

Clay County Schools

# Tynes Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Tynes Elementary School

1550 TYNES BLVD, Middleburg, FL 32068

<http://tes.oneclay.net>

## Demographics

**Principal: Sarah Brennan**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	46%
<b>2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (65%) 2018-19: A (64%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</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 Clay 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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## Tynes Elementary School

1550 TYNES BLVD, Middleburg, FL 32068

<http://tes.oneclay.net>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

### School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Tynes Elementary School in partnership with its children, families, and community will provide a superior education by providing quality instruction in a safe and orderly environment. Through their education at school, all students will gain the skills, strategies, and desire necessary for continued learning. They will also develop a strong sense of responsibility for themselves, their community, and each other. Our hope is to foster life-long learners and responsible citizens.

#### Provide the school's vision statement.

Tynes Elementary School wants to maintain its A school status while developing the whole student in areas of academics and social, emotional learning.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brennan, Sarah	Principal	
Cambron, Michelle	Teacher, K-12	SAC Chairperson
Christopher, Nakia	Assistant Principal	
Bright, Steven	Assistant Principal	
Green, Karen	Administrative Support	
Huggins, Shelley	Teacher, K-12	
Wright, Eric	School Counselor	
Goodwin, Cassie	Teacher, ESE	

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Sarah Brennan

**Number of teachers with a 2022 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.*

6

**Number of teachers with a 2022 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.*

15

**Total number of teacher positions allocated to the school**

74

**Total number of students enrolled at the school**

1,016

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

9

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	142	142	134	156	116	129	162	0	0	0	0	0	0	981
Attendance below 90 percent	14	13	9	5	13	5	19	0	0	0	0	0	0	78
One or more suspensions	1	0	0	0	0	2	2	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	13	24	14	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	14	22	37	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	0	0	0	5	11	28	15	0	0	0	0	0	0	59

Using the table above, complete the table below with the number of students by current grade level who have 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	5	3	4	3	0	0	0	0	0	0	15

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	2	5	1	0	0	0	0	0	0	0	0	13
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**

Tuesday 9/27/2022

**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	154	147	156	120	132	139	134	0	0	0	0	0	0	982
Attendance below 90 percent	28	27	28	31	29	28	23	0	0	0	0	0	0	194
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	154	147	156	120	132	139	134	0	0	0	0	0	0	982
Attendance below 90 percent	28	27	28	31	29	28	23	0	0	0	0	0	0	194
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	0	0	0	0	0	0	0	

#### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	63%	56%				69%	65%	57%
ELA Learning Gains	63%						61%	62%	58%
ELA Lowest 25th Percentile	53%						51%	54%	53%
Math Achievement	71%	51%	50%				76%	70%	63%
Math Learning Gains	68%						64%	66%	62%
Math Lowest 25th Percentile	56%						51%	56%	51%
Science Achievement	74%	69%	59%				75%	65%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	68%	7%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-75%				
05	2022					
	2019	63%	62%	1%	56%	7%
Cohort Comparison		-71%				
06	2022					
	2019	59%	64%	-5%	54%	5%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	71%	11%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-82%				
05	2022					
	2019	62%	64%	-2%	60%	2%
Cohort Comparison		-73%				
06	2022					
	2019	81%	70%	11%	55%	26%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	63%	10%	53%	20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-73%				

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	42	40	47	58	51	33				
ASN	100			100							
BLK	60	72	72	56	68	68	75				
HSP	76	70	60	76	67	64	67				
MUL	61	54		72	68						
WHT	67	60	45	72	69	50	74				
FRL	59	61	54	59	66	63	70				
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	28	42	52	41	40	29	44				
BLK	53	50	45	49	54	33	41				
HSP	73	75		69	67		86				
MUL	69	47		64	60						
WHT	63	57	41	69	64	45	74				
FRL	53	51	53	60	61	50	60				
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	39	32	33	54	46	41	48				
ELL	67	83		75	75						
ASN	100			100							
BLK	57	50	36	69	57	41	52				
HSP	65	71	57	73	62	56	87				
MUL	79	67		91	79						
WHT	70	61	50	76	64	52	77				
FRL	59	60	50	70	63	52	68				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
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	452
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Our overall proficiency numbers in ELA and math are improving, but our bottom 25% and SWD subgroups continue to lag behind the rest of our population in learning gains.  
Our 5th grade was once again our lowest performing grade band.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Learning gains for our BQ and SWD in ELA and math.

