Duval County Public Schools

Tiger Academy

2016-17 School Improvement Plan

Tiger Academy

6079 BAGLEY RD, Jacksonville, FL 32209

firstcoastymca.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	Yes	11%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northeast	Wayne Green

Former F		Turnaround Status
No		None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To provide the children of the Northside a structured and nurturing learning environment that is focused on rigorous academic standards, character development, self-discipline, personal and social responsibility and family involvement.

b. Provide the school's vision statement

Tigers Today...Leaders Tomorrow!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Tiger Academy is dedicated to building strong relationships between the faculty and staff and the students. To begin developing relationships, the school learns about the students' culture through a variety of informal and formal ways. At the beginning of the year, students are given an interest survey and inventories so that teachers can learn about students' background and different learning styles. In addition to the surveys, teachers review the cumulative folders to learn about student academic histories and family background.
Also at the beginning of the year, teachers use the first few weeks of school to establish expectations and create a student centered learning environment through class learning activities. The learning activities continue throughout the year during daily morning meetings, weekly school-wide assemblies, daily Tiger news, book of the month, and character education. Through the variety of activities students establish strong positive relationships with teachers and peers.
Tiger Academy also takes time to recognize students strengths and differences through student recognition. Examples of recognition are Students of the Month honored for exemplifying the monthly character trait, quarterly Leadership and Citizenship awards, and classroom leadership roles. Tiger Academy has established a chapter of the National Elementary Honor Society (NEHS) in order to recognize the accomplishments and achievements of our highest performing scholars and those demonstrating exceptional leadership qualities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

At Tiger Academy the faculty and staff work collaboratively with all stakeholders to ensure the scholars feel safe and respected while at school. Tiger Academy students understand that the adults in the building are here to protect them and provide help when needed. Students feel the faculty and staff at Tiger Academy are approachable and deeply care about their well-being.

The YMCA offers before and after school care for our students. Before school care is from 6:30 a.m. until school begins at 8:00 a.m. The after school care program provides quality childcare and a safe place for our scholars from the end of school (3:30 p.m.) until 6:00 p.m. daily.

Tiger Academy has emergency plans in place to ensure students understand what to do and how to react in a case of emergency. Students are taught the procedures and throughout the year the emergency procedures are practiced during safety drills.

The school is a bully-free zone. To help maintain a healthy school climate, every morning teachers hold morning meetings that establish a sense of community through school-wide community building activities using the Caring School Community curriculum. Additionally, school-wide character assemblies are held each Monday and Tuesday in order to celebrate our scholars who have been recognized by their peers for embodying the month's character traits. Also, character education is enhanced through a school-wide book of the month that focuses on a specific character trait.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Tiger Academy uses the Randy Spricks' CHAMPS classroom management plan. All staff members participate in CHAMPS Classroom Management training. CHAMPS is a proactive and positive approach to classroom management. Through utilizing the plan school-wide, students are treated with respect and taught the skills and behaviors necessary for success. The teacher-student relationships are strengthened through more positive interactions and using student misbehavior as a teaching opportunity. In addition to CHAMPS, each classroom uses a school-wide discipline chart to ensure discipline is fair and consistent. Through morning meetings, weekly assemblies, and guidance lessons positive reinforcement for behavioral expectations are established. Students recognition includes Student of the Week, Student of the Month, quarterly citizenship awards and leadership awards, as well as positive phone calls and notes to parents. The school is implementing a Positive Behavior Incentive System (PBIS) to reward students who achieve agreed upon milestones. Tiger Academy uses a monetary system "Tiger Bucks" to identify positive expected behaviors. Once a positive behavior is recognized, the teacher may give a Tiger Buck for the student to purchase items from the Tiger Store. Teachers are able to track daily behaviors via the website/app www.classdojo.com.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Tiger Academy has a full-time school counselor that holds regularly scheduled class guidance lessons, meets with teachers, parents and students to discuss any social-emotional, academic, behavior, or medical needs. In addition to the full-time school counselor, Tiger Academy refers students and families to Family Support Services (FSS) for additional help. FSS provides additional family services ensuring that children remain safe such as proper parenting, in-home counseling, anger management counseling, substance abuse treatment and domestic violence counseling. In addition, a counselor from Hope Haven will conduct small group counseling sessions for identified students with identified needs.

The school implements a Response to Intervention (RTI) program that helps identify student needs by providing team decision making, data-driven interventions, and progress monitoring to increase student achievement. The program is broken down into three tiers/levels including whole group, small group, and individual interventions.

