

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: TIGER ACADEMY

District Name: Duval

Principal: Charles McWhite

SAC Chair: John Baker-BOD Chairperson

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: Pending

Last Modified on: 9/30/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Charles McWhite	Bachelor of Arts in Recreation Masters of Arts Educational Leadership Certifications: Educational Leadership (All Levels) School Principal (All Levels)	2	7	Tiger Academy Principal 2010-2011 - No school grade 2009-2010 - Tiger Academy Principal - no school grade 2008-2009 West Jacksonville Elementary Assistant Principal School Grade 'A' Reading Mastery 58%, Math Mastery 78%, Writing Mastery 100%, Science Mastery 46% AYP: Black and Economically Disadvantaged did not make AYP in reading 2007-2008 West Jacksonville Elementary School Grade 'A' Reading Mastery 56%, Math Mastery 61%, Science Mastery 44%, Writing Mastery 67%. AYP: Black and Economically Disadvantaged did not make AYP in reading Mr. McWhite was the Assistant Principal at

		Elementary Education (K-6) Middle Grades Social Sciences (5-9)		West Jacksonville Elementary School from April 2007– December 2009. West Jacksonville increased from a 'C' in 2007 to an 'A' in 2008 and 2009. West Jacksonville did not meet AYP from 2007-2009. Mr. McWhite was a 5th grade teacher at North Shore Elementary from 2000-2005, primarily teaching math and science. As the principal of Tiger Academy (K-3rd grade school) in 2010-2011, the third grade students had a 61% proficiency level in reading and a 47% proficiency level in math. The school did not receive a school grade.
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HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Elementary Education (K-6)	Deborah Morton	Bachelor's Degree in Elementary Education ESOL Certification	2	7	Ms. Morton has been a teacher for 37 years at various public elementary schools. In 2006, she served as the Instructional Coach at Cedar Hills, which received a "D" grade. In 2007, while still the Instructional Coach, Cedar Hills achieved an "A" letter grade. Ms. Morton came to Tiger Academy in 2009-2010, a Pre-K thru 2nd grade school. In 2010-2011, Tiger Academy added 3rd grade. Ms. Morton works 4 days a week as the Instructional Coach and 1 day as the Media Specialist.

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Tiger Academy will only hire teachers who have certification in (Pre-K – Grade 3) or (K-6 Elementary Education).	Principal	August 2011	
2	2. All new teaching hires at Tiger Academy must have had a minimum of 1 year's teaching experience.	Principal	August 2011	
3	3. Professional development opportunities will be provided for all teachers to attend ongoing training sessions, both in school and away from the school. Outside consultants have been contracted to provide staff development in all core content areas (reading, writing, math, and science).	Instructional Coach	June 2012	
4	YMCA Of Florida's First Coast's Human Resources will post on its website job openings for K-6 certified teachers so that we will have a qualified pool of potential instructors for Tiger Academy.	YMCA of Florida's Coast Human Resources	Ongoing	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one

academic course.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
10	0.0%(0)	50.0%(5)	30.0%(3)	20.0%(2)	60.0%(6)	100.0%(10)	10.0%(1)	10.0%(1)	40.0%(4)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Susan Harper	Nailah McNeil	Ms. McNeil is a 2nd year teacher who completed her student internship at Timucuan Elementary, the same school that Ms. Harper was teaching at. They formed a bond during that time, and Ms. Harper's 36 years of teaching experience will be beneficial in making Ms. McNeil into a professional educator. district and school policies and procedures, while providing Ms. Tucker with background information on students.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Jacqueline Haynes	Tonia Fuller	Ms. Fuller has many years of teaching experience in Nevada, but this is her first year teaching in Florida. Ms. Haynes is familiar with the Next Generation Sunshine State Standards and will help indoctrinate Ms. Fuller into the Florida benchmark system.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
		Ms. Hughes began at Tiger Academy in	

