

Bay District Schools

Tyndall Elementary School



2015-16 School Improvement Plan

Tyndall Elementary School

7800 TYNDALL PKWY, Tyndall Afb, FL 32403

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	35%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Tyndall Elementary School is to instill in our students a love of learning by challenging, nurturing and guiding them to achieve their maximum potential as critical thinkers, lifelong learners, and model citizens.

Our motto is "T.E.S.-Taking Education Seriously.....NO EXCUSES!"

Provide the school's vision statement

Employees of Tyndall Elementary envision a school where all stakeholders work together to ensure success of all students. The faculty and staff are supportive and respectful of each other and hold high expectations for themselves and students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of each school year teachers call and introduce themselves to parents and invite them to the grade level orientation.

Teachers do a variety of activities the first weeks of school to get to know their students and families well.

PTO hosts an open house in September for all parents and students that begins with a dinner and continues with the visiting of classrooms.

Guidance provides a program called "Little Troopers" for students with deployed family members.

Students who have ELL status are identified quickly at registration and both technological and human resources are put into place to build communication and relationships as needed.

Teachers strive to conference at regular intervals to communicate with our stakeholders

As cultures are introduced in class, various celebrations are held (Hispanic Heritage/Black History)

Describe how the school creates an environment where students feel safe and respected before, during and after school

Security Forces personnel from TAFB regularly monitor and patrol the campus

The BDS Safety officer is available when requested

We have 3 gates that are supervised during drop off and pick up

Gates to the front and back of school are locked at 7:20

Visitors must sign in through one entrance during school hours

Visitors must sign in through a RAPTOR security system that does a sexual predator check

Students are only released to individuals that are identified in our school FOCUS data system

Students are loaded individually on buses by teachers using a color coded system

Regular safety drills (tornado, fire and lockdown) are conducted

We are a Positive Behavior Support school and the school expectations described below in part c. apply to children and adults alike.

Guidance counselors do regular bullying lessons in the classrooms and discuss reporting

Afterschool activities are provided by the special area teachers, and other grade levels throughout the year.

The school website features FriendWatch, where students may report bullying anonymously

IRIS alerts are sent from administration to alert stakeholders of safety concerns
Safety concerns (traffic, etc.) are discussed in monthly newsletters and weekly teacher newsletters

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The schoolwide behavioral system is based on the acronym SOAR. SOAR stands for S-Safety, O-Owning Choices, A-Actively engaged, and R-Respectful. It is a positive behavior system that is seamless throughout the school community (classroom, special areas, cafeteria, hallways, and bathrooms). As a reminder to students, posters with these expectations are located around the campus. All personnel have been trained in this behavioral system to keep it consistent. Rewards are in place for meeting these expectations daily, weekly, and quarterly. Students who have not met these expectations are provided with a character education lesson. The Bay District Schools Discipline matrix is referenced when making decisions about appropriate consequences for inappropriate behavior to ensure safety and consistency in the learning environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social-emotional needs for students are being met through counseling and mentoring. The guidance counselors provide monthly lessons in each classroom that educate students about the definition of bullying and the prevention of bullying. They keep open doors for students and teachers when guidance is needed. The school houses two Military Family Life Counselors (MFLC). These counselors are available each day to assist military students with the various challenges they face. All staff members strive to be positive examples and show support to our students on a daily basis.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We are provided with a report that provides the requested information. If a child has extended tardies or absences, we contact the parent to make them aware of our concern. If the situation does not improve, we then have a conference to discuss the situation and create opportunities for improvement, or a plan to help at home. Parents of students that are suspended are notified and come in for a conference with administration prior to returning to school.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	9	13	4	9	5	51
One or more suspensions	3	0	0	1	0	0	4
Course failure in ELA or Math	23	15	30	32	4	14	118
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	7	1	1	1	3	13

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

MTSS: Teachers present students not meeting grade level expectations to the MTSS committee during weekly meetings during their planning time. The team discusses student performance, academic needs, and possible reasons for exhibited difficulties. An intervention plan is then developed using scientifically research based approved programs and strategies at Tier 2 and Tier 3 levels as appropriate. Progress is monitored biweekly for Tier 2 or weekly for Tier 3. In addition to teachers providing direct instruction, paraprofessionals deliver specific interventions, and computer based programs offer students practice and instruction. An MTSS committee meets monthly to monitor the progress of all active MTSS plans to ensure that the plans and progress monitoring are being done with fidelity. Recommendations are made to the teacher of record as a result of the audit.

