Bay District Schools

Tyndall Academy

2021-22 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: 8/31/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (68%) 2017-18: B (61%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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.

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

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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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 Academy 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 "Soaring Above!"

Provide the school's vision statement.

Employees of Tyndall Academy 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kirkman, Kimberly	Principal	
Brock, Russell	Assistant Principal	
Dehner, Carolyn	Assistant Principal	
Whiting, Wendy	Instructional Media	
Yarnell, Cynthia	Teacher, K-12	4th grade teacher
Waller, Jacqueline	Teacher, K-12	5th grade teacher
Piddington, Heather	Teacher, K-12	2nd Grade Teacher
Sansbury, Morgan	Teacher, K-12	
Slade, Traci	Teacher, K-12	
Swartz, Meghan	Teacher, K-12	
Gonzalez, Rosania	Teacher, K-12	
Reid, Alyson	Teacher, K-12	

Demographic Information

Principal start date
Friday 8/31/2018, Kara Mulkusky

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

568

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	89	84	67	60	48	59	65	48	0	0	0	0	0	520
Attendance below 90 percent	17	17	8	8	4	9	7	6	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	2	2	0	0	0	0	0	4
Course failure in ELA	0	2	2	0	1	1	2	0	0	0	0	0	0	8
Course failure in Math	0	1	1	0	5	4	5	1	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	6	10	11	6	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	4	9	5	0	0	0	0	0	23
Number of students with a substantial reading deficiency	1	6	5	2	3	2	1	0	0	0	0	0	0	20

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	2	0	0	6	7	6	4	0	0	0	0	0	25

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	3	5	2	2	2	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - 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	
Number of students enrolled	68	62	46	43	40	45	49	0	0	0	0	0	0	353
Attendance below 90 percent	4	6	7	3	5	6	4	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	1	1	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	1	2	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	3	8	0	0	0	0	0	0	15

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	3	2	5	0	0	0	0	0	0	10

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	1	3	4	2	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	68	62	46	43	40	45	49	0	0	0	0	0	0	353
Attendance below 90 percent	4	6	7	3	5	6	4	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	1	1	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	1	2	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	3	8	0	0	0	0	0	0	15

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	3	2	5	0	0	0	0	0	0	10

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	1	3	4	2	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	73%	61%	65%	70%	60%
ELA Learning Gains				65%	64%	59%	54%	62%	57%
ELA Lowest 25th Percentile				45%	58%	54%	37%	55%	52%
Math Achievement				79%	70%	62%	79%	70%	61%
Math Learning Gains				82%	57%	59%	70%	59%	58%
Math Lowest 25th Percentile				64%	56%	52%	51%	62%	52%
Science Achievement				76%	65%	56%	72%	62%	57%
Social Studies Achievement					86%	78%		83%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	62%	61%	1%	58%	4%
Cohort Comparison						
04	2021					
	2019	65%	58%	7%	58%	7%
Cohort Comparison		-62%				
05	2021					
	2019	71%	56%	15%	56%	15%
Cohort Comparison		-65%				
06	2021					
	2019					
Cohort Comparison		-71%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	69%	62%	7%	62%	7%
Cohort Comparison						
04	2021					
	2019	84%	59%	25%	64%	20%
Cohort Comparison		-69%				
05	2021					
	2019	81%	54%	27%	60%	21%
Cohort Comparison		-84%				
06	2021					
	2019					
Cohort Comparison		-81%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	54%	27%	53%	28%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-81%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The primary progress monitoring tool used for grades K-7 during the 20-21 school year was the MAP test.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		59/75 79%	61/77 79%
	Economically Disadvantaged		14/19 74%0	13/18 72%
	Students With Disabilities		7/11 64%	7/11 64%
	English Language Learners		2/3 67%	2/3 67%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		63/75 84%	65/77 84%
	Economically Disadvantaged		14/19 74%0	13/18 72%
	Students With Disabilities		7/11 64%	7/11 64%
	English Language Learners		2/3 67%	2/3 67%