Erin Battle	Rodina Hughes	January 2011. She is not completely new to Tiger Academy, but this is her first full year. Ms. Battle is the special education teacher and some of her students are in Ms. Hughes' class. The two teachers have formed a bond and often plan lessons together.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Deborah Morton	Cherrise Sterling	Ms. Morton, the instructional coach, specializes in literacy instruction. Ms. Sterling, a fourth year teacher, teaches the third grade Reading and Writing classes.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Ms. Morton spends hours each week in the third grade reading classroom to help ramp up the current third grade students. As the Instructional Coach, she models lessons using reading and writing strategies to teach Language Arts concepts,...
Kenneth Dikas	Michelle Zayas	Mr. Dikas made a wonderful transition into Tiger Academy last year and teaches 2nd grade. Ms. Zayas teaches 3rd grade, so many of her students were formerly in Mr. Dikas' class last year. He can provide insight into their abilities and different motivational strategies.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Cashelle Johnson	Kelly O'Dowd	Ms. Johnson teaches first grade and has been at Tiger Academy for three years. Ms. O'Dowd is a veteran teacher, but is in her first year at Tiger Academy. Ms. O'Dowd teaches many of Ms. Johnson's students from last year.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Supplemental programs to increase student achievement are in place at the school. Title I funds are used to supplement teacher salaries to provide for an additional hour of school each day and for 20 additional days of school during the year (200 days of school). Title I funds will be used to purchase supplemental instructional materials which can be used at school or at home with parents. The school also participates in the YReads after school program, a state grant-funded program which provides intensive reading instruction for selected K-3 students.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Tiger Academy participates in the Duval County bullying prevention program. The "Fruit of the Spirit" character education curriculum is used school-wide. Weekly guidance lessons are used to enforce the school's violence prevention programs. Second Step Stop Bullying Now is used.

Nutrition Programs

Tiger Academy, in conjunction with YMCA Of Florida's First Coast, has adopted a school wellness plan which focuses on nutrition and exercise for all students. Tiger Academy has partnered with the University of Florida Institute of Food and Agricultural Services to implement a six-week healthy nutrition class for Tiger Academy parents. The class will be held in the fall and in the spring. Tiger Academy staff members will participate in a "Biggest Loser" contest, as well as a walk/run club from October through December.

Housing Programs

Head Start

Adult Education

Tiger Academy, in conjunction with Florida State College at Jacksonville (FSCJ), hosts a GED Academy at Tiger Academy. Community members and parents of Tiger Academy students are the targeted population for the academy, which is open to all. Parents of Tiger Academy students are encouraged to enroll in order to create a cooperative learning environment at home. Monthly parent workshops are held on a variety of topics (i.e. technology, parenting, financial services, FCAT testing, literacy).

Career and Technical Education

Job Training

Other

Tiger Academy operates a 200 day, 7 ½ hour per day pre-k program for 4 and 5 year old students. The Scott-Foresman curriculum is used in the core academic subject areas for pre-k students.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal-Charles McWhite: Schedules faculty meetings for the RtI Program presentation by the RtI Facilitator. Request assistance from and collaboration with the Literacy Coach and RtI Facilitator in regards to RtI, when necessary. Assign and advise Para-professionals and volunteers to support implementation of the RtI process to the fullest extent.

School Counselor-Jackie Haynes: Collaborates with the Literacy Coach and RtI Facilitator for scheduling on the School-Based RtI Team meetings. Take notes during the meetings for student's cumulative folders and forwards them to the Literacy Coach and RtI Facilitator. Obtain parent permission for all necessary screening for vision and hearing as well as administer test or other appropriate assessments with individual students as determined by RtI Team. Links community agencies to the school and families to help support all currently enrolled students' academic, emotional, behavioral, and social success. Maintains student files for all appropriate areas other than literacy in all aforementioned areas.

Literacy Coach-Deborah Morton: Reviews, leads and evaluates the school's core content, standards/programs and oversees the implementation of all benchmark assessments and universal screening for RtI. Supports the classroom teacher with Tier I intervention process by providing resources and strategies for differentiated instruction. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies. Assist in the design and implementation of small group interventions for Tier II and III students to address difficult reading skills. Supervise and train Para-professionals, volunteers and after-school program staff who assist with the intervention process.

