

Clay County Schools

Tynes Elementary School



2016-17 Schoolwide Improvement Plan

Tynes Elementary School

1550 TYNES BLVD, Middleburg, FL 32068

<http://tes.oneclay.net>

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) |
| Elementary School PK-6 | No | 48% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 33% |

School Grades History

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

**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 Clay 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>.

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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 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 Tynes Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | 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 is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

The school district of Clay County and Tynes Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

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

Tynes Elementary Staff builds relationships with students and their families in a variety of ways. Every year we host an orientation before school begins. Students and their families are invited to come to school and meet their classroom teachers. Each teacher also has a conference night during the school year. Parents are invited to come to the school during evening hours to have individual conferences with the teacher.

Teachers will review each students' cumulative folder and prior years assessments to ensure they are prepared to meet each students academic and social needs.

Teachers and students also build their relationships by participating in chorus, robotics club, STEM club, run/walk club, archery club, math team, step club, code club, and science challenge nights. Parents, teachers, and students participate in after-hour chorus concerts, grade level plays, and community wide festivals.

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

Tynes Elementary participates in Foundations and is consistently working to promote safety throughout the school by implementing specific rules and goals for common areas in the school.

Tynes models, teaches and enforces school-wide rules. Classrooms model, teach and enforce these rules as well as more specific classroom rules.

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.

Tynes Elementary is implementing Guidelines for Success, character traits into a school-wide behavioral system. Tynes has established protocol within common areas such as the cafeteria, hallways/walkways, classroom expectations and assemblies. Administration has established a protocol for disciplinary actions that requires administration notification by teachers.

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.

Tynes Elementary has two full-time Guidance Counselors who are available for individual or group counseling. These Guidance Counselors also push in to the classroom to teach monthly Guidance lessons in a whole group setting. Tynes also has a full-time guidance counselor through a military grant whose specific purpose is to counsel and support children of military families. All teachers K-5 participate in Making Meaning and Being a Writer lessons which facilitate social-emotional behavior in the classroom. All teachers K-1 teach PALS lessons which incorporates social-emotional behaviors. Teachers also have individual behavior management systems set up in their classrooms. At Tynes Elementary our guidance counselors and administration have established a club for girls and a club for boys to help encourage leadership and integrity.

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.

The early warning system will include the following early warning indicators:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 or 2 on the statewide standardized assessments in English Language Arts or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time and location, and provide the parent the opportunity to participate.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

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 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

1. Focus report to determine which students exhibit two or more indicators, is run 6 times a year.
1st interim- Sept. 13
1st quarter- Oct. 14
2nd interim- Nov. 8
2nd quarter- Jan. 11
3rd interim- Feb. 9
3rd quarter March 31
2. Meetings are set up to determine appropriate interventions, using EWS meeting form
3. Data is entered into FOCUS
4. Student is monitored quarterly for progress.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

Tynes Elementary has formed a Parent/Faculty Association whose responsibilities include holding various meetings and functions in order to communicate the needs of the school with parents. Every Tuesday every teacher sends home a Tuesday folder that has examples of student work, weekly updates of classroom and school activities. Teachers also use planners as a means of parent/teacher communication on a daily basis. Administrators use recorded phone push-outs to communicate immediate information as well as upcoming events to all Tynes Elementary families. Teachers also communicate as needed with parents through phone conversations, email and face to face conferences. On September 15th teachers will be hosting conference night to meet with parents that work during the day. Another tool of communication is the Tynes Elementary Facebook Page. On the Facebook page parents and students are made aware of activities and daily successes at the school. Parent Portal is on-line resource that is used to communicate immediate academic progress with the parents as well as instant messaging and email capabilities.

To help foster school and family relationships the Science Resource teacher holds grade level parent/student science nights to involve parents in scientific discovery and sponsors a weekly STEM club. Weekly run/walk is held and parents are encouraged to join their children. The music department holds chorus productions at least once a semester and invites parents and community to attend. Tynes media specialist holds "Dads and Donuts" and "Moms and Muffins" as a means to get parents involved in the semi-annual book fair. To encourage community involvement, Tynes will host a food truck rally.