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		50/72 69%	48/73 66%
	Economically Disadvantaged	0	9/15 60%	8/15 53%
	Students With Disabilities		9/16 56%	8/16 50%
	English Language Learners		2/4 50%	2/4 50%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students		52/72 72%	51/73 70%
	Economically Disadvantaged	0	8/14 57%	9/15 60%
	Students With Disabilities		12/16 75%	12/15 80%
	English Language Learners		3/4 75%	3/4 75%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	44/57 77%	43/56 77%
	Economically Disadvantaged		10/16 63%	10/15 67%
	Students With Disabilities		10/12 83%	10/12 83%
	English Language Learners		1/1 100%	1/1 100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	11/16 69%	38/56 68%
	Economically Disadvantaged		11/16 69%	11/15 73%
	Students With Disabilities		7/12 53%	7/12 58%
	English Language Learners		0/1 0%	0/1 0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	34/49 69%	35/52 67%
	Economically Disadvantaged		7/12 58%	8/14 57%
	Students With Disabilities		5/12 42%	7/15 47%
	English Language Learners		2/3 67%	2/3 67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	40/49 82%	41/51 80%
	Economically Disadvantaged		10/12 83%	11/14 79%
	Students With Disabilities		6/11 55%	8/15 53%
	English Language Learners		2/3 67%	2/3 67%

Grade 5					
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**	
	All Students	0	33/54 61%	32/51 63%	
	Economically Disadvantaged		6/15 40%	6/13 46%	
	Students With Disabilities		6/16 38%	6/16 38%	
	English Language Learners		0/3 0%	0/3 0%	
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**	
	All Students	0	32/54 59%	31/51 61%	
	Economically Disadvantaged		4/15 27%	4/13 31%	
	Students With Disabilities		5/15 33%	5/15 33%	
	English Language Learners		0/3 0%	0/3 0%	
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**	
	All Students	0	36/52 69%	34/51 67%	
	Economically Disadvantaged		5/14 36%	4/13 31%	
	Students With Disabilities		5/15 33%	5/15 33%	
	English Language Learners		0/3 0%	0/3 0%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33	32		44	39		33				
ELL	50			60							
BLK	72	53		69	63						
HSP	68			71							
MUL	80			80							
WHT	73	48		81	62	50	70				
FRL	54	59		66	65		62				
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							

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	64
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	70
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	80
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	64
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

*Tyndall Academy's state assessment scores are among the top in the district, and above the state average in all academic areas measured.
*Tyndall Academy has experienced a recent drop in 5th grade science scores.
*Tyndall Academy's achievement scores are high in all areas, but does not have the number of students scoring Level 5 on the state assessments in comparison to similar schools.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

There are two areas of identified improvement.
1. The number of referrals for defiance, disrespect/insubordination and fighting need to be reduced.
2. The number of students scoring a level 5 in all areas of state assessments needs to increase.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The major contributing factor is the emphasis on students who are struggling or below grade level. Instructional staff has spent a large amount of time and resources working with lower performing students, which leads to a reduction in time addressing those students at/above grade level. The direct result after looking at the data from our school and other similar schools is the need to address the lack of students scoring at Level 5 throughout on the various FSA tests. New actions to be taken to address this area of improvement include PLC work and formative assessments.

To reduce the number of referrals for defiance/disrespect/insubordination, the school's PBS team will work with staff to provide guidance and lessons to address these areas of focus.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 assessments, Tyndall Academy showed the most improvement in ELA learning gains (+11) and Math learning gains (+12).

What were the contributing factors to this improvement? What new actions did your school take in this area?

The major contributing factor to this improvement was the emphasis within individual classrooms on struggling students and differentiating instruction for those students having difficulties in math and ELA.

What strategies will need to be implemented in order to accelerate learning?