ESE Liaison/RtI Facilitator-Erin Battle: Coordinates, collaborates and acts as liaison with Principal, Literacy Coach, Guidance Counselor and Speech/Language Pathologist in the development and implementation of RtI at Tiger Academy Elementary. Receives ongoing training and delivers information to school faculty. Works with Literacy Coach and General Education Teacher in the design and delivery of specifically targeted small-group Tier II and Tier III students to address deficient reading and math skills. Maintains appropriate documentation for Tier II and III as well as required charting/graphing of slopes and growth. Collaborates with General Education teachers for alternative approach to include model teaching, facilitating and consulting.

General Education Teachers-Nicole Grayson, Cashelle Johnson: Carries out the Tier I interventions and evaluates core instruction. Collects and reviews student data with Literacy Coach and RtI Facilitator. Maintains student Tier I documentation. Collaborates with other General Education Teachers in the implementation of Tier II and III interventions.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The School-Based RtI Leadership Team will meet regularly to review diagnostic data, progress monitoring data, and universal screening data. This information will allow the team to identify the professional development activities needed to design and maintain effective learning environments. Acknowledging the Tier I- Core Instruction as effective and well-implemented, the team will target students who are not meeting their identified academic levels of performance. The targeted students are then referred to the School-Based RtI Leadership Team. The Four Step Problem Solving Model including Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation will be utilized to achieve the best outcome for the identified students.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The School-Based RtI Team assist in the development and implementation of the School Improvement Plan by providing information on interventions created to assist the needs of our struggling students. As the team meets, members will use their expertise and creative efforts to implement plans to provide assistive services to students who are not meeting their targeted levels of academic performance. Members of the team will meet with prospective grade levels to discuss school-wide data, instructional implications and suggest additional supports to include across-grade level planning. This will hopefully ignite grade level initiatives to address common deficiencies.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Reading

Grade level teams will facilitate the work with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continue through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3, the RTI team will collaboratively work with the grade level teams to provide support for the students. An AmeriCorp volunteer will provide small group instruction for those Tier 3 interventions.

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Baseline Assessment in Math and Reading (Scott-Foresman)
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks in Reading and Math
- Timed Writing Assessments
- Florida Kindergarten Readiness Screener (FLKRS)
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Office Discipline Referrals

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Timed Writing Assessments
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Office Discipline Referrals

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- Stanford Achievement Test (SAT 10)
- FCAT Writes
- Diagnostic Reading Assessment (DRA2)
- Office Discipline Referrals
- Absences

Frequency of data review: two to four times a month, data will be reviewed and analyzed through Data Checks, Data Study Teams, Professional Learning Communities, etc.)

Behavior: Attendance Records, ISSP Records, Teacher Referrals and Genesis Data

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI.

Professional development will be offered to RtI/Inclusion Facilitator by district staff.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. pre-planning, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

In addition, RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Charles McWhite, Principal
 Erin Battle, ESE Liaison
 Jacquelyn Haynes, Counselor
 Deborah Morton, Instructional Coach
 Nicole Grayson, Teacher
 Cashelle Johnsno, Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The principal, ESE Liaison, School Counselor, teachers and the Instructional Coach serve on this team which meets bi-weekly. The committee chairperson will report committee activities by making written notes for members and making oral reports at faculty meetings. Subject areas and/or grade levels meet more often at the discretion of the principal.

The purpose of the Literacy Leadership Team in relation to the area of Literacy is:

To focus on building the capacity for growth in that area for all students
 To increase integration of reading and writing skills into the other core subjects of math and science
 To ensure knowledge of literacy concerns are addressed with effective problem solving
 To provide effective support and professional assistance where appropriate to include such as mentoring and professional development

What will be the major initiatives of the LLT this year?

Monitor student performance and make recommendations for targeted instruction
 Monitor progress of the Million Word Campaign
 Monitor progress of the Bottom Quartile Learners
 Analyze DRA2, FAIR, and Benchmark data to develop student work plans
 Assist the principal in monitoring instruction
 Collaborate to plan for effective RtI activities
 Collaborate to plan for effective professional development

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
 No Attachment

Public School Choice with Transportation (CWT) Notification
 No Attachment

Notification of (School in Need of Improvement) SINI Status
 No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Tiger Academy operates a 7 ½ hour, 200 day pre-kindergarten program for 36 students. Students are introduced to the State of Florida's pre-kindergarten standards and are instructed by certified teachers. All 36 pre-kindergarten students are encouraged to enroll in Tiger Academy's kindergarten classes. Tiger Academy offers opportunities for prospective parents to view a kindergarten class in session. In collaboration with the Early Learning Coalition of Duval County, school readiness workshops are offered for parents of students entering Tiger Academy.

