

Bay District Schools

# Tyndall Academy



## 2019-20 Schoolwide Improvement Plan

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# Tyndall Academy

7800 TYNDALL PKWY, Tyndall Afb, FL 32403

[ no web address on file ]

## Demographics

Principal: Kara Mulkusky

Start Date for this Principal: 8/7/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	41%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: B (61%) 2016-17: A (63%) 2015-16: A (68%) 2014-15: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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# Tyndall Academy

7800 TYNDALL PKWY, Tyndall Afb, FL 32403

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## School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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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. 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	Job Duties and Responsibilities
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	
Waller, Jacqueline	Teacher, K-12	
Piddington, Heather	Teacher, K-12	2nd Grade teacher and Chair/Leader of PLC
Yarnell, Cynthia	Teacher, K-12	Teacher and Grade Chair of 4th Grade/PLC Leader

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	30	34	38	37	31	0	0	0	0	0	0	0	216
Attendance below 90 percent	11	6	5	7	9	13	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

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

**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	0	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**FTE units allocated to school (total number of teacher units)**

21

**Date this data was collected or last updated**

Thursday 8/29/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	3	5	1	12	0	0	0	0	0	0	0	26

**Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	4	3	5	1	12	0	0	0	0	0	0	0	26

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	73%	61%	70%	67%	57%
ELA Learning Gains	65%	64%	59%	55%	61%	57%
ELA Lowest 25th Percentile	45%	58%	54%	51%	56%	51%
Math Achievement	79%	70%	62%	79%	68%	58%
Math Learning Gains	82%	57%	59%	72%	59%	56%
Math Lowest 25th Percentile	64%	56%	52%	57%	58%	50%
Science Achievement	76%	65%	56%	60%	67%	53%
Social Studies Achievement	0%	86%	78%	0%	79%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	46 (0)	30 (0)	34 (0)	38 (0)	37 (0)	31 (0)	0 (0)	0 (0)	0 (0)	216 (0)
Attendance below 90 percent	11 (26)	6 (14)	5 (8)	7 (8)	9 (8)	13 (14)	0 (0)	0 (0)	0 (0)	51 (78)
One or more suspensions	0 (2)	0 (2)	0 (1)	0 (2)	0 (2)	0 (1)	0 (0)	0 (0)	0 (0)	0 (10)
Course failure in ELA or Math	0 (0)	0 (4)	1 (8)	0 (9)	2 (1)	0 (9)	0 (0)	0 (0)	0 (0)	3 (31)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (13)	3 (21)	5 (15)	0 (0)	0 (0)	0 (0)	8 (49)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	61%	1%	58%	4%
	2018	72%	57%	15%	57%	15%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	65%	58%	7%	58%	7%
	2018	58%	51%	7%	56%	2%
Same Grade Comparison		7%				
Cohort Comparison		-7%				
05	2019	71%	56%	15%	56%	15%
	2018	63%	50%	13%	55%	8%
Same Grade Comparison		8%				
Cohort Comparison		13%				
06	2019					
	2018					
Cohort Comparison		-63%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	62%	7%	62%	7%
	2018	81%	63%	18%	62%	19%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	84%	59%	25%	64%	20%
	2018	71%	59%	12%	62%	9%
Same Grade Comparison		13%				
Cohort Comparison		3%				
05	2019	81%	54%	27%	60%	21%
	2018	78%	57%	21%	61%	17%
Same Grade Comparison		3%				
Cohort Comparison		10%				
06	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		-78%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	81%	54%	27%	53%	28%
	2018	67%	54%	13%	55%	12%
Same Grade Comparison		14%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-67%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	25	36		45	57						
BLK	65	40		71	70						
HSP	63			75							
MUL	76	73		88	100						
WHT	54	72		80	72		83				
FRL	53	53	40	69	83	60	65				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