Differentiation strategies within individual need to be implemented in order for instructional staff to be able to better serve struggling students and those students who need enrichment activities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will be provided within PLC groups, meetings with the school leadership team, and faculty meetings throughout the school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services to be implemented include focused PLC work between teachers and administration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Area of Focus: Tyndall Academy teachers will provide academic differentiation (intervention and enrichment) in both reading and math for all students at all grade levels. Rationale: Tyndall Academy learning gains for the lower quartile have remained steady in the past few years in reading and math yet scores have been decreasing in students scoring at levels 4 and 5 especially when compared to like schools. Differentiating instruction to all students will allow time for both intervention for struggling students and provide needed enrichment to students that are already performing at high levels in the classroom. All students will receive instruction based on need no matter the level of performance.
Measurable Outcome:	100% of the instructional staff will provide differentiation to all students in reading and math.
Monitoring:	This area of focus will be monitored through classroom observations, monitoring of lesson plans, and observation of PLC meetings by the Tyndall Academy administration: Kimberly Kirkman, Russell Brock, and Carolyn Dehner.
Person responsible for monitoring outcome:	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)
Evidence-based Strategy:	Differentiation in the classroom is acknowledged to be a compelling and effective means of restructuring classrooms to include students of diverse abilities and learning styles by ensuring that general classroom instruction is accessible for all students. The goal of differentiation is to ensure all students learning in the same classroom have equitable access to educational opportunities and resources based on students' interests, learning preferences and readiness. Teachers will be required to use an effective formative assessment strategy that aligns activities with learning standards.
Rationale for Evidence-based Strategy:	Differentiation in the classroom is acknowledged to be a compelling and effective means of restructuring classrooms to include students of diverse abilities and learning styles by ensuring that general classroom instruction is accessible for all students. The goal of differentiation is to ensure all students learning in the same classroom have equitable access to educational opportunities and resources based on students' interests, learning preferences and readiness. Teachers will be required to use an effective formative assessment strategy that aligns activities with learning standards.

Action Steps to Implement

Collaboration between teachers in PLCs will focus on the 4 critical questions of a PLC.

Person Responsible	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Teachers will be required to participate in formative assessments to determine what students know in relation to the learning standard and target of the lesson and what they will do for students that do not respond and those that are already proficient.

Person Responsible	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Teachers will incorporate the i-Ready learning path in Reading and Math for students and will incorporate small group WIN time as possible.

Person Responsible	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Enrichment/research activities will be discussed in PLCs that proficient students can work on once their work is completed or at home.

Person Responsible   Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

#2. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	In reviewing our 2020-2021 behavior data as a Florida PBIS school, the data reflected a need to target behaviors resulting in office disciplinary referrals (ODRs) within the areas of defiance/insubordination/disrespect and physical attack.

Measurable Outcome:	For the 2021-2022 school year, Tyndall Academy will reduce the number of behaviors resulting in ODRs coded as defiance/insubordination/disrespect and/or physical attack by 10%.
Monitoring:	The area of focus will be monitored through monthly meetings of the Positive Behavior Support Leadership team, which analyzes and discusses previous month and year-to-date discipline data and plans school wide activities to address behavioral needs. Adjustments to our action plan will be made as dictated by the monthly data.
Person responsible for monitoring outcome:	Carolyn Dehner (dehnecr@bay.k12.fl.us)
Evidence-based Strategy:	Tyndall Academy implements a Positive Behavior Approach that is ingrained in the school culture and climate. It includes direct instruction of school wide expectations along with a school wide plan of positive reinforcement that is used in conjunction with the district's discipline matrix.
Rationale for Evidence-based Strategy:	The Positive Behavior Approach is research based and nationally recognized as an effective means for creating a safe and stable learning environment. The fundamental premise of this approach is to strategically teach the desired behaviors and acknowledge them positively at a much higher rate than in a negative way. The FLPBIS model has been the basis for Tyndall's program for over ten years. Tyndall has been recognized as a Model School several times over the course of those ten years and continues to find success with it. FLPBIS resources as well as resources provided by Bay District Schools MTSS Behavior team and resources provided by the Choose Kindness Foundation will be implemented in this year's action plan.

Action Steps to Implement

Continuous instruction in the school wide expectations of being safe, owning choices, being actively engaged, and respectful along with classroom instruction for all procedures will be given at the school level and classroom level. Emphasis on this instruction is during the first few weeks of school along with refresher lessons following holiday breaks from school. Collaboration between teacher and students sets specific classroom expectations that are centered on the school wide expectations. Campus signage serves as a constant reminder as well.

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

Tyndall Academy will incorporate and emphasize the kindness expectations of showing appreciation, offering help, acting friendly, and reaching out to others as an addition to our current program. Campus messaging will serve as reminders to behavioral expectations and weekly lessons provided will teach and offer students opportunities to practice elements of kindness and develop social skills.

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

Core Essentials monthly character traits will be emphasized on daily morning announcements and during character education lessons in each classroom Special area teachers will integrate character trait

instruction during their content lessons as well giving special attention to how the character trait can be put into an act of kindness.