Within the first 45 days of enrollment, all kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS). This assessment is used to plan for differentiated instruction and strategies for Response to Intervention (RTI) student groups. All kindergarten students also take a baseline assessment using the Scott-Foresman assessment.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	In 2012, 47% (37) of students will achieve proficiency (FCAT Level 3) in Reading
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In 2012, 47% (17) of students will achieve proficiency (FCAT Level 3) in Reading	In 2012, 50% (39) of students will achieve proficiency (FCAT Level 3) in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading stamina	2 hour daily reading block to provide time for daily independent reading. Increase selection of non-fiction reading materials. School-wide activities to promote reading. (i.e. Family Reading Night) Million Word Campaign Book of the Month Scaffold independent reading time Establish School-Wide Drop Everything and Read Time (DEAR)	Principal/Instructional Coach Principal/Media Specialist/Classroom Teachers Instructional Coach/Volunteer Coordinator Instructional Coach Teacher Instructional Coach Teacher Teacher	Charts to track progress Reading Logs Administrator and Teacher Observations	FAIR SAT-10 Reading Logs Brainchild
2	Students lack ability to think through rigorous reading tasks.	Higher order questioning using Bloom's/Webb's depth of knowledge Teacher modeled think aloud Focus lessons based upon the FCAT reporting categories YReads afterschool tutoring for identified students AmeriCorp tutor for small group instruction	Principal Instructional Coach Classroom Teachers	Observations by administrator Monitoring teacher data	FAIR SAT-10 Reading Logs Brainchild

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	In 2012, 25% of 3rd and 4th grade students will achieve above proficiency (FCAT Levels 4 and 5) in Reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In 2011, 19% of 3rd grade students achieved above proficiency (FCAT Levels 4 and 5) in Reading.	In 2012, 25% of 3rd and 4th grade students will achieve above proficiency (FCAT Levels 4 and 5) in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack sufficient prior knowledge to make FCAT passages accessible.	Teachers will implement "skill block Wednesdays" and along with Instructional Focus lesson to build background knowledge.	Classroom Teachers	Teacher Data, Focus walks Coach and Teacher Chats Conferencing with students	FAIR Benchmark Student Work Samples Scott-Foresman Weekly & Unit Assessments
2	Lesson Planning and instructional delivery embeds higher order questioning aligned to Webb's Depth of Knowledge.	Lesson plans will be reviewed during classroom walkthroughs to ensure implementation of higher order questioning. Each teacher was provided with a Lesson Plan template to use as a guide for planning	Principal	Instructional focused observations of teacher's planned lessons during daily focus walks.	Principal will monitor and use observation forms and focused lesson plans to monitor the frequency of higher order questions.
3	3rd-4th Grade Science and Social Studies teachers' inexperience of integrating reading into science and social studies lessons to add rigor during instructional delivery.	Teachers were given a reading framework integrating reading, science and social studies curriculums aligned to each reading standard tested.	Principal, Instructional Coaches and Social Studies Teachers	Classroom walkthrough logs and focused walkthroughs on lesson planning to determine frequency of science and social studies linked to Reading Benchmarks.	Classroom walkthrough log and focused walkthroughs frequency chart.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	In 2012, 67% (52) of students will show learning gains in Reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
2011 was the first year Tiger Academy students took the FCAT.	67%(52) of students will show learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack sufficient prior knowledge to make FCAT passages accessible.	Teachers will implement "skill block Wednesdays" and along with Instructional Focus lesson to build background knowledge.	Classroom Teachers	Teacher Data, Focus walks Coach and Teacher Chats Conferencing with students	FAIR Benchmark Student Work Samples Scott-Foresman Weekly & Unit Assessments
2	Teachers consistent use of data and observations to drive guided reading groups. In addition, Guided Reading being implemented with fidelity	Teachers will explicitly teach Guided Reading groups and cooperative learning groups to provide specific and strategic practice for students.	Principal Instructional Coach	Classroom walk-through, monitoring forms, lesson plans, and results from bi-weekly scrimmages	Weekly Scrimmage Data, Lesson plans and classroom observation and updated monitoring forms
3	Teachers and students having a thorough understanding of the data and using the data to guide instruction.	Analyze data from ongoing progress monitoring, FAIR, FCAT and District Benchmark assessments to create Instructional Focus Calendars Generate and utilize class monitoring forms and data notebooks. Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught. Interventions will include tutoring, small grouping, extended time, and re-teaching.	Principal Lead Reading Teachers	Classroom walk-through, monitoring forms, lesson plans, and results from bi-weekly scrimmages	Weekly Scrimmage Data, Lesson plans and classroom observation and updated monitoring forms

