

2013-2014 SCHOOL IMPROVEMENT PLAN

Tyndall Elementary School
7800 TYNDALL PKWY
Tyndall Afb, FL 32403
850-767-1714

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 42%
Alternative/ESE Center No	Charter School No	Minority Rate 42%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	11
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	21
Part III: Coordination and Integration	36
Appendix 1: Professional Development Plan to Support Goals	37
Appendix 2: Budget to Support Goals	0

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Tyndall Elementary School

Principal

Susan Ross

School Advisory Council chair

Jodi Patterson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Ross	Principal
Carolyn Dehner	Administrative Assistant
Monica Fabie	Teacher
Jeni Mullen	Teacher
Lisa Ammerman	Teacher
Amy Mason	Teacher
Jan Dykes	Teacher

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jodi Patterson, Chair and parent

All members are representative of our socioeconomic composition of our student body. The SAC is comprised of parents, teachers, administrators, paraprofessionals, community members, and students.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Meet regularly to review the school's progression toward meeting goals stated in the SIP
 Meet to discuss school concerns and celebrations

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Ross

Principal

Years as Administrator: 8

Years at Current School: 6

Credentials

Bachelor of Science degree in Elementary Education
 Master of Arts degree in Instructional Leadership
 Instructional Specialist degree in Instructional Leadership
 Certifications: Elementary Education, Instructional Leadership,
 and School Principal

Performance Record

Principal of an 'A' school for 4 years
 Assistant of an 'A' school for 2 years
 Assistant of a 'B' school for 1 year

Carolyn Dehner

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor of Arts degree in Elementary Education
 Master of Arts in curriculum and instruction
 Certifications: Florida Elementary K-6 and Reading K-12

Performance Record

Assistant of an "A" school 1.25 years
 Assistant of a "C" school 1.75 years

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Candy Cole

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Performance Record

Jen Jennings

Part-time / District-based

Years as Coach: 3

Years at Current School: 2

Areas

Rtl/MTSS

Credentials

Performance Record

Classroom Teachers

of classroom teachers

49

receiving effective rating or higher

49, 100%

Highly Qualified Teachers

100%

certified in-field

48, 98%

ESOL endorsed

24, 49%

reading endorsed

7, 14%

with advanced degrees

13, 27%

National Board Certified

2, 4%

first-year teachers

8, 16%

with 1-5 years of experience

9, 18%

with 6-14 years of experience

18, 37%

with 15 or more years of experience

14, 29%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

15, 94%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Extensive review of candidates through Searchsoft program by administration
Team interviews with SBLT, grade level members, and administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers to Tyndall are mentored by the grade level chair (who is an experienced teacher that has been at Tyndall in that grade level previously)
New teachers to Tyndall meet for induction and training.
New teachers must complete specific staff development (Reading and math frameworks, Fred Jones)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Administration tracks Gradebook grades and attendance for students using the FOCUS database. The new 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.

RtI:B database is 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

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

Lisa Ammerman, Jan Dykes, Monica Fabie and Amy Mason (Regular Education Teachers): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS committee will meet monthly to conduct folder reviews and to analyze data.

The RtI:B database helps monitor those in MTSS process for behavior.

We use DE data and the electronic gradebook to monitor student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Teachers will provide triangulation of data sources including: DIBELS probes, Easy CBM probes, SM6 reports, classroom assessments, FAIR (K only), Discovery Education assessments, and FCAT. Information from the probes will be entered into ENRICH and graphs will be generated to indicate student progress. The teachers providing interventions to students will share student progress with their grade level team and the MTSS team at our bimonthly MTSS student meetings. RtI:B will be used for

monitoring and tracking student behaviors. FOCUS will be used for monitoring and tracking student attendance.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

- MTSS will be addressed at our monthly School Based Leadership team meetings.
- The MTSS committee will meet monthly to conduct folder reviews and to analyze data.
- Teachers will be provided two opportunities per month to meet with the MTSS team to discuss specific students and their progress.
- The MTSS team will ensure that professional development opportunities are provided to staff.
- The MTSS team will assist individual teachers with their questions and needs as they arise.
- As students are placed in MTSS, teachers will conference with parents and provide them a copy of the MTSS Parent Brochure.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Monica Fabie	ELA Co-Chair
Lisa Ammerman	ELA Co-Chair

How the school-based LLT functions

The LLT is made up of 2 Co-chairs and volunteer teachers with a vested interest in Literacy at Tyndall Elementary School.