Inclusion classrooms with an ESE teacher support the student with an IEP in the classroom and both the ESE teacher and classroom teacher work collaboratively to provide differentiated instruction, accommodations, and modifications to best serve the student.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Tiger Academy implements a Pre-Kindergarten Program. The program incorporates activities and events the K-5 students participate in into their school year. The students complete VPK assessments in order for the teachers to create data-driven lessons. The Pre-K teachers use the same curriculum as the school in order to ensure a smooth transition to Kindergarten.

AIT
RtI
PBIS

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	1	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	6	0	0	0	0	0	0	0	0	0	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	0	0	0	0	0	0	0	0	0	1

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Tiger Academy gives students an opportunity to get a head start with the implementation of the Pre-Kindergarten Program. Tiger also employs several proactive and preventative intervention strategies focused on student success in Pre-K through fifth grade. These include Positive Behavioral Interventions & Supports (PBIS), Counseling and Mentoring, the Attendance Intervention Team (AIT), and the Response to Intervention (RTI) program. Each program utilizes a team decision making process that meet in a timely manner to implement measurable and progress monitored outcomes for student growth and success.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315145.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works at building positive relationships in many ways. One of the ways that we are working to increase involvement and keep parents informed is through effective communication. This includes; Tiger Academy E-Parent Connection- a weekly newsletter emailed to all parents, teachers email weekly newsletters with updates/important information/week at a glance for the upcoming week (includes important dates, reminders, as well as academic objectives for reading and math for the upcoming week). In addition, the school sends phone blasts to communicate about important upcoming events. Another way that we plan to keep parents involved is through our various PTA sponsored family events and monthly parent nights; Family Game Night, Family Movie Night, Science Fair Night, Fine Arts Night,Book Fair, school carnival, chorus productions, and Florida State Assessment night for 3rd, 4th, and 5th grade students. Also, by sending regular progress reports and encouraging parent conferences throughout the school year, parents are able to stay informed of their child's progress.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Mc White, Charles	Principal
Golden, Susan	Other
Aikens, Jean	Instructional Coach
Fuller, Tonia	Instructional Coach
Tardif, Jennifer	Guidance Counselor
Didier, Jessie	Other
Mondy, Tumika	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets to ensure that students are showing academic growth. The team discusses data, instruction, and professional development. The leadership team discusses the needs of the school and students and determines next steps for the week. By observing in classrooms on a weekly basis, the team is able to coach and mentor the teachers to improve student achievement. The team reads professional development material together in order to stay abreast of current best practices and determines how to best help the staff. Together the team looks at school wide instructional practices and makes decisions together that will help the staff grow as professionals and impact student achievement. The Administration conducts regular classroom walk-throughs and observations throughout the year. Through collaboration among the Administration, Instructional

Coach, and School Counselor the team will identify and plan for professional development based on school needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team identifies and aligns available resources to meet the needs of students through data, observations, school and teacher survey results. The academic coaches analyze various types of data to determine what is needed for the current curriculum. Administration reviews what is recommend and align those needs to school wide data. The leadership team meetings and Professional learning community meetings are where needs assessments are conducted to determine the effectiveness of materials and the greatest need. The academic coaches are responsible for inventory curriculum items. The media specialist is assigned to inventorying books. The assistant principal is responsible for computer inventory.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kieysha Cornell	Teacher
Charles McWhite	Principal
Erica Murray-Brown	Parent
Michael Atcherson	Parent
Pedro Cohen	Business/Community
Jessie Didier	Education Support Employee
Amy Blake	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Our first SAC Meeting is set for September 8th. More details for this section will be input after that date.

b. Development of this school improvement plan

n/a

c. Preparation of the school's annual budget and plan

n/a

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

n/a

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Aikens, Jean	Instructional Coach
Fuller, Tonia	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team meets to review current data (i-Ready Reading, i-Ready Math, mid-module/end of module, and DRA) in order to determine progress on meeting the goals outlined in the School Improvement Plan. By doing this, we are able to strategically group students and provide support through targeted interventions.
Focus areas will include the following:
Small group instruction including guided reading and center rotations
Increase the amount of time for independent reading across genres.
Increase vocabulary cross-curricular.
Further develop teachers' understanding of how to foster critical, independent, and collaborative thinking in their students.
Focus on text complexity across the content areas which will include increasing students' exposure to non-fiction text.
Infuse quality reading instruction across the content areas.
Plan targeted intervention for students not responding to core curriculum using problem-solving process/interventions will be matched to individual student needs. Plan will include explicit instruction, modeled instruction, guided and independent practice.
Close Reading – Focus on questioning and discussion techniques
Use formative assessments to inform instruction
Use data to drive instructional practices
Reading Kick off/Celebration and Incentives to motivate students and increase reading