ESE: When deemed necessary, students are offered special education services through an individual education plan in order to close achievement gaps. Services are provided in self-contained ESE classes or in inclusion classes where ESE teachers push in to provide instruction.

504 Plans: For students not identified for ESE services, but needing additional support to close achievement gaps, specific plans under 504 are developed to establish accommodations and interventions needed for the student to be successful.

ELL: Students whose primary language is not English, and who qualify, are provided an ELL plan that stipulates the supports and instructional tools that are to be provided to develop their English language skills for both social and academic needs.

PLC: Teachers work in professional learning communities to analyze student performance data, identify areas of need, and plan appropriate instruction to provide intervention where necessary. This work occurs during weekly grade level PLC meetings, and content area PLC meetings. Common assessments are used to identify areas of student strength and weakness. Classroom teaching strategies and best practice are discussed in regard to the data. The common assessments are given in the format of the new FSA with multiple choice, multi-select items, tables, etc. We also are trying to teach and assess at the same level of rigor in our classrooms with at least 60-80% of our instruction at the DOK Level 2.

Progress monitoring: Administration regularly reviews weekly lesson plans submitted by teachers that reference differentiation and interventions provided for specific students. Classroom learning walks are conducted to monitor instruction and student learning. Administration also monitors grade book grades for all classes and discusses areas of concern with teachers on an individual basis or grade level as needed. Plans for improvement are established and resources allocated to teachers in need via district level instructional coaches or supplemental materials that are available. Students are regularly progress monitoring themselves (fluency, scales) and teachers review the data from monitoring to determine interventions for weekly instruction.

ELA and Math Instructional Specialists: Staff training specialists on campus for math or ELA every other week provide professional development to teachers to educate them in resources available to support student instruction as well as observe and model in our classrooms. Examples include but are not limited to are writing support through ReadWorks.org and MFAS through Florida CPalms.

Deliberate Practice: Deliberate Practice plans are created by each teacher focusing on an area of need among their PLC as reflected in ongoing assessment data. These mini action research plans include a specific teaching/learning strategy that teachers employ in their regular instruction. Student achievement is monitored throughout the process and course corrections are made as necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Orientations to welcome families and students
Open House to show parents what is happening in classrooms
Various family content area enrichment nights
TSAC (Tyndall School Advisory Council) to discuss school concerns and school data
Parent Teacher Organization (PTO) to discuss school fundraisers, data, and issues
Performances to encourage the Arts at TES
Parent-Teacher Conferences including phone calls and emails to discuss student progress
Book Fair to encourage and support at home reading
Beginning of school year phone calls to introduce teachers to parents

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Mentors from the community
Volunteers from the community in the classrooms, Media Center, and cafeteria
Base squadrons that assist with clean up, painting, and maintenance as needed
PTO collaboration that supplies various resources for our students, parents, and teachers
Squadrons providing classroom support

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Ross, Susan	Principal
Dehner, Carolyn	Assistant Principal
Fabie, Monica	Teacher, K-12
Whiting, Wendy	Teacher, K-12
Olson, Nicole	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Susan Ross (Principal) and Carolyn Dehner (Assistant Administrator): Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS as well as enrichment, conduct assessment of teaching skills of school staff, ensure implementation of intervention and enrichment support and documentation, ensure adequate professional development to support academic implementation, and communicate with parents regarding school plans and activities.

Monica Fabie serves as our ELA content chair. She leads the ELA PLC and conducts monthly meetings for the team and shares resources with the staff.

