Bay District Schools

Tyndall Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Tyndall Academy

7800 TYNDALL PKWY, Tyndall Afb, FL 32403

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our collaborative culture motivates students to be the "Nation's Best Above All the Rest". At Tyndall Academy, we promote high expectations, deliver quality educational experiences, and support the needs of ALL Thunderbirds.

Provide the school's vision statement.

The Tyndall Academy community fosters students' Success, Opportunity, Ambition, and Resilience (SOAR) through an empowering education, inspiring them to approach life with curiosity, inclusivity, and responsibility.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Mulkusky, Kara	Principal	Oversee day-to-day operations of the school, serve as an instructional leader, manage school logistics and budgets, monitor student growth and performance, adjust supports and services based on student needs, monitor teacher performance and provide guidance and support, ensure that the campus is safe and secure, build productive relationships with families, community members and other stakeholders
Dehner, Carolyn	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Brock, Russell	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Whaler, Sarah	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Siler, Amber	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Gonzalez, Rosania	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Calo, Marilyn	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Ishee, Tina	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through

Name	Position Title	Job Duties and Responsibilities
		formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Swartz, Meghan	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Ferrell, Regina	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Waller, Jacqueline	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Barrett, Caralyn	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Whitaker, Joanna	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Hakala, Angela	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Overway, Marisah	Teacher, ESE	Responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each

Name	Position Title	Job Duties and Responsibilities
		student, collaborate with general education teachers to ensure all students receive standards based instruction.
Whiting, Wendy	Instructional Media	Provide accessible tools for students and staff to direct, enhance, and support the learning process, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.
Kevern, Rebecca	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Tyndall Academy has obtained input from a variety of key stakeholders including students, staff, parents, families and community members by conducting a Climate Survey during Spring 2023. Also, during the 2022-23 school year, we held parent-teacher conference nights, School Advisory Council Meetings, and PTO meetings in an effort to receive input about the overall well-being of our school. Responses and feedback were carefully analyzed when reviewing and reviewing the SIP goals and action steps for the upcoming school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be reviewed at monthly School Leadership Team meetings to monitor the effectiveness of our progress with the identified goals. School-wide academic and behavior data will be reviewed at least on a monthly basis and will drive any necessary revisions to our plan. Progress and revisions will be shared with teachers during PLC or faculty meetings, and communicated to stakeholders during SAC meetings or Family/Community events.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	45%
2022-23 Economically Disadvantaged (FRL) Rate	41%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	13	14	7	11	11	6	4	6	3	75
One or more suspensions	1	0	0	0	0	0	0	0	1	2
Course failure in English Language Arts (ELA)	0	0	2	5	1	1	3	1	0	13
Course failure in Math	0	0	2	3	2	2	5	1	0	15
Level 1 on statewide ELA assessment	0	0	0	0	7	5	8	9	8	37
Level 1 on statewide Math assessment	0	0	0	0	4	8	7	14	9	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	3	0	0	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	21	19	8	16	9	6	9	6	99
One or more suspensions	0	0	2	3	2	1	3	4	10	25
Course failure in ELA	0	0	2	4	3	0	0	1	1	11
Course failure in Math	0	0	2	2	3	0	0	3	1	11
Level 1 on statewide ELA assessment	0	0	0	0	7	5	8	9	10	39
Level 1 on statewide Math assessment	0	0	0	0	4	8	7	14	9	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	3	4	6	4	5	8	4	34