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Tiger Academy continuously encourages positive working relationships with teachers through shared decision making, Sunshine Committee, collaborative planning, and Professional Learning Communities. The master schedule has been designed to provide dedicated time each week for vertical and horizontal articulation. Weekly PLC and common planning time is used to collaborate and plan instruction so learning is student centered, data driven and teachers are focused on the same goals. Research-based protocols are utilized to ensure focus is maintained on closing the student achievement gap. Teachers and staff will collaborate and contribute to the overall success of the school by providing rigorous

instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers. All teachers have an opportunity for weekly common planning with their grade level. In addition to the weekly common planning, teachers are also given the opportunity for a professional learning community with the Instructional Coaches. The coaches will provide training based on the professional development needs of the school. In these sessions, teachers will work on small group instruction, center rotations, Florida Standards and best practices. The Instructional Coaches are a resource for all teachers providing support based on the needs of the teachers and students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Tiger Academy seeks to recruit new teachers by establishing a positive image in the community and a continued partnership with University of North Florida's pre-intern and intern program. The YMCA's Human Resources recruits teachers through identified job search sites, such as indeed.com. Administration plans to retain highly qualified teachers through providing them with effective professional development, support, leadership opportunities and autonomy. In addition, administration has an open door policy so teachers may ask questions or voice concerns or ideas.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each teacher has access to an on-line handbook which includes detailed information regarding school-wide
rituals/routines, calendars, and expectations related to curriculum, instruction, and assessment. Mentors and mentees meet informally on a regular basis to address current needs. Principal meets with new teachers at the beginning of the year to share norms, best practices, and respond to individual/group questions/needs. Teachers participate in differentiated professional development, professional learning communities, and grade level learning collaboration. The instructional coaches are also readily available to assist, encourage, and provide feedback and support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional program at Tiger Academy is aligned with the Florida State Standards. The coaches alongside the teachers have planned and developed curriculum and pacing guides and resources that align with the state standards. Teachers are required to plan relevant and rigorous lessons using Eureka Math, Pearson ReadyGen, Pearson Social Studies and Science.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Tiger Academy coaches, teachers, and interventionists use data to drive instruction, differentiate learning, and close the achievement gap. Using a variety of data sources such as FSA, i-Ready Reading and Math, DRA, and formative and summative core assessments, students are grouped

according to level or area in need of growth. Students with IEP or a 504 plan are provided modifications or accommodations per the plan.

During PLC, teachers and coaches review data to create SMART goals for students who are not responding to tier one efforts so that tier two supports are strategic and effective.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 12,000

TIger Academy's school hours are 8:00-3:30, which adds an additional hour to each school day.

Strategy Rationale

The additional on-task time will allow scholars the opportunity to improve their knowledge in the core academic areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mc White, Charles, cmcwhite@firstcoastymca.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady comparison data from Fall to Winter; FSA data

Strategy: Weekend Program
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: Extended School Year

Minutes added to school year: 7,800

Tiger Academy students attend school for 200 days each year. This adds 20 extra days to the traditional 180 day school year.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Tiger Academy's academic programs begin with Pre-K and end with fifth grade. The school supports incoming Pre-K and kindergarten students by offering tours and orientations that allow families to visit and learn about Pre-K and Kindergarten. In addition to the tours and orientations, the Pre-K teaching staff consistently communicates with our Kindergarten teachers to ensure that the Pre-K scholars are being adequately prepared for Kindergarten. Our Pre-K teachers try to mimic the typical kindergarten class schedule, as well as classroom set-up in order to facilitate a smooth transition. These steps help us facilitate preparation for Kindergarten.
To prepare our fifth graders to transition to middle school, each spring scholars have the opportunity to visit local middle schools. Scheduled school visits include public, private, and charter middle schools. During the visits, scholars are able to view classes, speak with current students, and visit with the principal and teachers. Also, Ms. Didier works with the scholars and their parents to ensure placement in a middle school where they will be successful.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

na

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

na

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Tiger Academy creates a system of authentic teacher collaboration and collective decision making opportunities then teacher engagement and collaboration will increase.