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.

Tynes Elementary has fostered relationships with area businesses that have generously donated time and materials to increase student achievement. Tynes also encourages our families to support our local businesses, especially the eating establishments. We continue to promote the businesses through flyers, public acknowledgement and fundraisers at the establishments. We have a partnership with local churches that show support for our families in need as well as providing encouragement for teachers, staff, and students.

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 |
|--------------------|---------------------|
| Fogarty, Laura | Principal |
| White, Pam | Assistant Principal |
| Carter, Kim | Teacher, K-12 |
| Stokes, Lori | Teacher, K-12 |
| Mayfield, Amy | Teacher, K-12 |
| Smith, Cori | Teacher, K-12 |
| Khaoprachan, Paula | Teacher, K-12 |
| Crosby, Cassie | Teacher, K-12 |
| Donaghy, LEEANNE | Paraprofessional |
| Ziegler, Sabre | Teacher, ESE |
| Stewart, Cindy | Teacher, K-12 |
| Nettles, Brittney | Teacher, K-12 |
| Hendricks, Lindsay | Teacher, ESE |
| Heaton, Lyna | 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.

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundations, 3-6 Performance Matters benchmark assessments, and formal assessments such as FSA. The Principal, Mrs. Laura Fogarty, is the leader of the meeting. Assistant principals, Pam White and Bree Hellwig, attends the meetings in a support role for the principal. The team discusses ways to improve literacy skills at all grade levels. The Intervention Team Facilitators, Shamberley Payne and Eric Wright, are present to help ensure that the district's MTSS plan is followed when necessary. Lead teachers serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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.

All K-6 grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet quarterly with all grade level/content area teams. At these meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These quarterly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Julie Hall | Teacher |
| Mr. Hofstra | Parent |
| Mrs. Hofstra | Parent |
| Mr. Hasty | Parent |
| Mrs. Crane | Parent |
| Mrs. Webb | Parent |
| Kristen Ahlgren | Teacher |
| Lori Stokes | Teacher |
| Lindsay Hendricks | Teacher |
| Laura Fogarty | Principal |
| Mrs. Lindsay Avery | Parent |
| Mr. Blake Oldham | Parent |
| Kassandra Goodwin | Education Support Employee |

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

Last year, the School Advisory Council reviewed the goals of our plan and discussed goals that were set. As data became available after each benchmark assessment period during the school year, the results were discussed and analyzed. We will review current goals as well as discuss 2016 FSA Data. Results from the 2016 FSA help to determine our current goals. We will discuss the correlation between the data, our goals and student achievement.

b. Development of this school improvement plan

The School Advisory Council reviews and monitors the plan based on school data throughout the school year. They are also responsible for monitoring the effectiveness of our Action steps based on data gathered throughout the school year.

c. Preparation of the school's annual budget and plan

Funds have not been allocated from the State for the 2016-17 school year.

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

Part of our school improvement funds from the previous year were allocated towards Professional Development and Professional Learning Communities that focus on Florida State Standards.

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 |
|--------------------|---------------------|
| Fogarty, Laura | Principal |
| White, Pam | Assistant Principal |
| Stewart, Cindy | Teacher, K-12 |
| Stokes, Lori | Teacher, K-12 |
| Carter, Kim | Teacher, K-12 |
| Mayfield, Amy | Teacher, K-12 |
| Smith, Cori | Teacher, K-12 |
| Donaghy, Leeanne | Paraprofessional |
| Khaoprachan, Paula | Teacher, K-12 |
| Ziegler, Sabre | Teacher, ESE |
| Crosby, Cassie | Teacher, K-12 |
| Heaton, Lyna | Teacher, K-12 |
| Nettles, Brittney | Teacher, K-12 |
| Hendricks, Lindsay | Teacher, ESE |

b. Duties

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

Our major initiative is to improve comprehension by using engaging strategies to teach reading by incorporating the literacy framework for intentional and targeted teaching into our classrooms. We will do this by establishing a purpose that will focus on student learning. Teachers will effectively implement "Making Meaning" a schoolwide comprehension tool. Lessons will be interesting, relevant, and will include model thinking, guided instruction with prompts and cues that facilitate classroom discussion, collaborative learning and independent learning. Students will participate in daily independent reading time.

