# Tyndall Academy



## 2016-17 Schoolwide Improvement Plan

# Tyndall Academy

## 7800 TYNDALL PKWY, Tyndall Afb, FL 32403

### [ no web address on file ]

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2015-16 Title I School** | **2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Combination School PK-8 | No | 41% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 44% |

## School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | A | A* | A | |

*\*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 a monitoring status of "Former F" (see page 4). 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.

## Table of Contents

# 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Tyndall Academy

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northwest - Rachel Heide | Not In DA - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. 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!"

#### b. 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.

### 2. School Environment

#### a. 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 such as class building exercises, interest inventories, learning style surveys, parent questionnaires, and baseline assessments 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 military dependent 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 with our parents and other stakeholders.
As cultures are introduced in class, various celebrations are held (Hispanic Heritage/Black History). Representatives are invited to come to classrooms to share with our students about their heritage and culture.

#### b. 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.
Staff are posted at various point around campus to greet and supervise students each morning as they arrive.
Students are loaded individually on buses by teachers using a color coded system.
Regular safety drills (tornado, fire and lock down ) are conducted throughout the year.
We are a Positive Behavior Support school and the school expectations described below in part c.

apply to children and adults alike.

Guidance counselors conduct classroom lessons about bullying and discuss reporting and appropriate strategies to respond to bullying type behavior.

After school 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.

Car tags are issued to those parents that pick up students in line and are run though a check in the online program to ensure that they are on the pick up list.

**c. 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 school wide 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, bathrooms, and buses). 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 additional learning opportunities. We have specific ICUs for individuals, classrooms, cafeteria as well as the bus.

A school based PBS team consisting of teachers from across all grade levels meets monthly to review discipline data, identify problem areas, develop an action to address those problem areas, and plan rewards and school wide celebrations for appropriate behavior. We have a flow chart addressing what should be addressed in the classroom as opposed to what should be addressed by administration.

Special Area teachers have coordinated common phrases and chants to gain and maintain student attention. In addition, they include a monthly focus on particular character traits which immerse students in the concepts and expectations. This focused effort builds continuity for the school and is shared with classroom teachers so that they may employ the same strategies in the classroom.

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.

**d. 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 though 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.

Teachers seek support of guidance and administration when individual student needs are outside the norm. The MTSS team meets regularly to address concerns about individual students to ensure that all of their needs are being met.

District personnel are available to assist with academic and behavioral suggestions and development of plans when needed.

Adult mentors are paired up with students based on need and often come from the military community.
All staff members strive to be positive examples and show support to our students on a daily basis.

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

### a. 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 extensive 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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 9 | 8 | 9 | 8 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 2 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

### c. 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, learning goal scales) and teachers review the data from monitoring to determine interventions for weekly instruction.

ELA and Math Instructional Specialists: Staff training specialists are on campus for math or ELA every other week. They 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 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.

Teachers designated as Category 1 or 2 for the Teacher Appraisal system are required to develop student performance objectives that are derived from early warning reports and other data. These objectives are developed and reviewed with administration.

## B. Family and Community Engagement

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).

**1. 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).

**a. Will the school use its PIP to satisfy this question?**

No

*1. PIP Link*

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

### 2. 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 Fairs to encourage and support at home reading
Beginning of school year phone calls to introduce teachers to parents
MFLC presentations for parents
Online gradebook is always available to parents
Daily attendance calls are made in the event of absences

**2. 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
Church assistance for food and classroom resources for students
Student Council raising funds for community

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
|---|---|
| Ross, Susan | Principal |
| Dehner, Carolyn | Assistant Principal |
| Whiting, Wendy | Instructional Media |
| Olson, Nicole | Teacher, K-12 |
| Strayhorn, Kayla | Teacher, K-12 |

#### b. Duties

#### 1. 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.

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.

Rebecca Kevern, Theresa Brown, Deborah Carey-Burkett, Amber Siler, Beverly Smigielski, and Brittney Bailey serve as our grade level liaisons. 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, our Media Specialist, 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, Leigh Sayers, 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 I, 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 Renee Combs (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.

