

Bay District Schools

Tyndall Academy



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	12
Budget to Support Goals	14

Tyndall Academy

7800 TYNDALL PKWY, Tyndall Afb, FL 32403

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	A	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Kirkman, Kimberly	Principal
Dehner, Carolyn	Assistant Principal
Whiting, Wendy	Instructional Media
Kevern, Rebecca	Teacher, K-12
Cote, Stephanie	Teacher, K-12
Overway, Marisah	Teacher, K-12
Eddy, Makala	Teacher, K-12
Smigielski, Beverly	Teacher, K-12
Waller, Jacqueline	Teacher, K-12

Duties

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

Administrator: Kimberly L Kirkman

The principal guides in the development of a common vision and mission for the school. She guides the use of data-based decision making, ensures the implementation of school wide programs and requirements, and assigns Leadership Team members to serve as mentors for new/struggling teachers. She plans and provides professional development, aligned to the needs of the faculty, staff and students, for the entire faculty, as well as building the capacity of the Leadership Team. She attends meetings, PLC meetings, and MTSS data chats to ensure the focus remains on student achievement and learning.

Assistant Administrator: Carolyn Dehner

The AA provides support and assists to ensure the implementation of the principal's initiatives. She provides guidance to teachers in matters of school safety, improved attendance, and student

discipline. She assists with mentoring new/struggling teachers and assists with decision making.

Grade Level Chair Teachers: Wendy Whiting, Rebecca Kevern, Stephanie Cote, Marisah Overway, Makala Eddy, Beverly Smigielski, Jacqueline Bynum

Teacher leaders assume the grade chair/school leadership team as liaisons between grade levels and administration. They lead PLCs, provide guidance for new teachers on their grade level, serve on other committees as assigned and plan for implementation of grade level standards and appropriate classroom rigor. Teachers also attend professional development in order to mentor and guide teachers when needed.

ESE Teacher: Jennifer Mullen

She facilitates and supports data collection activities; assists in data analysis; schedules student interventions, provides professional development to paraprofessionals and new teachers; supports the implementation of Tier I, Tier II, and Tier III intervention plans and ESE.

Early Warning Systems

Year 2017-18

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	26	14	8	8	8	14	0	0	0	0	0	0	0	78
One or more suspensions	2	2	1	2	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	4	8	9	1	9	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	13	21	15	0	0	0	0	0	0	0	49

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		1	4	3	5	1	12	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	3	6	2	1	2	0	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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	13	6	9	1	6	10	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	2	1	1	2	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	9	13	0	0	0	0	0	0	0	24

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	1	0	1	0	2	0	0	0	0	0	0	0	4

Year 2016-17 - Updated

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	13	6	9	1	6	10	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	2	1	1	2	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	9	13	0	0	0	0	0	0	0	24

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	1	0	1	0	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA showed the lowest performance at Tyndall for the 2017-18 school year. As grade levels, 4th grade performed the lowest between 3rd, 4th and 5th grades on FSA. The trend for the past few years shows that students at TES perform higher in math than ELA. Another area of concern is learning gains in the lowest 25% particularly in ELA.

Which data component showed the greatest decline from prior year?

Learning gains in the lowest 25% showed the greatest decline from the prior year. Learning gains in the lowest quartile fell from 51% in the year prior to 37% in 2017-18.

Which data component had the biggest gap when compared to the state average?

Learning gains in the lowest 25% of ELA showed the biggest gap when compared with the state average. The state average for 2017-18 was 48% and TES score showed only 37% learning gains.

Which data component showed the most improvement? Is this a trend?

Science showed the most improvement at TES for the 2017-18 school year. In school-year 2016-17, TES students scores 60% proficiency on the science assessment. In 2017-18, student proficiency on the state science assessment was at 72% proficiency. This was an increase of 12% proficiency between the 2 years.

Describe the actions or changes that led to the improvement in this area.

The improvement included the use of a mobile science lab in all classes as well as dedicated time daily devoted to science instruction. Students also made use of hands-on labs.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	65%	70%	60%	67%	58%	55%
ELA Learning Gains	54%	62%	57%	64%	52%	54%
ELA Lowest 25th Percentile	37%	55%	52%	53%	42%	49%
Math Achievement	79%	70%	61%	78%	62%	56%
Math Learning Gains	70%	59%	58%	80%	60%	54%
Math Lowest 25th Percentile	51%	62%	52%	67%	43%	48%
Science Achievement	72%	62%	57%	68%	56%	52%
Social Studies Achievement	0%	83%	77%	0%	80%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	26 (13)	14 (6)	8 (9)	8 (1)	8 (6)	14 (10)	0 (0)	0 (0)	0 (0)	78 (45)
One or more suspensions	2 (0)	2 (0)	1 (0)	2 (0)	2 (0)	1 (0)	0 (0)	0 (0)	0 (0)	10 (0)
Course failure in ELA or Math	0 (0)	4 (3)	8 (2)	9 (1)	1 (1)	9 (2)	0 (0)	0 (0)	0 (0)	31 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (2)	21 (9)	15 (13)	0 (0)	0 (0)	0 (0)	49 (24)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	57%	15%	57%	15%
	2017	71%	59%	12%	58%	13%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	58%	51%	7%	56%	2%
	2017	61%	52%	9%	56%	5%
Same Grade Comparison		-3%				
Cohort Comparison		-13%				
05	2018	63%	50%	13%	55%	8%
	2017	66%	49%	17%	53%	13%
Same Grade Comparison		-3%				
Cohort Comparison		2%				
06	2018					
	2017					
Cohort Comparison		-66%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	81%	63%	18%	62%	19%
	2017	74%	56%	18%	62%	12%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	71%	59%	12%	62%	9%
	2017	78%	62%	16%	64%	14%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				
05	2018	78%	57%	21%	61%	17%
	2017	80%	52%	28%	57%	23%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		-80%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	54%	13%	55%	12%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	45	33	50	59	45	53				
BLK	56	60	30	73	77	83					
HSP	76	63		74	67		83				
MUL	63	57		79	78						
WHT	65	51	33	82	66	40	67				
FRL	65	54	42	74	62	43	74				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	44	38	45	63	71	54					
ASN	91			100							
BLK	63	40		61	50						
HSP	66	67		82	63						
MUL	78	54		81	77						
WHT	70	53	46	82	74	68	60				
FRL	59	46	41	72	72	59	34				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA
Rationale	As a trend, students at TES have scored lower in ELA than math specifically in the area of learning gains and learning gains in the lowest quartile. When looking at reporting categories, every grade levels weakest area was in the category of Integration of Knowledge and Ideas.
Intended Outcome	Tyndall's intended outcome is to increase student performance in ELA in the reporting category of Integration of Knowledge and Ideas by 10% when assessed by FSA in 2019.
Point Person	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Action Step