As a school, Tyndall ELEM scored lower in ELA vs Math. We have also noticed that SWD are the lowest scoring subgroup in ELA/Math Achievement as well as ELA/Math Learning Gains. Contributing factors would be that students missed over a month of instruction due to Hurricane Michael and were not able to make the needed gains that students without disabilities were able to attain. Tyndall students also moved from our original school location for a month and joined another school for the 2018-19 school year. These disruptions were especially difficult on our students with disabilities. Due to a large loss of our military students, several teachers had to be moved to other schools which made an impact on students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline from the prior year would be ELA learning gains with our students with disabilities. This subgroup saw a 19 percent drop from the previous year. Contributing factors would be that students missed over a month of instruction due to Hurricane Michael and were not able to make the needed gains that students without disabilities were able to attain. Tyndall students also moved from our original school location for a month and joined another

school for the 2018-19 school year. These disruptions were especially difficult on our students with disabilities. Due to a large loss of our military students, several teachers had to be moved to other schools which made an impact on students and scheduling.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Tyndall ELementary out performed the state average in every tested/reported component. However, the group that had the lowest growth compared to the state and the past year would be 3rd grade ELA.

The factors that may have contributed to this area of lowest growth could be that students missed over a month of instruction due to Hurricane Michael and were not able to make the needed gains that students in 3rd grade had made in prior years. Tyndall students also moved from our original school location for a month and joined another school. Due to a large loss of our military students, several teachers had to be moved to other schools which made an impact on students. Third grade lost 3 teachers from the original 7 after the hurricane. Our school demographics also changed when we lost over 500 military families.

**Which data component showed the most improvement? What new actions did your school take in this area?**

For the 2019/19 school year, Tyndall saw the most improvement in learning gains in ELA/Math and Learning Gains in the lowest quartile in both ELA and Math. Our school worked diligently with students in small group settings including students with disabilities as well as students that were struggling on specific standards. Data chats were made personal as we discussed individual students and their progress. All students were closely monitored and were provided needed interventions in all subjects. Parents were also contacted and given resources to use at home with students. As a school, we focused on Integration of Knowledge and Ideas and worked to increase rigor in these tasks and standards. This focus helped our students achieve the growth on every content area.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One potential area of concern would be our student attendance rate. With many of our students losing their housing due to Hurricane Michael, we had less than 70 students in our home zone during the remainder of school year 2018-19. Most students were traveling between 20-40 miles to attend Tyndall. We will focus on attendance again in the 2019-2020 school year. We will look for ways to reward students with perfect weekly and monthly attendance and provide positive supports to families. We will daily contact any student that has missed 2 consecutive days of school without a parent communicating the absence to the school and contact those that are habitually absent each day they are not in school.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ELA school-wide achievement
2. ELA Learning Gains
3. ELA Learning Gains Lowest Quartile
4. SWDs (all components)
5. Attendance

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	ELA Achievement and Learning Gains
<b>Rationale</b>	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. In 2018/19 Tyndall students scored 3 percent lower than the prior year in ELA achievement which was the only area that Tyndall had a decrease from the prior year. When looking at reporting categories, two grade levels were lowest in the category of Integration of Knowledge and Ideas.
<b>State the measurable outcome the school plans to achieve</b>	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 2020.
<b>Person responsible for monitoring outcome</b>	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)
<b>Evidence-based Strategy</b>	Utilize the EL Curriculum school-wide with integrity including both the content modules and skill/all block. During this time, a school-wide writing format (graphic organizer) will be used to give all students common vocabulary.
<b>Rationale for Evidence-based Strategy</b>	Our District has selected EL as our K-8 reading curriculum for this year. The district believes it will give teachers the resources needed to teach and allow them more time to plan and prepare to meet the needs of students. EL curriculum offers specific differentiation in grades K-2 as well as the dedicated time (60 minutes a day) it gives to foundational reading skills in the K-2 Skills Block. The common graphic organizer was chosen to provide consistency for all students in K-5th grade. We believe that by focusing on writing, our scores in the area of Integration of Knowledge and Ideas will increase.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use EL Curriculum with integrity in grades K-5</li> <li>2. Join grade level PLCs bi-weekly with the next grade for planning, preparing and discussion of EL(K/1, 2/3 and 4/5)</li> <li>3. Incorporate the common writing graphic organizer K-5</li> <li>4. Incorporate the process of writing: Plan, Draft, Confer, Revise, and Edit</li> <li>5. Monitor both PLCs and classrooms for the incorporation of both EL and the writing graphic organizer</li> <li>6. Increase admin knowledge of EL through Cord of 3 walks with embedded professional development</li> <li>7. Utilize Literacy Coach in preparation/planning EL</li> <li>8. Monitor student growth through MAP and EL Common Assessments</li> <li>9. Use the District Walkthrough Form to gather data on teacher implementation school-wide</li> </ol>
<b>Person Responsible</b>	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)