At each meeting, teachers sign in, follow an agenda, and minutes are recorded.

The LLT meets together in order to evaluate data and discuss goals and strategies for the year.

Major initiatives of the LLT

Implement with fidelity the Common Core Standards.

Implement KAGAN or CRISS strategies within reading and writing.

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

Vertical alignment of ELA standards

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

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

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	73%	No	78%
American Indian				
Asian		79%		
Black/African American	66%	65%	No	69%
Hispanic	64%	68%	Yes	68%
White	78%	74%	No	81%
English language learners				
Students with disabilities	50%	55%	Yes	55%
Economically disadvantaged	71%	63%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	28%	33%
Students scoring at or above Achievement Level 4	144	45%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	226	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	59	73%	75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	66	62%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	75%	No	78%
American Indian				
Asian		93%		
Black/African American	60%	67%	Yes	64%
Hispanic	70%	83%	Yes	73%
White	78%	74%	No	81%
English language learners				
Students with disabilities	52%	62%	Yes	57%
Economically disadvantaged	66%	63%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	33%	34%
Students scoring at or above Achievement Level 4	139	41%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	229	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	54	67%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	21%	30%
Students scoring at or above Achievement Level 4	54	60%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	600	73%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	2%
Students who are not proficient in reading by third grade	24	20%	18%
Students who receive two or more behavior referrals	55	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	3%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Orientations to welcome families and students
 Open House to show parents what is happening in classrooms
 Math and Science Night (STEM) for inquiry based lessons in science and math
 TSAC (Tyndall School Advisory Council) to discuss school concerns
 Parent Teacher Organization (PTO) to discuss school fundraisers and issues
 Performances to encourage the Arts at TES

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientations	700	87%	90%
Open House	500	63%	75%
STEM Night	600	75%	75%
TSAC	10	1%	2%
PTO	25	3%	5%
Performances	250	31%	40%

Goals Summary

- G1.** Attain the percentage of 75% of students meeting high standards on the FCAT Science Assessment.
- G2.** Increase to 78% of our students will meet high standards on FCAT in mathematics.
- G3.** Students will increase the level of achievement to reach the target of 78% AMO in Reading.
- G4.** 75% of students in grades 3-5 will make learning gains on the FCAT Reading Test as reported by the School Accountability Report.
- G5.** 75% of students in the lowest 25% in grades 3-5 will make learning gains on the FCAT Reading Test as reported by School Accountability Report.
- G6.** 50% of students in grades 3-5 will score at or above level 4 on the FCAT Reading Test as reported School Accountability Report
- G7.** 75% of students in grade 4 will score a level 3.5 or above on the FCAT Writing Test as reported by the School Accountability Report.
- G8.** 50% of students in grade 4 will score at 4 or higher on the FCAT Writing test as reported by the School Accountability Report

Goals Detail

G1. Attain the percentage of 75% of students meeting high standards on the FCAT Science Assessment.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Biophilia Center for field trip experiences that target current fourth grade students
- Materials for Hands-On Experimentation are Available for Teacher Check-Out and Student Use
- Personnel from the Nearby Air Force Base and other Local Organizations are Available for STEM Sharing Sessions

Targeted Barriers to Achieving the Goal

- Hands-On Experimentation Often Requires Longer Time Periods and More Teacher Preparation

Plan to Monitor Progress Toward the Goal

will look at indicator assessment (DEA) as a predictor and review FCAT data when available

Person or Persons Responsible

School Based Leadership Team and Administration

Target Dates or Schedule:

at midyear and end of year

Evidence of Completion:

looking for student performance at the targeted level.