Description	Administration will provide faculty with professional development in the area of Integration of Knowledge and Ideas. We will use time during our 3 PLC meetings as well as sharing information in grade level and leadership team meetings. This PD will include what standards target the reporting category and strategies to help students learn to Integrate Knowledge and Ideas. Attention will be drawn to these specific standards and questioning will be relayed to teachers in their understanding of the rigor and levels of text necessary to achieve proficiency in this area. Due to this being a school-wide focus, once a month, PLCs will meet vertically to learn how other grade levels are working on strengthening students in this specific reporting category. School successes will be reported to staff and celebrated. With the receipt of a Literacy Grant, supplemental reading materials will be provided to teachers to aid in teaching the Florida Standards.
Person Responsible	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	PLCs will be monitored through the turning in of weekly notes submitted from the PLC leader. Admin will provide feedback to teachers when attending scheduled PLCs. Teacher gradebooks are color-coded to allow easy monitoring of specific assessments of these standards. PLCs will also use these standards in their daily grade-level WIN (What I Need) time as needed based on current data.
Person Responsible	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Activity #2

Title	Student Behavior
Rationale	Student behavior in the classroom and at school directly impacts student learning. If students can learn appropriate school behaviors when young, they will be more likely to have the tools to excel during their entire school career. Student misbehavior also takes the student out of the classroom which decreases the amount of time spent in academics and often can disrupt the entire learning of the classroom in which he/she is in.
Intended Outcome	Our intended outcome at Tyndall Elementary School is to reduce the office discipline referrals in Kindergarten and First grade by 10% during the 2018-2019 school year.
Point Person	Carolyn Dehner (dehnecr@bay.k12.fl.us)

Action Step

Description	We will provide K and 1st grade teachers with many tools to help them learn how best to handle minor disruptions in the classroom through the use of a teacher toolbox of specific interventions for specific student behaviors. New teachers will also be provided a mentorship headed up by 2 experienced Tyndall teachers. New teachers will also be provided the opportunity to visit classrooms at TES and speak to teachers about their discipline policies and intervention for student misbehavior. Core Essentials Social Skills Curriculum will be provided to all students through special area time, during the morning ITV show by administration and through mini-lessons provided by the classroom teacher. Students are recognized and praised for exhibiting the monthly character traits of wisdom, initiative, contentment, cooperation, compassion, self-control, service, individuality, hope and perseverance. A Promise Para also provides support to students through the use of multiple interventions. PBS activities are also held school-wide where time is taken to review the expectations of the school and to reward students for following the expectations.
Person Responsible	Carolyn Dehner (dehnecr@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	Teacher toolbox will be monitored through Google Docs and by the TES PBS team. Office Discipline Referrals will also be tracked by administration and the PBS team as well as positive referrals (ICU's). The Promise Para will show documentation of interventions given to students.
Person Responsible	Carolyn Dehner (dehnecr@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Use Remind 101 to communicate with parents
Orientations to welcome families and students

Open House to show parents what is happening in classrooms
Parent/Teacher Conference Nights in October
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/support available for parents
Online gradebook is always available to parents
Daily attendance calls are made in the event of absences
Monthly school newsletters are sent informing parents of school happenings and offering support opportunities.

PFEP Link

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

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

The school ensures the social-emotional needs for students are being met through counseling and mentoring. The guidance counselors provide monthly lessons in each classroom that educate students about the definition of bullying and the prevention of bullying. They keep open doors for students and teachers when guidance is needed.

The school houses two Military Family Life Counselors (MFLC). These counselors are available each day to assist military students with the various challenges they face.

Teachers seek support from 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. Students receive additional interventions when deemed necessary (check in-check-out, social skills grouping, etc.). When students are not responsive, Tier 3 interventions are put in place such as a positive behavior intervention plan (PBIS) where a specific plan is in place with strategies to address the behaviors.

A dedicated para that has been trained in restorative strategies facilitates our PROMISE Room and uses resources provided by the district (ZooU, flexible seating options, etc.)

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.

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.

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 teachers conducted a pre-screening and orientation prior to the first day of school. All kindergarten students began school aligned with all other grade levels.

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.

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.

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. Second grade to fifth grade students are provided a planner to help learn organization and planning skills. Kindergarten and first grade have other parent communication methods.

Part V: Budget

Total:	\$111,323.50
--------	--------------