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	In 2012, 45% (19) of students in the lowest 25% will make learning gains in Reading
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
2011 was the first year that Tiger Academy students took the FCAT. There is no data available for the lowest 25% making learning gains in Reading.	In 2012, 45% (19) of students in the lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack sufficient background knowledge to make FCAT passages accessible.	Teachers in all grade levels will incorporate a 2 hour reading block daily along with an Instructional Focus lesson to build background knowledge.	Classroom Teachers	Teacher Data, Focus walks Coach and Teacher Chats Conferencing with students	FAIR SAT-10 Benchmark Student Work Samples Scott-Foresman Weekly & Unit Assessments
	Lack of motivation of lower performing	Provide incentives for students showing	Board of Directors	Scrimmage Data	Benchmark Assessments

2	students.	regular, adequate progress.	Leadership Team	Benchmark Assessments	FCAT Testmaker weekly assessments
3	Lack of participation of lower performing students in safety nets.	Meet with parents of the lower performing students to relay urgency of child's participation in safety nets.	Classroom Teacher	Attendance in safety nets	Attendance logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Based on the 2011 Florida Comprehensive Assessment Test, 60% of students in the subgroup (Black) made AYP.
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Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black: 60%	White 0%, Black 79%, Asian 0%, American Indian 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade Level implementation of focused skill lessons during the first 15 to 30 minutes of reading instruction linked to DATA.	Focused Calendars including targeted standards to teach or re teach based on student data was created.	Instructional Coach	Regular mini-assessments	Standards assessment showing progression of those in all sub-groups.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Tiger Academy is a 3rd year charter school serving grades K-4. Last year, the school served grades K-3 and did not have any FCAT data. AYP was not measured.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Tiger Academy is a 3rd year charter school serving grades K-4. Last year, the school served grades K-3 and did not have any FCAT data. AYP was not measured.	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Tiger Academy is a 3rd year charter school serving grades K-4. Last year, the school served grades K-3 and did not have any FCAT data. AYP was not measured.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Tiger Academy is a 3rd year charter school serving grades K-4. Last year, the school served grades K-3 and did not have any FCAT data. AYP was not measured.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Unpacking the Reading Standards	K-4	Instructional Coach	School Wide	October 2011 February 2012	Classroom Observations Lesson Plan Checks	Principal Instructional Coach
Reader's Workshop	K-4	Beverly Hurst	School Wide	August 2011	Classroom Observations Focus Walks	Principal Instructional Coach
Higer Order Questioning	K-4	Principal Instructional Coach	School Wide	November 2011	Classroom Observations	Principal Instructional Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scott Foresman Reading Series	Reading Series aligned with New Generation Sunshine State Standards	Charter School Grant	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Achiever - Brainchild	Web-based software program designed to prepare students for the FCAT Assessment	Operating Budget	\$348.00
			Subtotal: \$348.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On Solid Ground book study	Book study focused on improving reading instruction	Operating Budget	\$276.00
Teaching With Meaning	Staff development book for improving teaching instruction	Operating Budget	\$203.00
			Subtotal: \$479.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$827.00