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

For 5th grade math, it was the first year of Eureka curriculum for those two teachers. The pacing was a challenge for them, and there were definitely standards that were not taught to mastery. Also, in 5th grade our average class size was 25 or more students in all six homerooms due to growth. We were given an allocation in February, but that individual's attendance during the 3rd and 4th marking periods was under 20% so little impact was felt in the area of targeted small group instruction.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

6th grade continues to be an area of great improvement, as was our science proficiency.

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

6th grade ELA and math - Our 6th grade team teaches the standards and relentlessly monitors individual and whole group progress toward mastery by collaborating to include the ESE teacher and engaging in practices that encourage student ownership of their learning.

Science - Our 5th grade science teachers utilize district benchmarks, Penda Learning, and teacher created assessments as formative measures of mastery of the standards. They plan weekly and collaborate with the STEM resource teacher, who helps support teaching of the 5th grade science standards.

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

Implementation of the BEST standards in math at all grade levels,  
Vertical PLC monthly by content to create awareness of learning gaps and share best practices  
Intensifying Tier 1 instruction through the use of evidence based curriculum and strategies  
Partnering with families to confer about student strengths and needs for improvement

**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.**

MTSS - How to intensify Tier 1 instruction before adding Tier 2 and/or 3  
Lexia Training - Year 2 of implementation  
Supplemental Reading programs

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

Ongoing PD for team leaders who are leading content PLC and vertical PLC to ensure that the work is focused around student achievement.

### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus  
Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on comparison with district data, Tynes' learning gains in ELA for the Lowest 25% continue to lag behind overall learning gains by approximately 10%. We need to close that gap.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Tynes LQ gains will increase from 53% to 60% or better based on 2023 F.A.S.T. PM #3.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

TES administrators will collaborate in grade level PLC, vertical PLC, and with individual teachers to aggressively monitor student progress using all available data. Our ITFs who are also our APs will partner with grade level teams to provide school level support and access district level supports as needed to intensify Tier 1 instruction before layering on Tier 2 and/or 3 supports.

**Person responsible for monitoring outcome:**

Sarah Brennan (sarah.brennan@myoneclay.net)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Pre-K through 6th grade teachers will implement Tier 1 instruction with fidelity and engage in progress monitoring as detailed by the CCDS K-12 CERP Curriculum, Instruction, and Assessment Decision Trees.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The CCDS CERP was designed to ensure that all students develop foundational skills in reading by grade 3. Tynes teachers will ensure that the curriculum resources and instructional strategies being utilized in our classrooms with our learners support the science of reading and the implementation of the ELA B.E.S.T. standards.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA Content and Vertical PLCs will focus on analysis of student data and work samples to plan lessons to support our students in the LQ.

**Person Responsible**

Sarah Brennan (sarah.brennan@myoneclay.net)

During informal classroom visits, the administrators will look for evidence of targeted small group instruction for students in the LQ for ELA.

**Person Responsible**

Sarah Brennan (sarah.brennan@myoneclay.net)



Our ITFs will collaborate with grade level teams to provide school level support and/or access district level supports for teachers to intensify their Tier 1 instruction or layer Tier 2/3 instruction using supplemental reading programs as needed for our LQ students.

**Person Responsible** Steven Bright (steven.bright@myoneclay.net)

*No description entered*

**Person Responsible** [no one identified]

*No description entered*

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Similar to our ELA measures, our learning gains in math for our students in the LQ lag behind overall learning gains by approximately 10%. This trend has remained over time and we need to close that gap.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Tynes will increase learning gains in the bottom quartile from 56% to 65% based on 2023 F.A.S.T. PM #3.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The TES administrative team will work closely with district elementary math coaches to ensure that all teachers are utilizing district and state approved curriculum and resources that are evidenced based and aligned with the B.E.S.T. standards for math instruction.

**Person responsible for monitoring outcome:**

Sarah Brennan (sarah.brennan@myoneclay.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers pre-K through 6th grade will implement Tier 1 instruction with fidelity and engage in progress monitoring as detailed by the CCSD Curriculum Maps. Teachers will intensify their Tier 1 instruction using evidenced based practices before layering Tier 2 and/or Tier 3 interventions.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Tynes teachers will ensure that the curriculum resources and instructional strategies used with our children are taught with fidelity to ensure that all learners are progressing to maximize their learning potential.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 1 instruction will occur with fidelity using only district and state approved curricula and strategies that are aligned with the B.E.S.T. math standards.

**Person Responsible**

Sarah Brennan (sarah.brennan@myoneclay.net)

Content area and vertical PLC work will focus on analyzing student data and work samples to plan lessons that support achievement targeting our students who are in the LQ.

**Person Responsible**

Sarah Brennan (sarah.brennan@myoneclay.net)

Administrators will look for evidence during informal classroom walkthroughs of targeted small group instruction for students who need additional support in math.