Brittney Bailey serves as our science and social studies content area chair. She leads the science and social studies team and shares resources with the staff.

Wendy Whiting and Deborah Carey-Burkett serve as teaching framework co-chairs. They provide resources and professional development for our staff.

Nicole Olson and Cindy Daniels serve as our PBS co-chairs. They lead monthly meetings and provide resources for their team.

Shannan Crispen, Theresa Brown, Deborah Carey-Burkett, Rosemary Jones, Lisa Ammerman, and Julie Koss serve as our grade level chairs. They lead grade level weekly PLC meetings and provide resources for their team. They lead the creation of common assessments for the grade level and come to administration with any educational needs.

Wendy Whiting serves as our special area chair. She leads PLC weekly meetings and provides resources for their team.

Renee Combs serves as ESE grade chair. She leads monthly meetings and provide resources for their team.

Karetta Monette (School Psychologist): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Kim Iferd and Lindsey Money (Speech Language Pathologists): Educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

All Regular Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

(MTSS Coach): Identifies and analyzes existing literature on scientifically based curriculum and behavior assessment and intervention approaches. Identifies appropriate, evidence-based intervention strategies; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Jennifer Mullen and Mike Guthrie (ESE Teachers): Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Sonia Herrin and Lindsay Steindorf (Guidance): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Administration tracks FOCUS gradebook grades and attendance for students using the FOCUS database.

The Enrich program helps with student progress monitoring for those in the MTSS process.

Lesson plans are reviewed weekly for small group differentiation and academic focus.

The FOCUS database is also used to record discipline referrals. Data is shared monthly with teachers and the PBS school based committee reviews it to identify school wide as well as small group and individual needs.

Tyndall is not a designated Title 1 school therefore Title 1 funds are unavailable. However, district personnel who are supported through other funds respond when called upon to support families who are homeless or in need of social services. Guidance conducts lessons to all classes regarding bully prevention and Positive Behavior Support initiatives set school wide expectations and promote a non-violent, respectful learning environment. The contracted school food service provides meals that meet government nutritional guidelines. Visual displays in the serving area contribute to student understanding of food groups and nutrition for a healthy life style. Funds allocated to Bay District as a whole are used to provide equal access to learning for all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alexia Larry	Parent
Jessica Carrier	Parent
Juliet Cade	Parent
Susan Ross	Principal
Dionne Dunton	Parent
Tamera Marler	Business/Community
Matt Kuhl	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our SAC is involved in the review of our SIP and provides input about our goals. We review current data from NWEA MAP and other monitoring assessments throughout the year and discuss current events and concerns in an open forum.

Development of this school improvement plan

Our school improvement team, which consists of all grade level and content area chairs came together to review our school data, developed SMART goals for the upcoming year as well as strategies to address our goals.

Preparation of the school's annual budget and plan

When planning for the budget for the current year, last year's allocation was reviewed. Instructional units and needs were identified, then the budget was made accordingly.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Ross, Susan	Principal
Dehner, Carolyn	Assistant Principal
Fabie, Monica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Implement with fidelity the Florida State Standards.

Actively participates in statewide programs such as Just Read, Florida.

Support during implementation of Wonders series; professional development and instructional needs, etc.

ELA Coach, Jennifer Miller, can serve as support with lesson planning, assisting in creation of common activities with rigor, modeling in classrooms, co-teaching lessons, offering feedback on writing assessments, and data analysis.

Pilot teachers for Writing to Text and Dr. Gentry's Core of Writing/6 Traits

Participates in Bay Writes

Vertical alignment of ELA standards

Weekly and monthly PLC Time for grade level collaboration

Implementation of Fisher and Frey complex text/close reading strategies

Supports grade levels/individuals in building library of Close Reading Units with appropriate text complexity

Supports grade levels/individuals in creating and implementing common literacy activities and increasing levels of cognitive rigor

Conduct Learning Walks; Modeling in the Classroom for Reading /Writing Instruction

Implement KAGAN or CRISS strategies within reading and writing.

