<p>Weekly, October through May</p> <p>Quarterly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>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 2020-2021 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 common assessments to inform and drive instruction and provide remediation as appropriate for students not meeting benchmarks</p>	<p>Weekly</p> <p>Daily</p> <p>End of each quarter/unit</p>	<p>Classroom Teachers, Reading Specialists, EL Teacher, Special Education Teachers, Administrators, Lead Teachers</p>	<p>Ongoing 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</p>

<p>maintained/improved in growth from the previous school year except for a dip among Hispanic students</p> <table border="1" data-bbox="86 391 367 613"> <thead> <tr> <th>Subgrp</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>93</td> <td>100</td> </tr> <tr> <td>Black</td> <td>100</td> <td>100</td> </tr> <tr> <td>Econ Dis</td> <td>33</td> <td>100</td> </tr> <tr> <td>EL</td> <td>50</td> <td>57</td> </tr> <tr> <td>SWD</td> <td>76</td> <td>84</td> </tr> <tr> <td>Hispanic</td> <td>100</td> <td>83</td> </tr> </tbody> </table>	Subgrp	2018	2019	Asian	93	100	Black	100	100	Econ Dis	33	100	EL	50	57	SWD	76	84	Hispanic	100	83	<p>ELL, Black, 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 2020-2021 Reading SOL SWD will have a pass rate of at least 84%</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 once back in person.</p> <p>Identify students most in need of additional reading support and provide services by Tuckahoe’s Reading Specialists.</p> <p>Schedule 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"> ● Leveled Literacy Intervention (LLI) ● Orton Gillingham ● Lexia <p>Shift to structured literacy model of instructional delivery</p>	<p>Ongoing</p> <p>Weekly</p> <p>Weekly, October through May</p> <p>Ongoing</p> <p>Quarterly</p> <p>Ongoing</p>		<p>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 adjustments as appropriate</p>
Subgrp	2018	2019																									
Asian	93	100																									
Black	100	100																									
Econ Dis	33	100																									
EL	50	57																									
SWD	76	84																									
Hispanic	100	83																									

<p>STUDENT WELL-BEING</p> <p>A priority for the school system is to create an equitable, safe, and inclusive environment for students, families, and staff, guided by the Office of Equity and Excellence</p>	<p>By the end of the 2020-2021 school year Tuckahoe will have formed an equity team designed to guide the work of equity and inclusiveness. The team will lead the work on a schoolwide equity-related project. All students will sign the No Place for Hate pledge.</p>	<p>Healthy, Safe, and Supported Students</p>	<p>Elicit staff interest in Equity Team participation</p> <p>Begin implementation of No Place for Hate program</p> <p>Students sign No Place for Hate pledge</p> <p>Schoolwide equity project</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>Fall</p> <p>February</p> <p>Second semester</p> <p>Second semester</p> <p>Weekly</p> <p>Ongoing</p>	<p>School Staff</p> <p>Counselors, teachers</p> <p>Equity Team</p> <p>School Staff</p> <p>School Staff</p>	<p>Equity Team meeting agendas</p> <p>Documented participation in No Place for Hate Program, lessons and student pledge</p> <p>Documented guidance lessons on inclusivity</p> <p>Schoolwide equity-related project</p> <p>EOY Student/staff survey</p>