G2.   If Tiger Academy implements data driven decisions to strategically place and assist students then teaching and student learning will improve

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Tiger Academy creates a system of authentic teacher collaboration and collective decision making opportunities then teacher engagement and collaboration will increase. `1a`

🔍 G076478

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Staff	80.0

Targeted Barriers to Achieving the Goal `3`

- Unclear expectations of meeting outcomes

- Team buy-in

Resources Available to Support the Goal `2`

- Scheduled Meetings for the entire School Year

- Professional Learning Communities

- Weekly Grade Level Meetings

- Grade level meeting templates

- Team building activities

- Data Analysis Protocol

- Establishing Data Norms

- Establish Team Leaders

Plan to Monitor Progress Toward G1. `8`

Teacher surveys will be completed at the end of the school year to assess whether teachers feel they were engaged in the collaborative decision making process.

Person Responsible
Jean Aikens

Schedule
Monthly, from 8/4/2016 to 6/2/2017

Evidence of Completion
Teacher surveys will be completed monthly to determine progress towards goal 1 assessing whether teachers feel they were engaged in the collaborative decision making progress (during Grade Level Meetings, Planned Learning Communities, Leadership Meetings, the Accreditation Process, and SIP Plan Development).

G2. If Tiger Academy implements data driven decisions to strategically place and assist students then teaching and student learning will improve 1a

🔍 G076346

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	50.0
Science Achievement - Satisfactory or Above	46.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent Data Analysis

- Ineffective small group placement

- Ineffective adaptation of instruction

Resources Available to Support the Goal 2

- Response to interventions professional development

- Data analysis professional development

- Identify and implement best practices from high achieving teachers- visiting classrooms/schools, sharing and disseminating resources

- Data Analysis Calendar

- Professional Development Calendar

- Implement Focus Calendar

- Differentiated/small group instruction professional development

Plan to Monitor Progress Toward G2. 8

Formative assessments will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible
Tonia Fuller

Schedule
On 6/2/2017

Evidence of Completion
Reading - Developmental reading assessment (DRA), Performance based assessments (PBA), Unit Assessments, Interim assessments/Exit tickets, i-Ready Math- Fluency, mid-module assessments, module assessments, i-Ready, Exit tickets Science- Performance based assessments, Exit tickets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If Tiger Academy creates a system of authentic teacher collaboration and collective decision making opportunities then teacher engagement and collaboration will increase. `1`

🔑 G076478

> **G1.B1** Unclear expectations of meeting outcomes `2`
>
> 🔑 B200290

>> **G1.B1.S1** Develop master calendar for scheduled meetings for the entire school year. `4`
>>
>> 🔑 S212037

>> **Strategy Rationale**

>> **Action Step 1** `5`

>> Develop master calendar for scheduled meetings for the entire school year.

>>> **Person Responsible**

>>> Jean Aikens

>>> **Schedule**

>>> On 6/2/2017

>>> *Evidence of Completion*

>>> The calendar and schedules for Staff Meetings, Leadership Meetings, and Grade Level Planning Meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Viewing the master calendar

Person Responsible

Tonia Fuller

Schedule

On 8/4/2016

Evidence of Completion

Final review and approval of master calendar.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Establishing clear data norms and expectations for communicating the data norms and expectations to all teachers. `4`

🔑 S212038

Strategy Rationale

Action Step 1 `5`

Data norm protocols will be established and communicated to faculty and staff

Person Responsible

Tonia Fuller

Schedule

Every 3 Weeks, from 8/4/2016 to 6/2/2017

Evidence of Completion

Coaches will collect PLC agendas as well as a copy of the Data Analysis Protocol that will be used during data discussions.

G1.B1.S3 Implementing the use of a school wide template to record minutes at grade level meetings and PLC meetings. 4

S212039

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G2. If Tiger Academy implements data driven decisions to strategically place and assist students then teaching and student learning will improve 1

🔑 G076346

G2.B1 Inconsistent Data Analysis 2

🔑 B199771

G2.B1.S1 Professional development to increase understanding and usefulness of data analysis. 4

🔑 S212032

Strategy Rationale

Action Step 1 5

Provide professional development to increase understanding of the usefulness of data analysis and data analysis tools.

Person Responsible

Jennifer Tardif

Schedule

On 6/2/2017

Evidence of Completion

Testing Coordinator and Coaches will collect the agendas and training material from data analysis professional development. Conduct a survey to assess whether teachers believe the professional development and use of data analysis tools are useful.

G2.B1.S2 Create a data analysis calendar that includes dates and what type of data will be analyzed. 4

🔑 S212033

Strategy Rationale

Action Step 1 5

Create a data analysis calendar that includes dates and what type of data will be analyzed.