Supports grade levels/individuals in creating, implementing, and analyzing data derived from Common Assessments in order to drive instruction

Teachers calibrate/score writing samples together in an effort to analyze data and drive instruction

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

As an active Professional Learning Community, our teachers have dedicated time weekly to plan together and develop a dedicated, viable curriculum as well as an extended session monthly dedicated to review of student data and development of common assessments. Teachers work in professional

learning communities to analyze student performance data, identify areas of need and enrichment, and plan appropriate instruction to provide intervention where necessary. This work occurs during weekly grade level meetings and content area PLC meetings held monthly. Common assessments are used to identify areas of student strength and weakness. Classroom teaching strategies and best practice are discussed in regard to the data. The common assessments are given in the format of the new FSA with multiple choice, multi-select items, tables, etc for intermediate grade levels. We also are trying to teach and assess at the same level of rigor in our classrooms with at least 60-80% of our instruction at the DOK Level 2.

Vertical alignment meetings are also held to inform teachers of where students should be by the end of the year, and also to provide expectations of the following years' focus.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Extensive review of candidates through Searchsoft program by administration.
Team interviews are done with the SBLT, grade level members, and administration.
Support is provided by administration and grade/content area groups.
Teacher mentor program is provided to new teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers to Tyndall are mentored by their grade level chair (who is an experienced teacher that has been at Tyndall in that grade level previously) or other peer identified by administration.
New teachers to Tyndall meet for induction and training with administration.
New teachers must complete specific staff development (Reading and Math frameworks, Danielson)
New teachers complete a formative observation cycle, receiving feedback about classroom practices.
New teachers are given the opportunity to work with a district/school coach to provide assistance with the district expectations, guidelines, and requirements.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Tyndall utilizes grade level PLC's to align instruction with Florida's Standards through collaborative lesson plan development and creation of common assessments based on Florida State Standards. Tyndall uses CPALMS and other research based resources to supplement the core materials which provides formative assessments, lessons, differentiated tasks and instructional implications which are all based on Florida State Standards.

Tyndall uses district representatives in the core areas as a resource for aligning instruction to Florida State Standards.

New teachers are trained in reading and math frameworks which are aligned with Florida State Standards.

All Tyndall teachers attended summer in-service training.

Staff development was provided with training for Webb's Depth of Knowledge and implementation in the classroom as it relates to Florida State Standards.

All teachers received course descriptions of Florida Standards.

Administrators review teacher lesson plans on a weekly basis to ensure alignment with standards.

Learning objectives and standards are posted in classrooms.

State approved, district provided curriculum and materials.
New teacher induction program ensures teachers are properly trained in aligning their instructional programs and materials to Florida State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Curriculum is taught in multiple settings such as whole group and small groups. Students receive MTSS intervention in Tier II and Tier III when struggling with specific skills. Students work in an individual/small group setting to be retaught and reassessed when not mastering the content as demonstrated through assessments. Students are enriched through content, process, or product when they have mastered a concept and are ready to achieve deeper understanding of the concept.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Make direct contact with families by phone, email, agenda, conferences, or at community activities in order to share grade-level expectations and school contact information.

Host open house or pre-enrollment classroom visits for parents and children in order for them to gain experience in what the school day is like.

Host parent orientation sessions off the school grounds at community venues to provide family members with forms and insights to help children transition to the next grade level.

Fifth grade students are provided with the opportunity to visit a middle school to assist in their future transition.

Provide helpful pamphlets for families on what the school will expect of them and tips on things they can do at home to prepare their children for school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Community partners (Tyndall Air Force Base, Gulf Power, etc.) support the instructional program by providing supplemental lessons and materials to our students in the areas of fire safety, energy conservation, recycling, environmental needs, and healthy life styles. This affords our students the opportunity to learn about the skills needed and the career possibilities in these fields.

A Paraprofessional has been designated to deliver Science Lessons through hands on experiences aligning activities to Florida State Standards.