G2. Increase to 78% of our students will meet high standards on FCAT in mathematics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Two Master Teachers on District Math team
- Supplemental Math Materials such as SRA Number Worlds and Center Stage

Targeted Barriers to Achieving the Goal

- Lack of instructional time due to short school day

Plan to Monitor Progress Toward the Goal

DE Assessments

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule:

3 times annually

Evidence of Completion:

specific data collected from DE assessments

G3. Students will increase the level of achievement to reach the target of 78% AMO in Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- MTSS intervention
- Reading Mastery Plus
- Successmaker
- FCAT Explorer
- FCRR
- Differentiated Instruction/leveled readers/integrated readers

Targeted Barriers to Achieving the Goal

- Time restraints
- Lack of common assessments

Plan to Monitor Progress Toward the Goal

Amount of time utilized

Person or Persons Responsible

Classroom and Special Area Teachers

Target Dates or Schedule:

Transitions

Evidence of Completion:

Added time for academic focus

G4. 75% of students in grades 3-5 will make learning gains on the FCAT Reading Test as reported by the School Accountability Report.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Science

Resources Available to Support the Goal

- KAGAN Coach
- KAGAN Structure of the Month Club
- Reading Coach
- School Improvement Coach

Targeted Barriers to Achieving the Goal

- scheduling

Plan to Monitor Progress Toward the Goal

DE Testing

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule:

three times yearly

Evidence of Completion:

increased student achievement

G5. 75% of students in the lowest 25% in grades 3-5 will make learning gains on the FCAT Reading Test as reported by School Accountability Report.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- KAGAN coach
- KAGAN Structure of the Month Club
- Reading coach
- School Improvement Coach

Targeted Barriers to Achieving the Goal

- scheduling

Plan to Monitor Progress Toward the Goal

DE Test Data

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule:

3 times per year

Evidence of Completion:

Increased student achievement

G6. 50% of students in grades 3-5 will score at or above level 4 on the FCAT Reading Test as reported School Accountability Report

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- KAGAN Coach
- KAGAN Structure of the Month Club
- Reading Coach
- School Improvement Coach

Targeted Barriers to Achieving the Goal

- scheduling

Plan to Monitor Progress Toward the Goal

DE Assessments

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule:

3 times annually

Evidence of Completion:

specific data collected from DE Assessments

G7. 75% of students in grade 4 will score a level 3.5 or above on the FCAT Writing Test as reported by the School Accountability Report.

Targets Supported

- Writing

Resources Available to Support the Goal

- Six Traits of Writing Program
- District Writing Coach
- KAGAN Coach
-

Targeted Barriers to Achieving the Goal

- Scheduling

Plan to Monitor Progress Toward the Goal

Actual student writing samples

Person or Persons Responsible

District Writing Staff Training Specialists

Target Dates or Schedule:

Four times yearly

Evidence of Completion:

Samples and scoring provided to district and administration

G8. 50% of students in grade 4 will score at 4 or higher on the FCAT Writing test as reported by the School Accountability Report

Targets Supported

- Writing

Resources Available to Support the Goal

- 6 Traits of Writing
- KAGAN Coach
- District Writing Coach
-

Targeted Barriers to Achieving the Goal

- Scheduling

Plan to Monitor Progress Toward the Goal

30 minutes devoted to writing instruction

Person or Persons Responsible

teachers

Target Dates or Schedule:

30 minutes daily

Evidence of Completion:

Review of teacher schedules and student samples

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Attain the percentage of 75% of students meeting high standards on the FCAT Science Assessment.

G1.B1 Hands-On Experimentation Often Requires Longer Time Periods and More Teacher Preparation

G1.B1.S1 Teachers will plan cooperatively on grade levels to incorporate hands-on science activities for students. By working as a team, teachers can work to find more time-effective approaches and to share in the preparation tasks.

Action Step 1

Grade levels will cooperatively plan hands-on science activities aligned with curriculum goals.

Person or Persons Responsible

Grade Chairs will facilitate meeting and planning sessions to address hands-on science activities.

Target Dates or Schedule

Weekly Grade Meetings and Monthly Planning Sessions

Evidence of Completion

Grade level minutes will be used as documentation of this strategy.

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

will review team minutes, documentation of school-wide science efforts, and use of centralized supply area

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

regularly

Evidence of Completion

for evidence of science planning and the inclusion of hands-on science activities.

Plan to Monitor Effectiveness of G1.B1.S1

will monitor performance on various progress monitoring measures and shared assessments

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

at regular intervals

Evidence of Completion

for evidence of student growth and performance at the targeted level.

G1.B1.S2 School-wide science committee will work to provide hands-on activities and experiences to supplement the regular curriculum.