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	0	0	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	49	53	67	52	55	73		
ELA Learning Gains				66			57		
ELA Lowest 25th Percentile				64			47		
Math Achievement*	69	58	55	73	35	42	77		
Math Learning Gains				69			63		
Math Lowest 25th Percentile				62			53		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	70	56	52	67	55	54	63		
Social Studies Achievement*	91	65	68	83	55	59			
Middle School Acceleration	76	70	70		41	51			
Graduation Rate		80	74		54	50			
College and Career Acceleration		49	53		69	70			
ELP Progress	75	45	55		69	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	55			
AMI				
ASN				
BLK	58			
HSP	64			
MUL	83			
PAC				
WHT	70			
FRL	66			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	50			
AMI				
ASN				
BLK	64			
HSP	67			
MUL	83			
PAC				
WHT	68			
FRL	57			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			69			70	91	76			75
SWD	37			49			35	67			5	
ELL	41			50							3	75
AMI												
ASN												
BLK	51			56			52	94	69		6	
HSP	58			67			75				5	80
MUL	70			72			92	100	82		5	
PAC												
WHT	62			72			72	86	74		6	
FRL	54			62			67	83	89		6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	67	66	64	73	69	62	67	83				
SWD	39	54	55	40	52	60	33	40				
ELL	64			36								
AMI												
ASN												
BLK	50	63		60	71	62		80				
HSP	74	62		65	68		64					
MUL	90	77		90	75							
PAC												
WHT	67	64	64	75	66	59	73	74				
FRL	56	56	52	56	60	63	46	64				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	73	57	47	77	63	53	63					
SWD	33	32		44	39		33					
ELL	50			60								

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	72	53		69	63							
HSP	68			71								
MUL	80			80								
PAC												
WHT	73	48		81	62	50	70					
FRL	54	59		66	65		62					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	75%	52%	23%	54%	21%
07	2023 - Spring	68%	48%	20%	47%	21%
08	2023 - Spring	69%	48%	21%	47%	22%
04	2023 - Spring	62%	55%	7%	58%	4%
06	2023 - Spring	53%	46%	7%	47%	6%
03	2023 - Spring	49%	47%	2%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	55%	20%	54%	21%
07	2023 - Spring	69%	53%	16%	48%	21%
03	2023 - Spring	51%	54%	-3%	59%	-8%
04	2023 - Spring	67%	59%	8%	61%	6%
08	2023 - Spring	72%	61%	11%	55%	17%
05	2023 - Spring	83%	53%	30%	55%	28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	65%	51%	14%	44%	21%
05	2023 - Spring	71%	49%	22%	51%	20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	57%	41%	50%	48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	71%	17%	66%	22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on FAST data, our third grade ELA and Math scores fell slightly below the district and state average. Some contributing factors may include higher class sizes for last year's third grade class as we were unsuccessful with hiring an additional third grade grade teacher.

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

Although we would be comparing different assessment data (FSA to FAST scores), it can be noted that our 6th grade ELA end of year scores showed a decent decline. Factors that may have contributed to this included lack of teaching units to match our growing enrollment for Tyndall Academy Middle School. When units were earned in September, unfortunately it was a difficult time to hire teachers. Class sizes were larger than preferred.

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

Based on iReady diagnostic reports and FAST assessment data, our 3rd grade math scores fell slightly below the district and state average. Some contributing factors may include higher class sizes for last year's third grade class as we were unsuccessful with hiring an additional third grade grade teacher.

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

The majority of our grade levels' STAR and FAST scores were among the top in the district, coming close to the traditionally high performing charter schools. Scores in both ELA and Math were above the district and the state averages with the exception of 3rd grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS report, we see a slight increase in the number of course failures for both ELA and Math. But it should also be noted that our school enrollment has significantly increased.

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

During the 2023-2024 school year, Tyndall Academy's biggest priority will be to strengthen the work of our PLCs to include data driven practices, standards aligned instruction, and targeted remediation, differentiation, and enrichment. We will also implement a consistent school-wide PBIS framework to promote positive behaviors among our students, which will have a direct impact on our school culture.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tyndall Academy will implement data driven PLC meetings to plan intervention blocks and differentiate students' instruction.
Tyndall Academy demonstrated a slight decrease in student achievement across specific grade levels including kindergarten, third and sixth. Data driven PLCs that analyze common formative assessment results will drive intervention blocks to provide students with the instruction they need to ensure growth and mastery towards the identified benchmarks and standards. Intervention blocks will be built into the master schedule so that students will receive remediation, acceleration, or enrichment, depending on their identified learning need.

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

100% of instructional staff will use data to plan and deliver differentiated lessons during the designated intervention block.

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

This area of focus will be monitored by classroom walk-throughs and observations, review of lesson plans, one-on-one teacher conferences, and participation in PLCs by the Tyndall Academy Administrative team.