Jennifer Caldwell and Lindsay Steindorf: Lead our guidance program, lead assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

***2. 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.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
|---|---|
| Mark Carrier | Parent |
| Juliet Cade | Parent |
| Susan Ross | Principal |
| Wendy Whiting | Teacher |
| Tamera Marler | Business/Community |
| Matt Kuhl | Parent |

### b. Duties

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

*a. 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.

*b. 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.

*c. 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.

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

N/A

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

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

### 3. Literacy Leadership Team (LLT)

**a. Membership**
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|---|---|
| Ross, Susan | Principal |
| Dehner, Carolyn | Assistant Principal |
| Cote, Stephanie | Teacher, K-12 |
| Strayhorn, Kayla | Teacher, K-12 |
| Whiting, Wendy | |

**b. Duties**

***1. Describe how the LLT or similar group promotes literacy within the school, if applicable.***

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
Grade level liaisons attend quarterly meetings with the district lead and brings back information to share within the PLC
Battle of The Books-competitions between each 4th grade classroom for review of Sunshine State reader knowledge, The top class competes at the district level as well.
The Media Specialist highlights top AR readers schoolwide.
Various activities for Celebrate Literacy week

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

## D. 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).

### 1. 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 practices 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.

### 2. 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Tyndall utilizes grade level PLCs 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, standards, and progression scales for 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.

### b. Instructional Strategies

*1. 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 interventions in Tier II and Tier III when struggling with specific skills. Teachers attend to the needs of those students with 504s, ELL plans, EPs, and IEPs by ensuring their required accommodations are being provided.
Before summative assessments are given to students, teachers provide multiple formative assessments to gauge student learning and guide instruction.
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.

*2. 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*

## 2. Student Transition and Readiness

### a. 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).

#### 1. 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.
Kindergarten classes begin the school year with a staggered start - half of the students participate in one full day of school which allows for the second half to participate in one full day the following day before all students attend together.

### b. College and Career Readiness

#### 1. 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.
All students are provided a planner to help learn organization and planning skills.

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

N/A

#### 3. 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

#### 4. 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

# II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

Strengths: Students in teh lowest 25% for math saw large gains (67%)
Needs: ELA achievements levels are lower than math. MAP data supports this, but school averages are above the district and nation.

## B. 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"Â? 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.

## C. Strategic Goals

# 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

🔍 G083268

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 77.0 |
| FSA Mathematics Achievement | 83.0 |
| AMO Reading - All Students | |
| AMO Math - All Students | |

## Targeted Barriers to Achieving the Goal 3

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

## Resources Available to Help Reduce or Eliminate the Barriers 2

- Dedicated Time for Leadership and Grade Level Teams
- Dedicated weekly PLC Time
- Kagan Training
- SAM (Structure of the Month Meeting)
- Kagan Coaching Visits
- Learning by Doing Book Study
- Learning Walks
- Math and ELA coaches along with grade level liaisons for both math and ELA at each grade level.

## Plan to Monitor Progress Toward G1. 8

Classroom Walkthrough Data

### Person Responsible
Susan Ross

### Schedule
Weekly, from 8/18/2016 to 5/23/2017

### *Evidence of Completion*
Google Classroom Walkthrough Data Form

**Plan to Monitor Progress Toward G1.** 8

MAP Assessment

**Person Responsible**
Susan Ross

**Schedule**
Triannually, from 8/18/2016 to 6/1/2017

*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 8/18/2016 to 6/1/2017

*Evidence of Completion*
Common Assessment Item Analysis

**Plan to Monitor Progress Toward G1.** 8

PLC meeting minutes

**Person Responsible**
Susan Ross

**Schedule**
Weekly, from 9/23/2016 to 6/1/2017

*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

🔍 G083268

**G1.B1** Time (Length of School Day) 2

🔍 B220674

**G1.B1.S1** Addition of four PLC days designated during the year and weekly after- school PLC meetings. 4

🔍 S232990

### Strategy Rationale

The dedication of time for the PLC process will allow teachers to plan, analyze, and discuss data as well as to cooperatively plan instructional units that raise the level of student cognitive engagement.

**Action Step 1** 5

Continuation of four PLC days throughout the school year.