D. Public and Collaborative Teaching

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

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

Tynes Elementary will participate in Professional Learning Communities in order to establish goals, collaborate, analyze data and plan instruction around student needs in the areas of reading, writing, science and mathematics. Administrators will monitor these learning communities and provide professional feedback to each group on a regular basis.

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

Administrators review all online applications with criteria to be met prior to interviewing candidates, use of references, all qualified applicants go through Clay County Human resource screenings to be cleared for hiring.

The county offers a variety of courses on-line and face to face to assist teachers with retaining certification and getting their ESOL, ASD, or reading endorsements.

BEST program has been initiated at the county level to assist with meeting the needs of new teachers.

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

Team leaders serve as teacher mentors to new teachers on their grade level. New teachers are also paired with more experienced teachers so they have another resource with a school-wide perspective. Subject and grade-level teachers from other schools come to work with new teachers. Planned mentoring activities include learning communities, formal and in-formal observations, and bi-weekly meetings. The Clay County Human Resource department provides multiple professional development opportunities for new teachers. Professional development opportunities include classes on ethics, communication, and curriculum.

The Professional Development department offers the BEST program to help assist beginning teachers with their first few years of being an educator.

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.

Weekly lesson plans will reflect the literacy framework and Florida State Standards. Administrators will complete annual evaluations as well as administrative walk-thrus. Teachers will follow the district curriculum maps as well as the literacy framework for intentional and targeted teaching. Teachers will access resources from CPALMS and ONECLAY U. All teachers will participate in Professional Learning Communities and will document their collaboration and academic plans in PLC logs. All teachers, K-5 will use the Making Meaning and Being a Writer curriculum and resources in their literacy block. Sixth grade teachers will use curriculum maps designed by the county and aligned to Florida State Standards.

Teams will collaborate in developing lesson plans.

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.

Professional Learning communities will analyze classroom and county diagnostic data in order to target students' strengths and weaknesses. Data is used to plan instruction in order to meet students' academic needs. Teachers will use their Individual Daily Reading time to meet with students, conference and assess their needs. Small group instruction will be used to remediate, reteach and reinforce skills students may be weak on based on classroom and diagnostic data sources. Students and teachers have access to computer labs and computer programs that are geared towards their individual academic needs. Students and teachers use the math manipulative lab to enrich & remediate students' math skills. Struggling sixth graders in the areas of math and reading are given the opportunity to participate in individualized computer programs that target their individual weaknesses.

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: Before School Program

Minutes added to school year: 1,500

Tynes Timbre Chorus for grades 3 - 6, music has been proven in studies to enhance and contribute to a well rounded education.

Strategy Rationale

Music has been proven in studies to enhance and contribute to a well rounded education. This program also builds individual responsibility.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crosby, Cassie, cassie.crosby@myoneclay.net

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

There will be a survey deployed to determine the effectiveness of the chorus. Chorus exists for the purpose of the students enjoying participation in music and gaining an appreciation for the Fine Arts. As long as the students are participating and are able to perform their selections successfully, the program is considered effective. Another indicator of success is the amount of student participation. Currently 105 of our students in grades 3-6 are participating in this activity. The only evaluation necessary or possible is teacher observation, due to the size of the group and the limited rehearsal time. As the director, Mrs. Crosby listens to the group and drives instruction based on what she hears. Chorus is very different than General Music class. In class, the students learn skills and concepts. The formal data on grades 1-6 for their in-class curriculum. In chorus, we simply sing and dance for enjoyment.

Strategy: Extended School Day

Minutes added to school year: 180

Science Night Challenge is an after school Science program for students and parents in grades 3-6. Parents and students work together to solve a problem through scientific inquiry and scientific experiments. Science Night Challenges are held quarterly

Strategy Rationale

Promote science education within families.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fogarty, Laura, laura.fogarty@myoneclay.net

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

Science Performance matters data will be collected throughout the year by classroom teachers and analyzed for improvements in the scientific process.