Person Responsible

Tonia Fuller

Schedule

On 6/2/2017

Evidence of Completion

PLC Meeting Dates; Data Analysis Agendas

G2.B2 Ineffective small group placement [2]

🔑 B200295

G2.B2.S1 Faculty and staff participate in professional development to gain clarity and increase understanding about effectively using differentiated instruction and response to intervention. [4]

🔑 S212034

Strategy Rationale

Action Step 1 [5]

Teachers will participate in RtI Professional Development throughout the year to increase understanding of the RtI process and how to effectively place students in small groups.

Person Responsible

Tumika Mondy

Schedule

On 6/2/2017

Evidence of Completion

Ms. Mondy and RtI Team will collect agendas, training material, and surveys regarding RtI and effective student placement trainings throughout the year.

G2.B3 Ineffective adaptation of instruction 2

🔑 B200296

G2.B3.S1 Teachers in collaboration with instructional coaches will implement monthly focus calendar. 4

🔑 S212035

Strategy Rationale

Action Step 1 5

Teachers and Coaches will implement monthly focus calendars.

Person Responsible

Jean Aikens

Schedule

On 6/2/2017

Evidence of Completion

Focus calendars; Teacher Lesson Plans

G2.B3.S2 Increased opportunities for teachers to visit classrooms or other schools to observe high achieving teachers model best practices and share resources. 4

🔑 S212036

Strategy Rationale

Action Step 1 5

Teachers will visit their high achieving colleagues at Tiger Academy and other schools.

Person Responsible

Charles Mc White

Schedule

On 6/2/2017

Evidence of Completion

Shared resources; Teacher survey

G2.B3.S3 Professional development on effective differentiated instruction. 4

S230768

Strategy Rationale

Action Step 1 5

Provide professional development in the area of differentiated instruction and forming small groups based on data. Share strategies and resources that will assist teachers in effectively adapting instruction.

Person Responsible

Tonia Fuller

Schedule

On 6/2/2017

Evidence of Completion

Shared resources; Student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G1.B1.S1.MA1 M256694	Viewing the master calendar	Fuller, Tonia	8/4/2016	Final review and approval of master calendar.	8/4/2016 one-time
G2.B3.S1.A1 A294591	Teachers and Coaches will implement monthly focus calendars.	Aikens, Jean	8/4/2016	Focus calendars; Teacher Lesson Plans	6/2/2017 one-time
G2.B3.S3.A1 A294687	Provide professional development in the area of differentiated instruction and forming small groups...	Fuller, Tonia	8/4/2016	Shared resources; Student data	6/2/2017 one-time
G2.B2.S1.A1 A294552	Teachers will participate in RtI Professional Development throughout the year to increase...	Mondy, Tumika	8/4/2016	Ms. Mondy and RtI Team will collect agendas, training material, and surveys regarding RtI and effective student placement trainings throughout the year.	6/2/2017 one-time
G2.MA1 M256500	Formative assessments will be collected and reviewed throughout the year to determine progress...	Fuller, Tonia	8/4/2016	Reading - Developmental reading assessment (DRA), Performance based assessments (PBA), Unit Assessments, Interim assessments/ Exit tickets, i-Ready Math- Fluency, mid-module assessments, module assessments, i-Ready, Exit tickets Science- Performance based assessments, Exit tickets	6/2/2017 one-time
G1.B1.S2.A1 A264650	Data norm protocols will be established and communicated to faculty and staff	Fuller, Tonia	8/4/2016	Coaches will collect PLC agendas as well as a copy of the Data Analysis Protocol that will be used during data discussions.	6/2/2017 every-3-weeks
G1.MA1 M256501	Teacher surveys will be completed at the end of the school year to assess whether teachers feel...	Aikens, Jean	8/4/2016	Teacher surveys will be completed monthly to determine progress towards goal 1 assessing whether teachers feel they were engaged in the collaborative decision making progress (during Grade Level Meetings, Planned Learning Communities, Leadership Meetings, the Accreditation Process, and SIP Plan Development).	6/2/2017 monthly
G2.B3.S2.A1 A294677	Teachers will visit their high achieving colleagues at Tiger Academy and other schools.	Mc White, Charles	8/4/2016	Shared resources; Teacher survey	6/2/2017 one-time
G2.B1.S2.A1 A294548	Create a data analysis calendar that includes dates and what type of data will be analyzed.	Fuller, Tonia	8/4/2016	PLC Meeting Dates; Data Analysis Agendas	6/2/2017 one-time
G1.B1.S1.A1 A264649	Develop master calendar for scheduled meetings for the entire school year.	Aikens, Jean	8/4/2016	The calendar and schedules for Staff Meetings, Leadership Meetings, and Grade Level Planning Meetings	6/2/2017 one-time
G2.B1.S1.A1 A294507	Provide professional development to increase understanding of the usefulness of data analysis and...	Tardif, Jennifer	8/15/2016	Testing Coordinator and Coaches will collect the agendas and training material from data analysis professional development. Conduct a survey to assess whether teachers believe the professional development and use of data analysis tools are useful.	6/2/2017 one-time
G1.B1.S3.MA1 M300508	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.MA1 M300510	[no content entered]		No Start Date		No End Date one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1 🔑 A296967	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 🔑 M256696	[no content entered]		No Start Date		No End Date one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Tiger Academy creates a system of authentic teacher collaboration and collective decision making opportunities then teacher engagement and collaboration will increase.