**Person Responsible**

Sarah Brennan (sarah.brennan@myoneclay.net)

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Proficiency and learning gains for our students with disabilities continues to lag behind that of their peers. As compared to the district and the state, our SWD performed better, but our school grade for SWD is a C as compared to our A for overall performance.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will increase our proficiency for SWD by 5% in reading and math from 39% in ELA and 47% in math to 44% in ELA and 52% in math.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

TES administrators will collaborate in grade level PLC, vertical PLC, and with individual teachers to aggressively monitor student progress using all available data. Our ESE teachers will be equal partners in our PLC work and provided access to all general education curriculum materials and resources and be provided professional development in both the core curriculum as well as supplementary materials used to intensify their instruction for SWD.

**Person responsible for monitoring outcome:**

Sarah Brennan (sarah.brennan@myoneclay.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers pre-K through 6th grade will implement Tier 1 instruction with fidelity and engage in progress monitoring as detailed by the CCSD Curriculum Maps. Teachers will intensify their Tier 1 instruction using evidenced based practices before layering Tier 2 and/or Tier 3 interventions. Teachers will ensure that they are providing and documenting the use of Specially Designed Instruction (SDI) for our students with disabilities in accordance with their IEPs.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Tynes teachers will ensure that the curriculum resources and instructional strategies being utilized in our classrooms with our learners support the science of reading and the implementation of the ELA and mathematics B.E.S.T. standards.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Case managers for each SWD will monitor the progress of their students through collaboration with the gen ed teachers and completion of a data tracking sheet to include FAST data, CBA in reading and math, and other formative data.

**Person Responsible** Sarah Brennan (sarah.brennan@myoneclay.net)

2. Gen ed and ESE teachers will have common planning time and work in their PLCs to plan and implement lessons that are aligned with the B.E.S.T. standards and supportive of individual student IEP goals.

**Person Responsible** Sarah Brennan (sarah.brennan@myoneclay.net)

3. PD for ESE and gen ed teachers in SDI to address SWD's skill deficits in reading and/or math.

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**Person Responsible** Sarah Brennan (sarah.brennan@myoneclay.net)

**#4. Positive Culture and Environment specifically relating to Students with disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The number and frequency of students with disabilities receiving ISS and OSS exceeded the comparison with their nondisabled peers. We want to close that gap.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the fourth quarter of the 22-23 school year, the frequency of ISS and OSS for our SWD will decrease.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly analysis of discipline data  
Mid and end of year disaggregation of discipline data

Person responsible for monitoring outcome:

Steven Bright (steven.bright@myoneclay.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS Rewards  
7 Mindsets Curriculum

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS Rewards is a schoolwide program used PreK-6 to positively acknowledge students for academics, Tiger P.R.I.D.E. and school safety. 7 Mindsets Curriculum is taught and reinforced campus wide in classrooms, cafeteria and by our school counselors and MFLC.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly meeting of PBIS team with representatives from each grade level or department

**Person Responsible**

Steven Bright (steven.bright@myoneclay.net)

Administrative walk throughs will collect evidence of positively acknowledging students

**Person Responsible**

Steven Bright (steven.bright@myoneclay.net)

Tier 1 interventions will be implemented with fidelity for all students PreK-6 before layering on Tier 2 and/or 3 interventions.

**Person Responsible**

[no one identified]

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Tynes Elementary values a positive school culture and environment. The faculty and staff at Tynes work to build positive relationships with families by communicating vision and mission and keeping families updated on school initiatives via weeks Smore newsletter from the principal as well as through our social media platforms. Teachers communicate with families regularly to keep them informed of their students' progress, both academic and life skills, via phone calls, notes, Synergy email, and PBIS rewards points. Schoolwide implementation of PBIS initiative to communication with all stakeholders include monitoring recognition of students demonstrating appropriate behavior during informal classroom walkthroughs, PBIS Rewards incentives including visits to the Tiger Den, our school store, and implementation of the 7 Mindsets curriculum.

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

Teachers and staff all utilize the PBIS Rewards program across campus to recognize positive behaviors of individual and classes. Our Tiger P.R.I.D.E. expectations of positivity, respect, integrity, determination, and effort are taught, reinforced, and posted across campus including classrooms and common areas such as cafeteria, restrooms, and playground. Students and teachers use the "paws up" hand signal to show each other Tiger P.R.I.D.E. in a nonverbal acknowledgement or to cue students to show their P.R.I.D.E. Parents and extended family, as well as volunteers and visitors, are expected to join as partners in our work to acknowledge positive decision making.