Strategy: Extended School Day

Minutes added to school year: 275

Before and after school academic tutoring for at-risk students.

Strategy Rationale

Increase students' academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

White, Pam, pamela.white@myoneclay.net

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

County and state assessments

Strategy: Extended School Day

Minutes added to school year: 2,400

The Robotics Club is an enrichment club for 4th through 6th grade students that promotes learning of robotic design and computer programming through innovative ideas, collaborative teamwork, research, strategic planning and execution, and presentation.

Strategy Rationale

Promotes learning of robotic design and computer programming

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fogarty, Laura, laura.fogarty@myoneclay.net

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

Official data is not collected but the robotic designs and competition stand for the effectiveness of the club.

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. Â§ 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.

Tynes Elementary school participates in an annual Kindergarten registrations with a detailed information packet. Communication is delivered via the school marquee, email, school website, social media, and flyers. The ESE team works directly with early identification programs to assist with children entering kindergarten with Individual Education Plans. Early identified students with Individual Education Plans (DD, ASD, LI/SI, etc.), if zoned for Tynes or feeder school, are eligible to attend on site preschool programs including VPK.

Open House/Orientation, Conference Night

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

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" 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.** To decrease the amount of discipline referrals by 3%.
- G2.** To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA Math.
- G3.** To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA ELA.

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. To decrease the amount of discipline referrals by 3%. 1a

G086131

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| 2+ Behavior Referrals | 3.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of referable offenses

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC- training and development of understanding of referable offenses.

Plan to Monitor Progress Toward G1. 8

Focus reports on school wide discipline referrals

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Monitor quarterly grades of students with three or more referrals so interventions can be implemented to help students stay in the classroom for instruction.

Plan to Monitor Progress Toward G1. 8

PLC analyzing discipline data & developing an understanding of referable offenses

Person Responsible

Laura Fogarty

Schedule

On 5/19/2017

Evidence of Completion

Sign in sheets from the training and Focus data surrounding discipline referrals

G2. To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA Math. 1a

G086132

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 3.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack of prior knowledge of math skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Unify

Plan to Monitor Progress Toward G2. 8

Computer based testing

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 11/14/2016 to 6/2/2017

Evidence of Completion

Data from computer based testing

G3. To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA ELA. 1a

G086133

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 3.0 |

Targeted Barriers to Achieving the Goal 3

- Students having appropriate computer skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Purchase of Chrome Books
- Additional time in computer labs

Plan to Monitor Progress Toward G3. 8

Computer based testing data

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 11/14/2016 to 6/2/2017

Evidence of Completion

Increase in computer based testing scores.

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. To decrease the amount of discipline referrals by 3%. **1**

 G086131

G1.B1 Teacher knowledge of referable offenses **2**

 B228807

G1.B1.S1 To develop school wide knowledge of acceptable student behavior **4**

 S241266

Strategy Rationale

Consistency of positive behavior management across grade levels

Action Step 1 **5**

We will analyze school wide discipline data

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Focus report of school wide discipline data

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

Quarterly reviews of school wide discipline data.

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Focus reports of discipline

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

Staff will review school wide discipline data.

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Focus reports on discipline

G2. To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA Math. 1

G086132

G2.B1 Students lack of prior knowledge of math skills 2

B228808

G2.B1.S1 Teachers will utilize the Unify resource to develop individualized math assessments based on student need. 4

S241267

Strategy Rationale

By individualizing math assessments, instruction can be geared to meet individual students.

Action Step 1 5

Train teachers on using Unify.

Person Responsible

Laura Fogarty

Schedule

On 10/6/2016

Evidence of Completion

Sign in sheets for training

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will create assessments using UNIFY during PLC, administer the assessments, analyze data, and plan for instruction.