Person responsible for monitoring outcome:

Kara Mulkusky (mulkukm@bay.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reviewing progress monitoring, benchmark, and common assessment data using data driven dialogue protocols will be a key strategy to support this area of focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using data driven dialogue protocols when collaboratively reviewing students' achievement data will ensure students' learning needs are accurately identified and that differentiation strategies are planned and executed effectively. Data driven conversations will promote a collective commitment among our PLC teams, fostering a collegial environment in which everyone assumes a responsibility for high levels of learning for ALL students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Designated intervention blocks will be built into the master schedules: "WIN" (What I Need) Time for elementary and "FLIGHT" Time/Critical Thinking period for middle school.

Person Responsible: Kara Mulkusky (mulkukm@bay.k12.fl.us)

By When: The master schedule reflected designated intervention blocks and were shared with teachers during back to school inservice beginning on July 31, 2023.

Teachers will review student performance data including benchmark, diagnostic, progress monitoring and common assessment data during PLC meetings and MTSS data chats in order to make data driven, informed decisions about students' learning progress and instructional needs.

Person Responsible: Kara Mulkusky (mulkukm@bay.k12.fl.us)

By When: This action step will be on-going throughout the 2023-2024 school year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tyndall Academy will improve our safe and secure environment that is focused on learning. We will reduce the overall number of student behavior referrals by strengthening the Tier 2 portion of our school-wide behavior framework.

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

By the end of school year 2023-2024, Tyndall Academy will see a minimum of 60% improvement in behavior among students with a Tier 2 behavior intervention plan.

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

This area of focus will be monitored during weekly PLC meetings, monthly MTSS data chats, and monthly PBIS team meetings in which school-wide and student specific behavior data will be reviewed.

Person responsible for monitoring outcome:

Sarah Whaler (whalese@bay.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Develop, implement, monitor, assess and modify a multi-tiered system of support for behavior: PBIS framework.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementing a school-wide PBIS framework integrates all of our school's data systems to best support student outcomes, resulting in a positive change in students' behavior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Support teachers with multiple resources to strengthen their classroom management skills and their Tier 1 classroom management plan, via staff development, monthly PBIS meetings, new teacher support cohort, PLC coaching, and online resources.

Person Responsible: Kara Mulkusky (mulkukm@bay.k12.fl.us)

By When: This action step will be ongoing throughout the 2023-2024 school year.

Establish a system for classroom managed and office managed behaviors, which will result in consistent behavior data collection to identify trends in challenging behavior, allowing staff to intervene in targeted areas.

Person Responsible: Sarah Whaler (whalese@bay.k12.fl.us)

By When: This action step will be ongoing throughout the 2023-2024 school year.

Identify students in need of a Tier 2 behavior intervention plan based on classroom and office discipline referrals, documentation of those receiving support from the PROMISE Room, MFLC team, and Student Wellness Team, those discussed by teachers during monthly data chats and CARES meetings, as well as those highlighted through the district universal screener.

Person Responsible: Kara Mulkusky (mulkukm@bay.k12.fl.us)

By When: This action step will be ongoing throughout the 2023-2024 school year.

Develop and implement a plan for implementing research-based behavior interventions including but not limited to, check-in/check-out, social skills lessons or curriculum, positive reinforcement, and replacement behavior instruction.

Person Responsible: Kara Mulkusky (mulkukm@bay.k12.fl.us)

By When: This action step will be ongoing throughout the 2023-2024 school year.

Conduct monthly meetings with essential Tyndall personal including Admin, School Counselors, Student Wellness Team, MFLC team, interventionists, and ESE interventionists, to monitor, streamline, and assess the effectiveness our our systems.

Person Responsible: Kara Mulkusky (mulkukm@bay.k12.fl.us)

By When: This action step will be ongoing throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In Bay District, we are a collabroative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly sligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadhseet is shared with the stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendement. Tyndall Academy is in continuous communication with the district leadership team regarding funding and fiscal resources to ensure we are providing students with well-rounded educational opportunities.