**Person Responsible**

Susan Ross

**Schedule**

Monthly, from 9/21/2016 to 2/15/2017

*Evidence of Completion*

PLC meeting minutes

**Action Step 2** 5

Weekly PLC meetings with grade levels.

**Person Responsible**

Susan Ross

**Schedule**

Weekly, from 8/24/2016 to 5/31/2017

*Evidence of Completion*

PLC meeting minutes

**Action Step 3** 5

Monthly extended PLC time.

### Person Responsible

Susan Ross

### Schedule

Monthly, from 9/14/2016 to 5/17/2017

### *Evidence of Completion*

PLC meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Team minutes and work samples will be collected from each PLC team

### Person Responsible

Susan Ross

### Schedule

Quarterly, from 8/31/2016 to 6/1/2017

### *Evidence of Completion*

Team minutes and work samples will be collected.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Team minutes and work samples will be collected from each PLC team

### Person Responsible

Susan Ross

### Schedule

Quarterly, from 8/29/2016 to 6/1/2017

### *Evidence of Completion*

Team minutes and work samples will be collected from each PLC team

**G1.B1.S2** Focus on providing systematic intervention, practice, and/or enrichment instructional time based on student needs. 4

🔑 S232991

### Strategy Rationale

Within the steps of an instructional cycle, teachers strategically plan for additional instruction based on student formative assessment performance. Some provide for the differentiation within their classroom while others groups students from all classes based on their needs during a designated "WIN" time (What I Need.)

### Action Step 1 5

Data review at PLC meetings

#### Person Responsible

Carolyn Dehner

#### Schedule

Monthly, from 8/31/2016 to 5/31/2017

#### *Evidence of Completion*

PLC minutes and early warning system report

### Action Step 2 5

MTSS review and monitoring of Tier 2 and Tier 3 students.

#### Person Responsible

Rebecca Kevern

#### Schedule

Weekly, from 9/8/2016 to 5/18/2017

#### *Evidence of Completion*

MTSS universal spreadsheet

## Action Step 3 `5`

Ongoing enrichment and intervention based on student formative and summative data

### Person Responsible

Susan Ross

### Schedule

Biweekly, from 9/12/2016 to 5/19/2017

### *Evidence of Completion*

Teacher lesson plans, PLC minutes, and MTSS meeting minutes

## Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Teachers will review data within PLC meetings and schedule remediation/enrichment accordingly

### Person Responsible

Susan Ross

### Schedule

Weekly, from 9/7/2016 to 6/1/2017

### *Evidence of Completion*

Notes and data sheets will be reviewed

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Teachers will review data within PLC meetings and schedule remediation/enrichment accordingly-
these notes will be reviewed by administration

### Person Responsible

Susan Ross

### Schedule

Weekly, from 9/7/2016 to 6/1/2017

### *Evidence of Completion*

Notes, student groupings, data sheets will be reviewed and monitored

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

🔑 B220676

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

🔑 S232992

### Strategy Rationale

By building capacity of Grade Level Liaison and Content Liaison 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 8/29/2016

*Evidence of Completion*

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

### Action Step 2  5

Leadership Team Presented at Inservice

**Person Responsible**

Susan Ross

**Schedule**

On 8/11/2016

*Evidence of Completion*

Sign-in Sheets and Agendas

## Action Step 3 `5`

Monthly Leadership Team Meetings

### Person Responsible

Susan Ross

### Schedule

Monthly, from 8/29/2016 to 6/1/2017

### *Evidence of Completion*

Agenda and Minutes with Established Norms

## Action Step 4 `5`

Weekly PLC Meetings with assigned Roles and Responsibilities

### Person Responsible

Susan Ross

### Schedule

Weekly, from 8/24/2016 to 6/1/2017

### *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 8/19/2016 to 6/1/2017

### *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 8/22/2016 to 6/1/2017

### *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 8/19/2016 to 6/1/2017

### *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]

🔑 S232993

### 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 7/20/2016

#### *Evidence of Completion*

classroom practice

**Action Step 2** [5]

administration attended professional development on cooperative learning

#### Person Responsible

Carolyn Dehner

#### Schedule

On 7/20/2016

#### *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 8/18/2016 to 6/2/2017

### *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 8/18/2016 to 6/2/2017

### *Evidence of Completion*

weekly review of lesson plans by administration

## Action Step 5  5

KAGAN Training

### Person Responsible

Susan Ross

### Schedule

Monthly, from 9/17/2016 to 6/1/2017

### *Evidence of Completion*

KAGAN training will be offered to all Tyndall teachers and support staff

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** `6`

Classroom walk thrus, will note classroom implementation

### Person Responsible

Susan Ross

### Schedule

Weekly, from 10/24/2016 to 6/1/2017

### *Evidence of Completion*

Feedback will be note on walkthru form and responses will be tabulated in Excel format