Action Step 1

The school-wide science committee will work to provide teachers with resources leading to additional hands-on student experiences. An effort will be made to bring in community resources that build greater STEM awareness and understanding.

Person or Persons Responsible

Members of the school-wide science committee

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Shared information (e-mails, etc.) making teachers aware of opportunities, artifacts/records from special activities and community experiences

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Supplemental hands-on activities and experiences

Person or Persons Responsible

Science Committee/Teachers

Target Dates or Schedule

Monthly meetings and activities throughout the year

Evidence of Completion

Meeting minutes/artifacts from activities

Plan to Monitor Effectiveness of G1.B1.S2

hands-on activities and experiences to supplement curriculum

Person or Persons Responsible

Science committee/Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Science DE results

G1.B1.S3 A centralized storage and check-out facility has been established at the school, allowing teachers to more easily obtain hands-on science supplies for student use.

Action Step 1

materials will be organized and grade levels may request needed materials

Person or Persons Responsible

Carolyn Dehner and Grade Chairs

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Records of material requests will provide documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Use of centralized storage for science materials

Person or Persons Responsible

Carolyn Dehner and Grade chairs

Target Dates or Schedule

Throughout the year

Evidence of Completion

Check-out records

Plan to Monitor Effectiveness of G1.B1.S3

Use of centralized storage area

Person or Persons Responsible

Carolyn Dehner and Grade chairs

Target Dates or Schedule

Throughout the year

Evidence of Completion

check-out records and teacher feedback

G2. Increase to 78% of our students will meet high standards on FCAT in mathematics.

G2.B1 Lack of instructional time due to short school day

G2.B1.S1 Academic focus during transition times, morning announcements

Action Step 1

various math activities

Person or Persons Responsible

Teaching and Media Specialist

Target Dates or Schedule

during transitions and morning announcements

Evidence of Completion

completion of materials to facilitate activities

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

presence of materials/signs

Person or Persons Responsible

Administrators, math committee

Target Dates or Schedule

monthly

Evidence of Completion

signs provided by math committee and teachers report use to math committee

Plan to Monitor Effectiveness of G2.B1.S1

use of academic activities during transition time

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

teacher/student reflection

G2.B1.S2 Math center based small group instruction

Action Step 1

use of differentiated math centers

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

checklists, formative assessments, summative assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S2

lesson plans/classroom observations

Person or Persons Responsible

teachers/ administration

Target Dates or Schedule

monthly

Evidence of Completion

student/teacher reflections

Plan to Monitor Effectiveness of G2.B1.S2

teacher review of meeting students' needs via formative assessment

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

teacher/student reflection

G2.B1.S3 After school tutorials/clubs by teacher volunteers.

Action Step 1

tutoring

Person or Persons Responsible

volunteer teachers

Target Dates or Schedule

after school

Evidence of Completion

tutoring rosters

Plan to Monitor Fidelity of Implementation of G2.B1.S3

student rosters

Person or Persons Responsible

volunteer teachers

Target Dates or Schedule

weekly

Evidence of Completion

completion of tutoring sessions/clubs

Plan to Monitor Effectiveness of G2.B1.S3

checklist, formative/summative assessment

Person or Persons Responsible

teacher volunteers

Target Dates or Schedule

weekly

Evidence of Completion

increase in pre/post test scores

G3. Students will increase the level of achievement to reach the target of 78% AMO in Reading.

G3.B1 Time restraints

G3.B1.S1 Academic focus during transition times and morning announcements

Action Step 1

Pose academic focusing questions

Person or Persons Responsible

Classroom Teachers and Special Area Teachers

Target Dates or Schedule

Transition time and morning announcements

Evidence of Completion

Checklist

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

Use of academic focusing questions

Person or Persons Responsible

Classroom Teachers and Special Area Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of academic focusing questions

Person or Persons Responsible

Classroom and Special Area Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Checklist