#2	
<b>Title</b>	Behavioral/Mental Health
<b>Rationale</b>	In 2018-2019, both at Tyndall and in Bay District Schools, more office discipline referrals were coded as “defiance, disrespect, and insubordination” than any other category. We also have many students that have experienced multiple layers of trauma due to Hurricane Michael in school-year 2018.
<b>State the measurable outcome the school plans to achieve</b>	For 2019-2020 school year, Tyndall intends to decrease the number of that type of referral from 42 to at least 38 which would be a 10% reduction.
<b>Person responsible for monitoring outcome</b>	Carolyn Dehner (dehnecr@bay.k12.fl.us)
<b>Evidence-based Strategy</b>	We intend to address the social/emotional needs of our students by offering a trauma-sensitive school.  Given the current research that addresses trauma and social/emotional well-being among elementary aged students, we have determined this to be a need and a worthwhile goal.
<b>Rationale for Evidence-based Strategy</b>	The resources used to select this strategy: attending "Trauma Mindfulness" taught by Ruby Payne, Mindfulness and Trauma training by our district staff and other professionals, attending Youth Mental Health First Aid and reading "Fostering Resilient Learners".
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development for faculty and staff on emotional awareness and brain development based on the work by Ruby K. Payne and the training from “Trauma Mindfulness.”</li> <li>2. Conduct a book study of Ruby K. Payne’s book Emotional Poverty and implement some of her suggestions/strategies.</li> <li>3. Provide staff with techniques and strategies to teach students how to self-regulate their behavior and reactions via a teaching tips section in our monthly behavior data reports.</li> <li>4. Integrate character education and social emotional learning using the Core Essentials program, the EL language arts curriculum, and Merrell’s Strong Kids series of books.</li> <li>5. Provide examples and create “calming crates” for each classroom that contain calm down bottles, tactile items, focusing activities, and reflection activities so that students might stay in the classroom and work through their upset.</li> <li>6. Identify the motivation behind a behavior and teach an appropriate replacement behavior.</li> <li>7. Utilize our Promise Room and Promise paraprofessional to provide students a place to regulate, reflect, and regroup so that they can return to the classroom if other techniques are unsuccessful.</li> <li>8. Track our behavior data monthly and “triage” the top 5-10% of students identified with ODRs in this category or who display social emotional needs.</li> <li>9. Utilize our building, district, and community mental health and behavioral teams to assist with specific situations.</li> </ol>

**Person Responsible** Carolyn Dehner (dehnecr@bay.k12.fl.us)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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  
 TSAC (Tyndall School Advisory Council) to discuss school concerns and school data  
 Parent Teacher Organization (PTO) to discuss school fundraisers, data, and issues (TBD)  
 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 though counseling and mentoring as well as the Core Essentials Social Skills Program. The guidance counselor provides 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 Serv Grant will provide a paraprofessional to handle paperwork concerns so the guidance counselor can work more one on one with students in need.

The school houses one Military Family Life Counselor (MFLC). This counselors is available daily 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.

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

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement and Learning Gains	\$0.00
2	III.A.	Areas of Focus: Behavioral/Mental Health	\$0.00
Total:			\$0.00