End of Reading Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	67% (24) of 3rd grade students will achieve proficiency in Mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	67% (24) of 3rd grade students will achieve proficiency in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of basic skills to perform on grade level.	Incorporate Focus Lessons consistently to target the weakest benchmarks in specific Reporting Categories. Differentiate instruction according to data, learning styles, and student needs.	Math Teachers Principal	Regular Topic Assessments Discussions in Professional Learning Communities	Benchmark Assessment Scott-Foresman End of Topic Exams SAT-10 Math Fluency Tests Progress Monitoring Assessments
2	Students' lack of fluency in basic facts	Teachers will implement a fluency monitoring system in which students in grades 2-4 are assessed weekly on basic facts	Principal Classroom Teachers	Focused walkthroughs by administration will document that teachers are implementing the fluency program with fidelity	Administration visitation logs and teacher lesson plans
3	Students' lack of exposure to higher order questioning	Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning	Classroom Teachers	Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling methods.	Administration visitation logs, math notebooks/journals and teacher lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	In 2012, 25% (20) of students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
In 2011, 17% (6) students achieved above proficiency (FCAT Levels 4 and 5) in mathematics.	In 2012, 25% (20) of students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The instructional and learning rigor necessary in the classroom.	Model questions/tests based on the FCAT Test Item Specifications	Math Instructors Principal	Administrative Walk Through PLC Work Model Teaching	Benchmark Assessment Pre-Post Assessment Progress Monitoring Assessments
2	Teachers lack of understanding of the depth of the new standards and new curriculum	Identify teachers needing to attend Math Training and offer the opportunity for them to attend.	Principal	Focused walkthroughs by administration will document that teachers are implementing the strategies learned. Assessments will also be monitored for progress.	Administration visitation logs, math notebooks/journals and teacher lesson plans
3	New math teacher getting familiarized with the Next Generation Sunshine State Standards (NGSS).	Begin professional development during the summer exposing the math teacher to the NGSS. Attend math professional development trainings.	Principal	Feedback with math teacher.	Professional development attendance logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Tiger Academy is a 3rd year charter school serving grades K-4. In 2011, the school served grades K-3 and had its first year of FCAT data.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	67% (24 of 36)4th grade students will show Learning Gains in Math as assessed by the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of basic skills to perform on grade level.	Incorporate Focus Lessons consistently to target the weakest benchmarks in specific Categories. Differentiate instruction according to data, learning styles, and student needs.	Math Teachers Principal	Consistent Focus Lesson Assessments Discussions in Professional Learning Communities	Benchmark Assessment Scott-Foresman End of Topic Exams SAT-10 Math Fluency Assessments Progress Monitoring Assessments

2	Insufficient resources for remediation of students who do not master various skills and/or concepts	Utilize FCAT Simulator, Math Gizmo, Brainchild and Destination Success to enhance students' understanding of Math concepts.	Principal Math Teachers	Achievement on progress monitoring assessments and Benchmark Assessments	Achievement on progress monitoring assessments and Benchmark Assessments
3	Students' lack of exposure to higher order questioning	Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning as well as high complexity test items	Math Teachers	Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling methods.	Administration visitation logs, math notebooks/journals and teacher lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	Tiger Academy is a 3rd year charter school serving grades K-4. In 2011, the school served grades K-3 and had its first year of FCAT data.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	64% (23 of 36) of the lowest 25% of students in 4th grade will make learning gains as determined by the FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of basic skills to perform on grade level.	Incorporate Focus Lessons consistently to target the weakest benchmarks in specific Reporting Categories.	Principal Haynes Math Instructors	Consistent Focus Lesson Assessments	Math Fluency Tests Progress Monitoring Assessments Benchmarks Pre and Post Assessment
2	Insufficient resources for remediation of students who do not master various skills and/or concepts Students' lack of exposure to higher order questioning	Utilize FCAT Simulator, Math Gizmo and Destination Success to enhance students' understanding of Math concepts.	Principal	Achievement on progress monitoring assessments and Benchmark Assessments	Access report showing the number of students that have utilized the programs Administration visitation logs and teacher lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	In 2012, 60% of Black students will show proficiency in mathematics.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Black 47% (17)			Black 60% (47)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiation or analyzing data to target needs.	Provide differentiated instruction based on student needs.	Teachers	Weekly focus lesson	Weekly mini-assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	N/A
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	N/A
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	N/A
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Calendar Math	K-4	L. Fann	School Wide	October 2011	Calendar Math Lessons Observations	Principal
Best Practices for Math Achievement	K-4	Principal	School Wide	November 2011	Focus Walk	Instructional Coach
Math Academy	2nd - 4th	Duval County Math department	Ms. Fuller Mr. Dikas	Monthly	Observations PLCs Model Lessons	Principal
RTI	K-4	Battle	School Wide	Monthly	Teachers collaborate and share strategies	Battle