G1.B1 Unclear expectations of meeting outcomes

G1.B1.S2 Establishing clear data norms and expectations for communicating the data norms and expectations to all teachers.

PD Opportunity 1

Data norm protocols will be established and communicated to faculty and staff

Facilitator

Tonia Fuller, Jean Aikens, Tumika Mondy, and Charles McWhite

Participants

Faculty and staff

Schedule

Every 3 Weeks, from 8/4/2016 to 6/2/2017

G2. If Tiger Academy implements data driven decisions to strategically place and assist students then teaching and student learning will improve

G2.B1 Inconsistent Data Analysis

G2.B1.S1 Professional development to increase understanding and usefulness of data analysis.

PD Opportunity 1

Provide professional development to increase understanding of the usefulness of data analysis and data analysis tools.

Facilitator

i-Ready Trainer; Test Coordinator; Reading and Math Coaches

Participants

Tiger Teachers; Administration

Schedule

On 6/2/2017

G2.B2 Ineffective small group placement

G2.B2.S1 Faculty and staff participate in professional development to gain clarity and increase understanding about effectively using differentiated instruction and response to intervention.

PD Opportunity 1

Teachers will participate in RtI Professional Development throughout the year to increase understanding of the RtI process and how to effectively place students in small groups.

Facilitator

RtI Team and Coaches

Participants

Teachers; Administration

Schedule

On 6/2/2017

G2.B3 Ineffective adaptation of instruction

G2.B3.S3 Professional development on effective differentiated instruction.

PD Opportunity 1

Provide professional development in the area of differentiated instruction and forming small groups based on data. Share strategies and resources that will assist teachers in effectively adapting instruction.

Facilitator

Coaches - Tonia Fuller and Jean Aikens; Tumika Mondy

Participants

Tiger Teachers

Schedule

On 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Develop master calendar for scheduled meetings for the entire school year.				$0.00
2	G1.B1.S2.A1	Data norm protocols will be established and communicated to faculty and staff				$0.00
3	G1.B1.S3.A1					$0.00
4	G2.B1.S1.A1	Provide professional development to increase understanding of the usefulness of data analysis and data analysis tools.				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	160-Other Support Personnel	1211 - Tiger Academy	Other		$4,500.00
			Notes: Provide the next step in data analysis with i-ready training			
5	G2.B1.S2.A1	Create a data analysis calendar that includes dates and what type of data will be analyzed.				$0.00
6	G2.B2.S1.A1	Teachers will participate in RtI Professional Development throughout the year to increase understanding of the RtI process and how to effectively place students in small groups.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3374	130-Other Certified Instructional Personnel	1211 - Tiger Academy			$1,500.00
			Notes: supplemental materials to help with tier 2 and 3 strategies			
7	G2.B3.S1.A1	Teachers and Coaches will implement monthly focus calendars.				$0.00
8	G2.B3.S2.A1	Teachers will visit their high achieving colleagues at Tiger Academy and other schools.				$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	140-Substitute Teachers	1211 - Tiger Academy	General Fund		$3,600.00
			Notes: substitutes for professional development			
9	G2.B3.S3.A1	Provide professional development in the area of differentiated instruction and forming small groups based on data. Share strategies and resources that will assist teachers in effectively adapting instruction.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Budget Data

	1140	160-Other Support Personnel	1211 - Tiger Academy	General Fund		$1,500.00
			Notes: provide supplementl material			
					Total:	**$11,100.00**