Another science related activity is provided by The Science Brothers who are engineers from Naval Support Activity Panama City.

Community business personnel of Junior Achievement of Bay County conduct a full day of lessons with fifth grade students geared toward leveling resources, STEM opportunities, entrepreneurship, etc.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Tyndall Elementary continues implementation of Professional Learning Communities and focuses on student cognitive engagement, then proficiency will increase in all subject areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Tyndall Elementary continues implementation of Professional Learning Communities and focuses on student cognitive engagement, then proficiency will increase in all subject areas. 1a

G071542

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
FSA English Language Arts - Achievement	80.0
AMO Math - All Students	
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- Dedicated Time for Leadership and Grade Level Teams (Beginning Summer 2015)
- Dedicated Weekly Focused Grade Level Time
- Dedicated weekly PLC Time
- Kagan Training
- SAM (Structure of the Month Meeting)
- Kagan Coaching Visits
- Learning by Doing Book Study
- Learning Walks
- Fisher and Frey professional development with respect to close and critical reading.
- Math and ELA coaches along with grade level liaisons for both math and ELA at each grade level.

Targeted Barriers to Achieving the Goal 3

- Time (Length of School Day)
- Teacher Buy-in

Plan to Monitor Progress Toward G1. 8

Classroom Walkthrough Data

Person Responsible

Susan Ross

Schedule

Weekly, from 8/18/2015 to 5/23/2016

Evidence of Completion

Google Classroom Walkthrough Data Form

Plan to Monitor Progress Toward G1. 8

MAP Assessment

Person Responsible

Susan Ross

Schedule

Triannually, from 8/18/2015 to 6/1/2016

Evidence of Completion

MAP assessment data from baseline compared to mid-year and end of year

Plan to Monitor Progress Toward G1. 8

Common Assessments

Person Responsible

Susan Ross

Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Common Assessment Item Analysis

Plan to Monitor Progress Toward G1. 8

PLC meeting minutes

Person Responsible

Susan Ross

Schedule

Weekly, from 9/23/2015 to 6/1/2016

Evidence of Completion

Meeting minutes will reflect the the progress of each professional learning group as they implement the instructional cycle in their efforts to provide a guaranteed and viable curriculum.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Tyndall Elementary continues implementation of Professional Learning Communities and focuses on student cognitive engagement, then proficiency will increase in all subject areas. **1**

 G071542

G1.B3 Teacher Buy-in **2**

 B186465

G1.B3.S1 Building capacity of Grade Level and Content Leaders **4**

 S197854

Strategy Rationale

By building capacity of Grade Level and Content Leaders this enables collaboration and instills ownership of the school mission, vision, and goals. We will work to build every stakeholder's capacity by first building capacity of leadership.

Action Step 1 **5**

Identified Teachers for Grade Level and Content Chairs with capacity for leadership

Person Responsible

Susan Ross

Schedule

On 8/7/2015

Evidence of Completion

Job Descriptions and List of Identified Teachers for Grade Level and Content Chairs with capacity for leadership

Action Step 2 5

Summer Leadership Team Pre-Planning

Person Responsible

Susan Ross

Schedule

On 7/29/2015

Evidence of Completion

Agenda, Minutes

Action Step 3 5

Grade Level Summer Planning (Set Norms, Plan for Year, etc)

Person Responsible

Susan Ross

Schedule

On 8/13/2015

Evidence of Completion

Sign-in Sheets, Agendas, Meeting Notes

Action Step 4 5

Leadership Team Presented at Inservice

Person Responsible

Susan Ross

Schedule

On 8/12/2015

Evidence of Completion

Sign-in Sheets and Agendas

Action Step 5 5

Monthly Leadership Team Meetings

Person Responsible

Susan Ross

Schedule

Monthly, from 7/29/2015 to 6/1/2016

Evidence of Completion

Agenda and Minutes with Established Norms

Action Step 6 5

Weekly PLC Meetings with assigned Roles and Responsibilities

Person Responsible

Susan Ross

Schedule

Weekly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Agenda and Minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration participates in and monitors Leadership Team/Grade Level/Content Area Meetings