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Envision Math Series	Research based math curriculum aligned with New Generation Sunshine State Standards (NGSSS)	Charter School Grant	\$0.00
Everyday Counts Calendar Math	Supplemental Math Curriculum	Operating Budget	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
FCAT Achiever-Brainchild	Software program aligned with NGSSS	Charter School Grant	\$389.00
			Subtotal: \$389.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Educational Directions- DeSensi	Professional development for staff on best math practices	Charter School Grant	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$389.00

End of Mathematics Goals

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	Tiger Academy is a K-4th grade school and will not take the Science FCAT during the 2011-2012 school year.				
2011 Current Level of Performance: *	2012 Expected Level of Performance: *				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	Tiger Academy is a K-3rd grade school and will not take the Science FCAT during the 2010-2011 school year.				
2011 Current Level of Performance: *	2012 Expected Level of Performance: *				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
5 E's Science Delivery Model	School Wide	Instructional Coach	School Wide	November 2011	Science Assessments	Principal Instructional Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing

Tiger Academy is a K-4th grade school and will take the Writing FCAT for the first time during the 2011-2012 school year. 80% (34) of fourth grade students will

Writing Goal #1:	achieve Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	80% (34) of fourth-grade students will achieve Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Tiger Academy has never administered the fourth grade FCAT writing assessment prior to this school year.	Writing Teacher attends writing professional development. Writing consultant models lessons for students and writing teacher.	Principal Instructional Coach Writing Teacher	Writing teacher effectiveness	Student writing scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Tiger Academy is a K-3rd grade school and will not take the Writing FCAT during the 2010-2011 school year
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Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Tiger Academy is a K-3rd grade school and will not take the Writing FCAT during the 2010-2011 school year
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	Tiger Academy is a K-3rd grade school and will not take the Writing FCAT during the 2010-2011 school year
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

N/A

N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Tiger Academy is a K-3rd grade school and will not take the Writing FCAT during the 2010-2011 school year
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

N/A

N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Content Area	All Grades	Instructional Coach	School Wide	November 2011	Focus Walks	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Regular staff training with outside consultant.	Beverly Hurst writing consultant.	School Budget	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To maintain the daily attendance rate at 95%
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
95% of students have fewer than 4 unexcused absences.	95% (176 of 186) students will have fewer than 10 unexcused absences.
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
0	14

2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
20		40			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental urgency	Attendance Intervention Team (AIT) meetings Attendance Incentives Perfect Attendance Awards Phone Calls Letters	Divra, Haynes	OnCourse Attendance Tracking Teacher contact with front office	Attendance data monitored by front office and teacher.
2	Lack of parent transportation	School assists with carpool organization	Divra, Haynes	Oncourse Attendance Tracking	Attendance data monitored

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
OnCourse Training	K-4	Principal	School-wide	November 2011	Attendance/Tardy monitoring	Divra/Haynes

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Awards	Ribbons, Certificates	Operating Budget	\$75.00
			Subtotal: \$75.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$75.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	Our goal is to decrease the number of out of school suspensions from 19% (27) 15% (28). Tiger Academy's enrollement increased from 144 to 186.				
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions				
3% (5)	2.6% (5)				
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School				
5 (3.4%)	6 (3.2%)				
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions				
16	16				
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School				
10 (6.9%)	12 (6.4%)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate social development	Mentoring Program Principal's Luncheon Positive Referral Friday Fruit of the Spirit Character Development	Administrators Guidance Counselor	Monitor suspension rate	Genesis Discipline Report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Training	K-3	Ms. Colley	School-wide	Staff Meetings	Classroom Observations	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	
Dropout Prevention Goal #1:	
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		All Tiger Academy parents will volunteer a minimum of 20 hours during the school year			
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
35% of parents have volunteered a minimum of 1 hour this school term.		95% of students will have a minimum of 20 parent volunteer hours by the end of the school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation for parents to volunteer at school	Provide parent-based workshops with outside facilitators. Provide flexible meeting times. Provide multiple opportunities to volunteer. Provide incentives for parent volunteering.	Haynes Parker	Volunteer Log Parent Attendance at Workshops	Workshop Evaluations Parent Volunteer Logs
2	Parents inability to pass the YMCA background screening	Provide multiple opportunities to volunteer which don't require background screening approval	Haynes Parker	Parent attendance at alternate volunteer opportunities	Parent Sign In Log
3	Parent work schedules preventing them from volunteering during the day	Provide parent-based workshops with outside facilitators. Provide flexible meeting times (evenings and weekends). Provide multiple opportunities to volunteer. Provide incentives for parent participation	Haynes Parker	Parent attendance at weekend/evening events	Parent Sign In Log