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** `7`

Having teacher leaders build engaging structures in team meetings

### Person Responsible

Susan Ross

### Schedule

Weekly, from 8/29/2016 to 5/31/2017

### *Evidence of Completion*

Weekly PLC meeting minutes will demonstrate engagement strategies and modeling for all team members.

**G1.B3.S3** Four days provided by the District as well as weekly dedicated time for PLC meetings allows teachers to engage in the process. 4

🔑 S232994

### Strategy Rationale

Analysis of data from common assessments along with discussions of all students' progress as well as shared responsibilities of leadership roles within the PLC process allow all teachers a voice and provide time for participation.

### Action Step 1 5

Four dedicated work days without students build into teacher calendar.

#### Person Responsible

Susan Ross

#### Schedule

Monthly, from 9/21/2016 to 2/15/2017

#### *Evidence of Completion*

PLC minutes

**G1.B3.S4** Learning walks in various colleagues' classrooms. 4

🔑 S232995

**Strategy Rationale**

If teachers observe the level of rigor and engagement in their colleagues' classrooms, they will be encouraged to adopt those instructional practices in their own classroom.

**Action Step 1** 5

Opportunity to observe in a colleague's classroom

**Person Responsible**

Susan Ross

**Schedule**

Biweekly, from 8/31/2016 to 5/17/2017

*Evidence of Completion*

Videos on google Drive

**Action Step 2** 5

Teachers and Administration will conduct weekly learning walks

**Person Responsible**

Susan Ross

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

*Evidence of Completion*

Learning walk video clips

**Plan to Monitor Fidelity of Implementation of G1.B3.S4** `6`

Video clips will be posted

### Person Responsible

Susan Ross

### Schedule

Weekly, from 8/29/2016 to 6/1/2017

### *Evidence of Completion*

Feedback will be provided by administration for each learning walk.

