

## Preliminary Report, Highlights: Tyndall, Bay County

Between 30-50% Free and Reduced Lunch

*Ideals and ideas combine to inspire and create a school atmosphere of high expectations and achievement.*

**WORK on the WORK:** The Tyndall principal and staff believe that their students have unlimited potential, and that the key to unlock that potential is effective teaching. Professional development, “the work”, is prioritized in the area of Reading, which is the school’s instructional focus. In the last few years, the school reports that they have made a transition from presenting information to students, to sparking higher order thinking. They use a Reading series based on six blocks that was developed with District input. It includes self-selected and guided reading, with a companion writing component. They committed time and research to discover what makes a Reading program effective, and which ones are, so that they choose what works for their students.

**Results:** Grade 4 FCAT Writing, 127 students tested: 3.3, above district 3.2; FCAT Reading and Math higher than district and state

### Practices that Promote High Performance:

- Reinforcing your goals with intensive professional development that parallels teaching and program content
- Taking advantage of any and all district support and programs, such as data assessment, that can help
- Dedicating dollars to expand books and selections in the media center to encourage student reading

**MODEL CITIZENSHIP:** The Principal believes “you are what you honor, monitor and pay attention to.” Tyndall was formerly a Department of Defense School. Although now part of the School District, the school still serves parents and students from the Air Force Base. Patriotism and citizenship ideals permeate the school and influence student expectations. Despite a high mobility rate (47%), the school credits a committed and supportive parent and partner base including the “Wives of the Officers.” The principal’s leadership and responsiveness sets the tone. She even opened up her office so that students could view her world. Every day she tells students “Make it a great day, or not. The choice is yours.”

**Results:** School Grades: 2000: A; 2001: A; 2002: A.

### Practices that Promote High Performance:

- Using the unique character of your school and parent population as a bond and theme for your school
- Conducting “school profiling” to know your students, parents, community-researching your identity
- Establishing an open door policy (Principal) for all stakeholders: students, parents, teachers, partners

**MONITOR EVERYTHING:** The school is focused on aligning goals and instructional programming to Sunshine State Standards. These benchmarks and standards flow through Tyndall’s planning and professional development. The school reports quality support in this area, and in sophisticated data analysis, from the District. Goals and plans are cross-aligned, and then cross-referenced with data. This is ongoing. The school monitors student performance regularly and wants to do even more in this area so that remediation can be almost instantaneous. Professional development centers on data analysis and application. The programs used by the school combine homegrown and external with District input, including “Tyndall Writes,” and “Know the Author.”

**Results:** FCAT Reading and Math are considerably above the district and state mean scores at all levels.

### Practices that Promote High Performance:

- Using the 5 minute walk-through of all classrooms (by Principal and Assistant Principal), that monitors and provides feedback to teachers on everything from being on task to critical thinking
- Allowing time for programs to work and have an impact before discarding for the flavor of the month
- Using the internet to research other best practices, promising programs and education innovations