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Caring School Communities Curriculum	K-3	Haynes Various	School-Wide Parent-Wide	Monthly	Curriculum Implementation	Haynes

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide educational supplies for parents to take home	Educational Supplies for parents to check out and use at home with students, such as flash cards, manipulatives, software, etc.	Title I	\$1,550.00
Provide equipment for parents to use	Parent equipment to assist students at school	Title I	\$1,000.00
			Subtotal: \$2,550.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Caring School Communities	Resources to improve parental, school, and community involvement	Charter School Grant	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide refreshments for parent workshops	Food for parents while attending workshops	Title I	\$1,000.00
Provide childcare for workshops	Provide childcare for parents to attend workshops	Title I	\$125.00
Provide transportation for parents to attend events at school and away from school	Bus transportation	Title I	\$300.00
Provide translators for those who are in need	Translator to translate items if needed	Title I	\$125.00
			Subtotal: \$1,550.00
			Grand Total: \$4,100.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Scott Foresman Reading Series	Reading Series aligned with New Generation Sunshine State Standards	Charter School Grant	\$0.00
Mathematics	Envision Math Series	Research based math curriculum aligned with New Generation Sunshine State Standards (NGSSS)	Charter School Grant	\$0.00
Mathematics	Everyday Counts Calendar Math	Supplemental Math Curriculum	Operating Budget	\$0.00
Attendance	Attendance Awards	Ribbons, Certificates	Operating Budget	\$75.00
Parent Involvement	Provide educational supplies for parents to take home	Educational Supplies for parents to check out and use at home with students, such as flash cards, manipulatives, software, etc.	Title I	\$1,550.00
Parent Involvement	Provide equipment for parents to use	Parent equipment to assist students at school	Title I	\$1,000.00
				Subtotal: \$2,625.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Achiever - Brainchild	Web-based software program designed to prepare students for the FCAT Assessment	Operating Budget	\$348.00
Mathematics	FCAT Achiever-Brainchild	Software program aligned with NGSSS	Charter School Grant	\$389.00
				Subtotal: \$737.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On Solid Ground book study	Book study focused on improving reading instruction	Operating Budget	\$276.00
Reading	Teaching With Meaning	Staff development book for improving teaching instruction	Operating Budget	\$203.00
Mathematics	Educational Directions-DeSensi	Professional development for staff on best math practices	Charter School Grant	\$0.00
Writing	Regular staff training with outside consultant.	Beverly Hurst writing consultant.	School Budget	\$2,500.00
Parent Involvement	Caring School Communities	Resources to improve parental, school, and community involvement	Charter School Grant	\$0.00
				Subtotal: \$2,979.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Provide refreshments for parent workshops	Food for parents while attending workshops	Title I	\$1,000.00
Parent Involvement	Provide childcare for workshops	Provide childcare for parents to attend workshops	Title I	\$125.00
Parent Involvement	Provide transportation for parents to attend events at school and away from school	Bus transportation	Title I	\$300.00
Parent Involvement	Provide translators for those who are in need	Translator to translate items if needed	Title I	\$125.00
				Subtotal: \$1,550.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.



No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Tiger Academy, a public charter school in its second year of operation, does not have a SAC, but is governed by a Board of Directors. The Board of Directors is made up of business and community leaders.

Projected use of SAC Funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

N/A

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010
Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found