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G1.B3.S2.A1 A298458 | Sent selected teachers to cooperative learning professional development | Ross, Susan | 7/18/2016 | classroom practice | 7/20/2016 one-time |
| G1.B3.S2.A2 A298459 | administration attended professional development on cooperative learning | Dehner, Carolyn | 7/18/2016 | use of learned strategies in teacher inservice | 7/20/2016 one-time |
| G1.B3.S1.A2 A298455 | Leadership Team Presented at Inservice | Ross, Susan | 8/10/2016 | Sign-in Sheets and Agendas | 8/11/2016 one-time |
| G1.B3.S1.A1 A298454 | Identified Teachers for Grade Level and Content Chairs with capacity for leadership | Ross, Susan | 6/25/2016 | Job Descriptions and List of Identified Teachers for Grade Level and Content Chairs with capacity for leadership | 8/29/2016 one-time |
| G1.B1.S1.A1 A298448 | Continuation of four PLC days throughout the school year. | Ross, Susan | 9/21/2016 | PLC meeting minutes | 2/15/2017 monthly |
| G1.B3.S3.A1 A298463 | Four dedicated work days without students build into teacher calendar. | Ross, Susan | 9/21/2016 | PLC minutes | 2/15/2017 monthly |
| G1.B1.S1.A3 A298450 | Monthly extended PLC time. | Ross, Susan | 9/14/2016 | PLC meeting minutes | 5/17/2017 monthly |
| G1.B3.S4.A1 A298464 | Opportunity to observe in a colleague's classroom | Ross, Susan | 8/31/2016 | Videos on google Drive | 5/17/2017 biweekly |
| G1.B1.S2.A2 A298452 | MTSS review and monitoring of Tier 2 and Tier 3 students. | Kevern, Rebecca | 9/8/2016 | MTSS universal spreadsheet | 5/18/2017 weekly |
| G1.B1.S2.A3 A298453 | Ongoing enrichment and intervention based on student formative and summative data | Ross, Susan | 9/12/2016 | Teacher lesson plans, PLC minutes, and MTSS meeting minutes | 5/19/2017 biweekly |
| G1.MA1 M302589 | Classroom Walkthrough Data | Ross, Susan | 8/18/2016 | Google Classroom Walkthrough Data Form | 5/23/2017 weekly |
| G1.B1.S1.A2 A298449 | Weekly PLC meetings with grade levels. | Ross, Susan | 8/24/2016 | PLC meeting minutes | 5/31/2017 weekly |
| G1.B1.S2.A1 A298451 | Data review at PLC meetings | Dehner, Carolyn | 8/31/2016 | PLC minutes and early warning system report | 5/31/2017 monthly |
| G1.B3.S2.MA1 M302586 | Having teacher leaders build engaging structures in team meetings | Ross, Susan | 8/29/2016 | Weekly PLC meeting minutes will demonstrate engagement strategies and modeling for all team members. | 5/31/2017 weekly |
| G1.B3.S4.A2 A298465 | Teachers and Administration will conduct weekly learning walks | Ross, Susan | 8/31/2016 | Learning walk video clips | 5/31/2017 weekly |
| G1.MA2 M302590 | MAP Assessment | Ross, Susan | 8/18/2016 | MAP assessment data from baseline compared to mid-year and end of year | 6/1/2017 triannually |
| G1.MA3 M302591 | Common Assessments | Ross, Susan | 8/18/2016 | Common Assessment Item Analysis | 6/1/2017 quarterly |
| G1.MA4 M302592 | PLC meeting minutes | Ross, Susan | 9/23/2016 | 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. | 6/1/2017 weekly |
| G1.B1.S1.MA1 M302579 | Team minutes and work samples will be collected from each PLC team | Ross, Susan | 8/29/2016 | Team minutes and work samples will be collected from each PLC team | 6/1/2017 quarterly |
| G1.B1.S1.MA1 M302580 | Team minutes and work samples will be collected from each PLC team | Ross, Susan | 8/31/2016 | Team minutes and work samples will be collected. | 6/1/2017 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B3.S1.MA1 🔑 M302583 | PLC Work Samples and Classroom Walkthroughs | Ross, Susan | 8/22/2016 | PLC Work Samples, Classroom Walk-through Data | 6/1/2017 weekly |
| G1.B3.S1.MA3 🔑 M302584 | Lesson Plan | Ross, Susan | 8/19/2016 | Feedback provided to teachers based on Lesson Plans submitted | 6/1/2017 weekly |
| G1.B3.S1.MA1 🔑 M302585 | Administration participates in and monitors Leadership Team/Grade Level/Content Area Meetings | Ross, Susan | 8/19/2016 | Agenda, Minutes, and Administrative Observation | 6/1/2017 weekly |
| G1.B3.S1.A3 🔑 A298456 | Monthly Leadership Team Meetings | Ross, Susan | 8/29/2016 | Agenda and Minutes with Established Norms | 6/1/2017 monthly |
| G1.B3.S1.A4 🔑 A298457 | Weekly PLC Meetings with assigned Roles and Responsibilities | Ross, Susan | 8/24/2016 | Agenda and Minutes | 6/1/2017 weekly |
| G1.B1.S2.MA1 🔑 M302581 | Teachers will review data within PLC meetings and schedule remediation/ enrichment accordingly-these... | Ross, Susan | 9/7/2016 | Notes, student groupings, data sheets will be reviewed and monitored | 6/1/2017 weekly |
| G1.B1.S2.MA1 🔑 M302582 | Teachers will review data within PLC meetings and schedule remediation/ enrichment accordingly | Ross, Susan | 9/7/2016 | Notes and data sheets will be reviewed | 6/1/2017 weekly |
| G1.B3.S2.MA1 🔑 M302587 | Classroom walk thrus, will note classroom implementation | Ross, Susan | 10/24/2016 | Feedback will be note on walkthru form and responses will be tabulated in Excel format | 6/1/2017 weekly |
| G1.B3.S2.A5 🔑 A298462 | KAGAN Training | Ross, Susan | 9/17/2016 | KAGAN training will be offered to all Tyndall teachers and support staff | 6/1/2017 monthly |
| G1.B3.S4.MA1 🔑 M302588 | Video clips will be posted | Ross, Susan | 8/29/2016 | Feedback will be provided by administration for each learning walk. | 6/1/2017 weekly |
| G1.B3.S2.A3 🔑 A298460 | Monitoring engagement strategies in classroom walkthroughs | Ross, Susan | 8/18/2016 | Template is provided with feedback after every CWT | 6/2/2017 daily |
| G1.B3.S2.A4 🔑 A298461 | lesson plans specify what engagement strategies are being used in the classroom | Ross, Susan | 8/18/2016 | weekly review of lesson plans by administration | 6/2/2017 weekly |