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 10/10/2016 to 6/2/2017

Evidence of Completion

PLC logs and assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review PLC logs

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 10/10/2016 to 6/2/2017

Evidence of Completion

PLC logs and assessment data

G3. To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA ELA. 1

 G086133

G3.B1 Students having appropriate computer skills 2

 B228809

G3.B1.S1 To designate blocks of time in our computer labs for grades 4-6 only. 4

 S241268

Strategy Rationale

By giving students more access to computers, it will improve their computer skills and allow them to be better prepared to take a computer based test.

Action Step 1 5

Teachers will utilize the computer labs for ELA instruction.

Person Responsible

Laura Fogarty

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

The computer lab schedule.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Principal will review lesson plans and computer schedule.

Person Responsible

Laura Fogarty

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Lesson plans and computer schedule

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Principal will review computer based tests.

Person Responsible

Laura Fogarty

Schedule

Quarterly, from 11/14/2016 to 6/2/2017

Evidence of Completion

Computer based test scores have increased.

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 | | | | | |
| G2.B1.S1.A1 A312246 | Train teachers on using Unify. | Fogarty, Laura | 10/6/2016 | Sign in sheets for training | 10/6/2016 one-time |
| G1.MA2 M321487 | PLC analyzing discipline data & developing an understanding of referable offenses | Fogarty, Laura | 8/16/2016 | Sign in sheets from the training and Focus data surrounding discipline referrals | 5/19/2017 one-time |
| G1.MA1 M321486 | Focus reports on school wide discipline referrals | Fogarty, Laura | 9/8/2016 | Monitor quarterly grades of students with three or more referrals so interventions can be implemented to help students stay in the classroom for instruction. | 6/2/2017 quarterly |
| G2.MA1 M321490 | Computer based testing | Fogarty, Laura | 11/14/2016 | Data from computer based testing | 6/2/2017 quarterly |
| G3.MA1 M321493 | Computer based testing data | Fogarty, Laura | 11/14/2016 | Increase in computer based testing scores. | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M321484 | Staff will review school wide discipline data. | Fogarty, Laura | 9/8/2016 | Focus reports on discipline | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M321485 | Quarterly reviews of school wide discipline data. | Fogarty, Laura | 9/8/2016 | Focus reports of discipline | 6/2/2017 quarterly |
| G1.B1.S1.A1 A312245 | We will analyze school wide discipline data | Fogarty, Laura | 9/8/2016 | Focus report of school wide discipline data | 6/2/2017 quarterly |
| G2.B1.S1.MA1 M321488 | Review PLC logs | Fogarty, Laura | 10/10/2016 | PLC logs and assessment data | 6/2/2017 quarterly |
| G2.B1.S1.MA1 M321489 | Teachers will create assessments using UNIFY during PLC, administer the assessments, analyze data,... | Fogarty, Laura | 10/10/2016 | PLC logs and assessment data | 6/2/2017 quarterly |
| G3.B1.S1.MA1 M321491 | Principal will review computer based tests. | Fogarty, Laura | 11/14/2016 | Computer based test scores have increased. | 6/2/2017 quarterly |
| G3.B1.S1.MA1 M321492 | Principal will review lesson plans and computer schedule. | Fogarty, Laura | 9/12/2016 | Lesson plans and computer schedule | 6/2/2017 monthly |
| G3.B1.S1.A1 A312247 | Teachers will utilize the computer labs for ELA instruction. | Fogarty, Laura | 9/12/2016 | The computer lab schedule. | 6/2/2017 monthly |

V. Professional Development Opportunities

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

G2. To increase student achievement of our lowest quartile in grades 4-6 by 3% on the FSA Math.

G2.B1 Students lack of prior knowledge of math skills

G2.B1.S1 Teachers will utilize the Unify resource to develop individualized math assessments based on student need.

PD Opportunity 1

Train teachers on using Unify.

Facilitator

Laura Fogarty

Participants

TES staff

Schedule

On 10/6/2016

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 | We will analyze school wide discipline data | \$0.00 |
| 2 | G2.B1.S1.A1 | Train teachers on using Unify. | \$0.00 |
| 3 | G3.B1.S1.A1 | Teachers will utilize the computer labs for ELA instruction. | \$0.00 |
| Total: | | | \$0.00 |