G3.B1.S2 Afterschool tutorials and clubs by teacher volunteers

Action Step 1

Academic tutoring

Person or Persons Responsible

Volunteer teachers

Target Dates or Schedule

Afterschool

Evidence of Completion

Tutoring Rosters

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Student rosters

Person or Persons Responsible

Volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Completion of Tutoring

Plan to Monitor Effectiveness of G3.B1.S2

Checklist, formative and summative assessments

Person or Persons Responsible

Teacher volunteers

Target Dates or Schedule

Weekly

Evidence of Completion

Increase of pre/post test scores

G3.B2 Lack of common assessments

G3.B2.S1 Creation of common assessments

Action Step 1

Creation of Common Assessments

Person or Persons Responsible

Classroom teachers and grade level teams

Target Dates or Schedule

Grade level meetings planning and Staff Development

Evidence of Completion

Actual Assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Common Assessments

Person or Persons Responsible

Classroom teachers and grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

Data

Plan to Monitor Effectiveness of G3.B2.S1

Monitor results of assessments

Person or Persons Responsible

Classroom teachers and grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

Data

G4. 75% of students in grades 3-5 will make learning gains on the FCAT Reading Test as reported by the School Accountability Report.

G4.B1 scheduling

G4.B1.S1 after school tutoring

Action Step 1

After School Tutoring

Person or Persons Responsible

Volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

rosters

Plan to Monitor Fidelity of Implementation of G4.B1.S1

After School Tutoring

Person or Persons Responsible

Volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Pre/Post Assessment results

Plan to Monitor Effectiveness of G4.B1.S1

Increasing achievement through after school tutoring

Person or Persons Responsible

Volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Post and Pretest Assessments

G5. 75% of students in the lowest 25% in grades 3-5 will make learning gains on the FCAT Reading Test as reported by School Accountability Report.

G5.B1 scheduling

G5.B1.S1 After school tutoring

Action Step 1

After School tutoring

Person or Persons Responsible

volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Roster

Action Step 2

After School tutoring

Person or Persons Responsible

volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Roster

Plan to Monitor Fidelity of Implementation of G5.B1.S1

After school tutoring

Person or Persons Responsible

Volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Pre/Post Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Increasing achievement through after school tutoring

Person or Persons Responsible

Volunteer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

pre/post -test assessments

G6. 50% of students in grades 3-5 will score at or above level 4 on the FCAT Reading Test as reported School Accountability Report

G6.B1 scheduling

G6.B1.S1 after school tutoring

Action Step 1

After School Tutoring/Clubs

Person or Persons Responsible

Teacher Volunteers

Target Dates or Schedule

Weekly

Evidence of Completion

pre-test, post-test, checklists

Plan to Monitor Fidelity of Implementation of G6.B1.S1

student rosters

Person or Persons Responsible

volunteer teachers

Target Dates or Schedule

weekly

Evidence of Completion

completion of tutoring sessions/clubs

Plan to Monitor Effectiveness of G6.B1.S1

checklists, formative/summative assessments

Person or Persons Responsible

teacher volunteers

Target Dates or Schedule

weekly

Evidence of Completion

increase in pre/post test scores

G7. 75% of students in grade 4 will score a level 3.5 or above on the FCAT Writing Test as reported by the School Accountability Report.

G7.B1 Scheduling

G7.B1.S1 Time extended by District for Writing instruction

Action Step 1

30 minutes devoted to writing instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

30 min.daily

Evidence of Completion

Copy of teachers' schedules

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Lesson Plans

Person or Persons Responsible

Classroom teachers and administrators

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Completed lesson plans and student writing

Plan to Monitor Effectiveness of G7.B1.S1

Lessons taught

Person or Persons Responsible

Classroom teachers and administrators

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student work samples

G8. 50% of students in grade 4 will score at 4 or higher on the FCAT Writing test as reported by the School Accountability Report

G8.B1 Scheduling

G8.B1.S1 Time extended by District for Writing instruction

Action Step 1

30 minutes devoted to writing instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

30 minutes daily

Evidence of Completion

review of schedules

Plan to Monitor Fidelity of Implementation of G8.B1.S1

writing instruction

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

weekly

Evidence of Completion

monitoring of lesson plans, schedules, and classroom walkthroughs

Plan to Monitor Effectiveness of G8.B1.S1

lesson plans, review of Writing scores as collected 4 times yearly

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

4 times yearly

Evidence of Completion

student scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Tyndall is not designated as a Title 1 school so therefore no Title 1 funds are available. District personnel that are supported through other funds do respond when called upon to support families who are homeless or in need of social services. Guidance conducts bully proofing lessons to all classes 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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