# V. 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 Liaison and Content Liaison

### PD Opportunity 1

Leadership Team Presented at Inservice

**Facilitator**

Leadership Team

**Participants**

All Teachers

**Schedule**

On 8/11/2016

### PD Opportunity 2

Monthly Leadership Team Meetings

**Facilitator**

Shared Responsibility in Content

**Participants**

Leadership Team

**Schedule**

Monthly, from 8/29/2016 to 6/1/2017

**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 7/20/2016

### PD Opportunity 2

administration attended professional development on cooperative learning

**Facilitator**

KAGAN

**Participants**

Tyndall administration

**Schedule**

On 7/20/2016

### PD Opportunity 3

Monitoring engagement strategies in classroom walkthroughs

**Facilitator**

S. Ross and C. Dehner

**Participants**

teachers

**Schedule**

Daily, from 8/18/2016 to 6/2/2017

**PD Opportunity 4**

KAGAN Training

### Facilitator

Jeremy Cerento

### Participants

Tyndall teachers and support staff signed up for training

### Schedule

Monthly, from 9/17/2016 to 6/1/2017

# VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B1.S1.A1 | Continuation of four PLC days throughout the school year. | $0.00 |
|---|---|---|---|
| 2 | G1.B1.S1.A2 | Weekly PLC meetings with grade levels. | $0.00 |
| 3 | G1.B1.S1.A3 | Monthly extended PLC time. | $0.00 |
| 4 | G1.B1.S2.A1 | Data review at PLC meetings | $0.00 |
| 5 | G1.B1.S2.A2 | MTSS review and monitoring of Tier 2 and Tier 3 students. | $0.00 |
| 6 | G1.B1.S2.A3 | Ongoing enrichment and intervention based on student formative and summative data | $0.00 |
| 7 | G1.B3.S1.A1 | Identified Teachers for Grade Level and Content Chairs with capacity for leadership | $0.00 |
| 8 | G1.B3.S1.A2 | Leadership Team Presented at Inservice | $0.00 |
| 9 | G1.B3.S1.A3 | Monthly Leadership Team Meetings | $0.00 |
| 10 | G1.B3.S1.A4 | Weekly PLC Meetings with assigned Roles and Responsibilities | $0.00 |
| 11 | G1.B3.S2.A1 | Sent selected teachers to cooperative learning professional development | $9,450.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
|---|---|---|---|---|---|---|
| | | | 0501 - Tyndall Academy | | | $9,450.00 |

| 12 | G1.B3.S2.A2 | administration attended professional development on cooperative learning | $0.00 |
|---|---|---|---|
| 13 | G1.B3.S2.A3 | Monitoring engagement strategies in classroom walkthroughs | $0.00 |
| 14 | G1.B3.S2.A4 | lesson plans specify what engagement strategies are being used in the classroom | $0.00 |
| 15 | G1.B3.S2.A5 | KAGAN Training | $0.00 |
| 16 | G1.B3.S3.A1 | Four dedicated work days without students build into teacher calendar. | $0.00 |
| 17 | G1.B3.S4.A1 | Opportunity to observe in a colleague's classroom | $0.00 |
| 18 | G1.B3.S4.A2 | Teachers and Administration will conduct weekly learning walks | $0.00 |
| | | Total: | $9,450.00 |