Person Responsible

Susan Ross

Schedule

Weekly, from 8/19/2014 to 6/10/2015

Evidence of Completion

Agenda, Minutes, and Administrative Observation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PLC Work Samples and Classroom Walkthroughs

Person Responsible

Susan Ross

Schedule

Weekly, from 8/19/2014 to 6/10/2015

Evidence of Completion

PLC Work Samples, Classroom Walk-through Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Lesson Plan

Person Responsible

Susan Ross

Schedule

Weekly, from 8/19/2014 to 6/10/2015

Evidence of Completion

Feedback provided to teachers based on Lesson Plans submitted

G1.B3.S2 Building capacity of Tyndall Teachers to cognitively engage all students 4

S197855

Strategy Rationale

By building capacity for teachers to engage student's cognitively, teachers are able to encourage students to interact with rigorous tasks and instruction.

Action Step 1 5

Sent selected teachers to cooperative learning professional development

Person Responsible

Susan Ross

Schedule

On 7/16/2015

Evidence of Completion

classroom practice

Action Step 2 5

administration attended professional development on cooperative learning

Person Responsible

Carolyn Dehner

Schedule

On 7/16/2015

Evidence of Completion

use of learned strategies in teacher inservice

Action Step 3 5

Monitoring engagement strategies in classroom walkthroughs

Person Responsible

Susan Ross

Schedule

Daily, from 8/18/2015 to 6/5/2016

Evidence of Completion

Template is provided with feedback after every CWT

Action Step 4 5

lesson plans specify what engagement strategies are being used in the classroom

Person Responsible

Susan Ross

Schedule

Weekly, from 8/18/2015 to 6/5/2016

Evidence of Completion

weekly review of lesson plans by administration

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Identified Teachers for Grade Level and Content Chairs with capacity for leadership	Ross, Susan	6/25/2015	Job Descriptions and List of Identified Teachers for Grade Level and Content Chairs with capacity for leadership	8/7/2015 one-time
G1.B3.S2.A1	Sent selected teachers to cooperative learning professional development	Ross, Susan	7/13/2015	classroom practice	7/16/2015 one-time
G1.B3.S1.A2	Summer Leadership Team Pre-Planning	Ross, Susan	7/29/2015	Agenda, Minutes	7/29/2015 one-time
G1.B3.S2.A2	administration attended professional development on cooperative learning	Dehner, Carolyn	7/13/2015	use of learned strategies in teacher inservice	7/16/2015 one-time
G1.B3.S1.A3	Grade Level Summer Planning (Set Norms, Plan for Year, etc)	Ross, Susan	7/1/2015	Sign-in Sheets, Agendas, Meeting Notes	8/13/2015 one-time
G1.B3.S2.A3	Monitoring engagement strategies in classroom walkthroughs	Ross, Susan	8/18/2015	Template is provided with feedback after every CWT	6/5/2016 daily
G1.B3.S1.A4	Leadership Team Presented at Inservice	Ross, Susan	8/11/2015	Sign-in Sheets and Agendas	8/12/2015 one-time
G1.B3.S2.A4	lesson plans specify what engagement strategies are being used in the classroom	Ross, Susan	8/18/2015	weekly review of lesson plans by administration	6/5/2016 weekly
G1.B3.S1.A5	Monthly Leadership Team Meetings	Ross, Susan	7/29/2015	Agenda and Minutes with Established Norms	6/1/2016 monthly
G1.B3.S1.A6	Weekly PLC Meetings with assigned Roles and Responsibilities	Ross, Susan	8/24/2015	Agenda and Minutes	7/1/2016 weekly
G1.MA1	Classroom Walkthrough Data	Ross, Susan	8/18/2015	Google Classroom Walkthrough Data Form	5/23/2016 weekly
G1.MA2	MAP Assessment	Ross, Susan	8/18/2015	MAP assessment data from baseline compared to mid-year and end of year	6/1/2016 triannually
G1.MA3	Common Assessments	Ross, Susan	8/18/2015	Common Assessment Item Analysis	6/1/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA4	PLC meeting minutes	Ross, Susan	9/23/2015	Meeting minutes will reflect the progress of each professional learning group as they implement the instructional cycle in their efforts to provide a guaranteed and viable curriculum.	6/1/2016 weekly
G1.B3.S1.MA1	PLC Work Samples and Classroom Walkthroughs	Ross, Susan	8/19/2014	PLC Work Samples, Classroom Walkthrough Data	6/10/2015 weekly
G1.B3.S1.MA3	Lesson Plan	Ross, Susan	8/19/2014	Feedback provided to teachers based on Lesson Plans submitted	6/10/2015 weekly
G1.B3.S1.MA1	Administration participates in and monitors Leadership Team/Grade Level/Content Area Meetings	Ross, Susan	8/19/2014	Agenda, Minutes, and Administrative Observation	6/10/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Tyndall Elementary continues implementation of Professional Learning Communities and focuses on student cognitive engagement, then proficiency will increase in all subject areas.