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

Professional development and training will be provided to faculty and support staff at the start of school as well as throughout the year. Parents will be informed of our behavior program activities and kindness initiative through class and school wide flyers, newsletters, and postings. The school will contact and work directly with individual parents when behaviors relate specifically to their student.

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

Tyndall will increase the amount of positive reinforcement provided this year by adding additional tokens given to students for meeting both SOARing expectations but also Kindness expectations. Additionally two students from each grade level (PreK-7) will be chosen and recognized for their positive behavior. This is expanded from previous years where only 5 student were recognized weekly. Quarterly school wide celebrations will serve as fun, rewarding activities but also as an opportunity to teach and reinforce the desired behaviors.

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

As needed, tier 2 and tier 3 behavior plans will be implemented on an individual basis for students not being successful with the tier 1 plan. Additional the mental health team and Military Family Life Counselor will be called up to assist with individual and small groups of students in meeting their needs and promoting appropriate behavior. The "Promise Room" and "Promise Para" will be used to allow students to regroup and reflect in order to return to class when needed as a proactive approach in the continuous teaching of desired school behavior.

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

Instruction will be provided to students on conflict resolution as well as appropriate ways to address peer pressure/conflict so that behaviors do not escalate to the level of physical altercations. This instruction may be both formal or informal and be delivered by administration, guidance, the mental health team, the Promise Para, classroom teachers, and other resources available.

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

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Our vision is to provide a high level of student centered, standards based instruction using a systemic collaborative approach. Our focus will be on differentiation for all students, regardless of needing intervention or enrichment. A common, guaranteed learning experience will be the goal across each grade level. PLCs are the centerpiece of Tyndall Academy because they focus on the heart of instruction and student achievement.
Measurable Outcome:	100% of the instructional staff will participate in PLCs 100% of the time.
Monitoring:	PLCs will be monitored by administrators using a Google Feedback Form. This form will also provide school-wide data on the implementation of PLCs. PLCs will house their documentation in a central google folder.
Person responsible for monitoring outcome:	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)
Evidence-based Strategy:	Professional learning communities have been at the forefront of transforming schools to improve student achievement. Effective PLCs are founded on the shared vision and values of improving learning outcomes for all students. When staff have ongoing, consistent meeting times for PLCs such that they are able to respond to students' needs in a timely manner, those responses are shown to have a greater impact in ensuring all students have equitable opportunities to learn and grow academically.
Rationale for Evidence-based Strategy:	Tyndall believes that PLCs are the centerpiece of instructional practice of the school and will improve the skills and knowledge of our teachers as well as improve student achievement.

Action Steps to Implement

PLCs will be established by grade levels and/or common situation; i.e. special area teachers
PLCs will meet from 2:00-2:40 once a week on a designated day.
PLCs will all use the same template to record agenda items and action steps.

Person Responsible	Kimberly Kirkman (kirkmkl@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school will monitor its reporting system for classroom disruptions and other major incidents such as bullying/harassment, etc. to make sure all are being reported correctly and in a timely manner. The school will also be sure to consult the district disciplinary matrix for guidance when making decisions regarding major disciplinary incidents.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Tyndall Academy strives to provide a positive culture for our students, families and staff. This is accomplished by setting high expectations of all on campus. SOAR expectations are posted throughout campus and students and staff regularly revisit these expectations. Students and classes that show positive examples of the expectations are rewarded weekly. Tyndall is also working to re-establish the PTO program which also provides positive rewards and experiences for students and staff. Parents are treated as partners in education and are routinely involved in their students' education.
Tyndall has received a Kindness Grant this year that pairs with our PBIS program. Staff and students nominate students weekly for acts of kindness. Individual students are recognized on morning announcements on Fridays.
Social Media Posts as well as Weekly Staff Newsletters provide shout-outs to outstanding staff as well as being a vehicle to recognizing others in our school that are making a difference.
Tyndall Academy has 2 MFLCs that provide positive reinforcement and guidance to our military students. Military members often ask to volunteer to clean up campus or to complete a project for the beautification of our school which makes the school environment inviting to all.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration provides weekly short-outs, support for new teachers, weekly newsletters, and our widely recognized PBIS program. Our school also has a social club that provides treats and support for all school staff. Our school PTO also plays a large part in our positive culture by providing for teacher needs, school needs and special recognitions such as teacher appreciation week.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$0.00