



APS SCHOOL MANAGEMENT PLAN
SY: 2021-2022
Performance Priorities and Actions to be Taken to
Address Student Achievement and School Priorities

School: Tuckahoe

Principal: Mitch Pascal

PERFORMANCE PRIORITIES <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	ANNUAL PERFORMANCE SMART GOALS <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i>	ACTIONS TO PRIORITIES <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	TIMELINE FOR ACTIONS <i>List timeline for specific actions and strategies</i>	RESPONSIBLE PARTIES <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	RESULTS OF PROGRESS <i>List specific results on desired goals and outcomes</i>
<p>On the Beginning of Year Growth Assessment in math, 25% of students in grades 3-5 did not meet the benchmark for a score of High Basic.</p> <p>On the Beginning of Year Growth Assessment in reading, 13% of students in grades 3-5 did not meet the benchmark for a score of High Basic</p>	<p>By the end of the 2021-2022 school year these students will achieve at least high basic or low proficient scores.</p> <p>By the end of the 2021-2022 school year these students will achieve at least high basic or low proficient scores.</p>	<p>Student Academic Progress</p>	<p>Acceleration Plans:</p> <ul style="list-style-type: none"> ⦿ Plan instruction utilizing reframed APS curriculum documents that emphasize the most critical skills and knowledge for each course or grade level ⦿ Work in CLTs to plan meaningful and engaging instruction for all students with diverse learning needs ⦿ Prioritize the teaching of identified power standards which vertically align to the previous and next grade level. ⦿ Utilize scaffolding strategies to help students with diverse learning needs master the key concepts in grade-level content ⦿ Determine students' unfinished learning 	<p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Daily</p>	<p>Classroom teachers, special education teachers, reading specialists, math coach, EL Teacher, Gifted Resource Teacher, Administrators</p>	<p>CLT Minutes and intervention plans</p> <p>Weekly curriculum and data meetings to review student progress and develop intervention strategies</p> <p>Quarterly planning documents.</p> <p>Midyear countywide assessments</p> <p>EOY Growth Assessments</p>	

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			<p>and identify any learning gaps through the use of assessments (Ex: ELA will assess students’ foundational reading skills using DIBELS)</p> <ul style="list-style-type: none"> ⊙ Provide targeted interventions to address significant learning gaps ⊙ Gather formative data to gauge students’ understanding and use it to inform ongoing planning with collaborative teams ⊙ Monitor student progress and provide modifications and supports based on results ⊙ Provide targeted, explicit, and specially designed instruction to SWD 	<p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p> <p>Daily</p>			

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<p>Over the last couple of years the average growth in MI scores has been 50 points</p>			<p>DIBELS.</p> <p>Quarterly planning meetings with instructional coaches, staff, and administration to address and review power standards</p> <p>Targeted Intervention Programs to support students below grade level.</p> <p>Use district math assessments and common assessments to inform instruction and remediation to meet the needs of all students.</p> <p>Use of math coach in grade level classrooms to help support the implementation of the math workshop format in all grades.</p> <p>.</p>	<p>Quarterly</p> <p>Weekly</p> <p>Quarterly/Ongoing</p> <p>Ongoing</p>			

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<p>Qualitative/anecdotal data indicates students will need additional social and emotional support based on the impact of pandemic learning. The qualitative data indicates that students will need support in the areas of emotional regulation, and behavioral support during the 2021 – 2022 academic year.</p>	<p>By the end of the 2021-22 school year, students will self-report that they have at least one coping strategy or tool to self-regulate to a calm state when feeling dysregulated.</p>	<p>Climate</p>	<p>Created dedicated morning meeting time for all grade levels to allow students time to discuss concerns/feelings about school and home.</p> <p>Staff will dedicate time during morning meeting to deliver zones of regulation curriculum</p> <p>Display ZONES of Regulation posters</p> <p>Survey students to identify coping strategies for emotional regulation</p> <p>Counselor lessons on emotional regulation and coping strategies</p> <p>Book list and other resources about social emotional supports provided to teachers</p> <p>Use of Sensory/Cool Down Room</p> <p>News at Nine Mindful Minute segment</p> <p>Digital Citizenship Curriculum</p>	<p>Daily</p> <p>Ongoing</p> <p>Ongoing</p> <p>Winter/Spring</p> <p>Twice/Month</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p>	<p>Classroom teachers, counselors, administrators, Tuckahoe Lead Teacher Team</p>	<p>Counselor referrals</p> <p>Office Behavior Referrals</p> <p>Referrals to Student Support Team</p> <p>Spring survey data</p>	

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<p>During the 2020-21 school year Tuckahoe created an Equity Team and attempted No Place for Hate designation.</p>	<p>As part of the Equity work during the 2021-22 school year: Tuckahoe will</p> <ul style="list-style-type: none"> maintain an Equity Team comprised of various stakeholders achieve No Place for Hate designation have the Equity Team provide two professional learning opportunities for staff around identity, self-reflection and growth for equity 	<p>Leadership Climate Communication and Community Relations</p>	<p>Involve students in No Place for Hate activities</p> <p>Equity team meets monthly</p> <p>Identify and provide articles/TED Talks for staff development</p> <p>Collaborate with PTA DEI Committee</p> <p>Provide staff with multicultural book list</p> <p>Incorporation of Monthly Heroes Board</p>	<p>Ongoing throughout year</p> <p>Monthly</p> <p>Winter/Spring</p> <p>Ongoing</p> <p>Winter</p> <p>Monthly</p>	<p>Equity team members, administrators, counselors, librarian, staff</p>	<p>Equity team schedule and minutes</p> <p>Completed multicultural book list</p> <p>Staff PD sessions</p> <p>No Place for Hate projects</p>	

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