G1.B3 Teacher Buy-in

G1.B3.S1 Building capacity of Grade Level and Content Leaders

PD Opportunity 1

Summer Leadership Team Pre-Planning

Facilitator

Susan Ross

Participants

List of Identified Teachers for Grade Level and Content Chairs with capacity for leadership

Schedule

On 7/29/2015

PD Opportunity 2

Grade Level Summer Planning (Set Norms, Plan for Year, etc)

Facilitator

Grade Level Chairs

Participants

All Teachers

Schedule

On 8/13/2015

PD Opportunity 3

Leadership Team Presented at Inservice

Facilitator

Leadership Team

Participants

All Teachers

Schedule

On 8/12/2015

PD Opportunity 4

Monthly Leadership Team Meetings

Facilitator

Shared Responsibility in Content

Participants

Leadership Team

Schedule

Monthly, from 7/29/2015 to 6/1/2016

G1.B3.S2 Building capacity of Tyndall Teachers to cognitively engage all students

PD Opportunity 1

Sent selected teachers to cooperative learning professional development

Facilitator

KAGAN

Participants

selected teachers that applied

Schedule

On 7/16/2015

PD Opportunity 2

administration attended professional development on cooperative learning

Facilitator

KAGAN

Participants

Tyndall administration

Schedule

On 7/16/2015

PD Opportunity 3

Monitoring engagement strategies in classroom walkthroughs

Facilitator

S. Ross and C. Dehner

Participants

teachers

Schedule

Daily, from 8/18/2015 to 6/5/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B3.S1.A1	Identified Teachers for Grade Level and Content Chairs with capacity for leadership				\$0.00
2	G1.B3.S1.A2	Summer Leadership Team Pre-Planning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0501 - Tyndall Elementary School	General Fund		\$0.00
<i>Notes: Stipends</i>						
3	G1.B3.S1.A3	Grade Level Summer Planning (Set Norms, Plan for Year, etc)				\$2,194.33
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0501 - Tyndall Elementary School	General Fund		\$2,194.33
4	G1.B3.S1.A4	Leadership Team Presented at Inservice				\$0.00
5	G1.B3.S1.A5	Monthly Leadership Team Meetings				\$0.00
6	G1.B3.S1.A6	Weekly PLC Meetings with assigned Roles and Responsibilities				\$0.00
7	G1.B3.S2.A1	Sent selected teachers to cooperative learning professional development				\$7,759.41
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0501 - Tyndall Elementary School			\$7,759.41
8	G1.B3.S2.A2	administration attended professional development on cooperative learning				\$0.00
9	G1.B3.S2.A3	Monitoring engagement strategies in classroom walkthroughs				\$0.00
10	G1.B3.S2.A4	lesson plans specify what engagement strategies are being used in the classroom				\$0.00
					Total:	\$9,953.74