**Tiger Academy**

**School Improvement Plan**

**2012-2013**

1. **Mission statement of school**

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.

1. **Academic data for most recent three (3) years, if available;**

2011-2012 FCAT Results

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading 3+ | Math 3+ | Writing 3.5+ | Science 3+ | Reading Gains | Math Gains | BQ Rdg Gains | BQ Math Gains | Total Points \* | **Grade** |
| 42 | 33 | 90 | 49 | 48 | 49 | 48 | 49 | 408 | **D** |

2010-2011 FCAT Results

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading 3+ | Math 3+ | Writing 3.5+ | Science 3+ | Reading Gains | Math Gains | BQ Rdg Gains | BQ Math Gains | Total Points \* | **Grade** |
| 61 | 47 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | **N/A** |

No FCAT data for 2009-2010

1. **Student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan.**

In the 2011-2012 School Improvement Plan, Tiger Academy set the following achievement objectives:

* Reading
* In 2012, 50% of students will achieve proficiency (FCAT Level 3) in Reading.
* In 2012, 25% of 3rd and 4th grade students will achieve above proficiency (FCAT Levels 4 and 5) in Reading.
* In 2012, 67% of students will show learning gains in Reading.
* In 2012, 45% of students in the lowest 25% will make learning gains in Reading
* Math
* In 2012, 67% of 3rd grade students will achieve proficiency in Mathematics.
* In 2012, 25% of students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics.
* In 2012, 67% 4th grade students will show Learning Gains in Math as assessed by the FCAT.
* In 2012, 64% of the lowest 25% of students in 4th grade will make learning gains in Math
* Writing
* In 2012, 80% of fourth-grade students will achieve Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.

**4. Analysis of student performance data including academic performance by each subgroup;**

* The new cut scores had an impact on student performance. From 2011 to 2012, 107 (out of 108) Duval elementary schools experienced a decline in 3rd grade reading and math scores. Tiger Academy scores dropped 11 points in reading and 14 points in math. A peer group comparison of 20 elementary schools with similar demographics showed a decline in **reading** ranging from 2 points (North Shore – 29% to 27%) to 39 points (Somerset – 81 to 49). In 3rd grade math, Tiger Academy dropped 14 points. The same group experienced a decline ranging from 4 points (North Shore – 59% to 55%) to 60 points (Wayman Academy – 91% to 31%).
* Our math scores were our weakest performance area. While 3rd grade math scores were in the middle of our peer group, our 4th grade math scores were at the bottom. We had 11 new 4th grade students. Of the group, there were Three Level 3s, One Level 2, and Seven Level Ones (27%). Improving our math scores for next year is school priority #1.
* Our writing scores are impressive. We had the 8th highest score in the district (90% proficiency); however there is room for improvement. A further analysis reveals that many of our students were proficient (3.0) in writing, but the 2012 proficiency level will change to 3.5, and we must improve in that area as well.
* The individual student data shows that of the 43 4th grade students tested, 34 showed gains in Reading and 36 showed gains in math.
* 3rd grade reading scores were positive, although we know that 50% each year is unacceptable. In comparison with our peer group, we had the highest 3rd grade reading scores. This is the group of students who entered Tiger Academy two years ago.

**5. Detailed plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed, and timeline;**

* **READING PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy** | **Action Step** | **Person Responsible** | **Resources Needed** | **Timeline** |
| 100% of teachers will consistently implementformative assessments in anongoing cycle of continuousImprovement. | Teachers will meet in grade levels one to two times a month. Focus of the meetings will be to determine which strategies worked best in reading instruction, what assessments will be used to measure learning and to identify the students who need extra instructional help. | Grade level TeachersESE TeacherInstructional CoachPrincipal | Instructional Focus CalendarCommon Planning TimeReading  | August – June |
| All grade levels will have a 3 hour ELA block, which will consist of two hours of reading instruction and 1 hour of writing instruction. | The daily schedule will be structured so that all students will receive a minimum of two hours of reading instruction daily. | PrincipalGrade Level TeachersInstructional Coach | Class Time | August – June |
| A Reading Interventionist will be hired to assist with all at risk reading students. Regular, focused small group instruction will be held for those students. | Identify qualified candidates with successful teaching experience. | Principal | Professional Development | September – June |
| Integrate a 30 minute RtI time into all classroom teacher reading instruction schedules.  | Targeted students will receive an additional 1.5 hours weekly of reading enrichment through a Reading Resource. | Principal, Instructional Coaches and Classroom Teachers | Supplemental Reading Resources  | September – June |
| Provide Saturday School instruction for all Level 1, 2, and 3 students. | Saturday School will be available for all students in 4th and 5th grades, and identified 3rd grade students. | PrincipalReading InterventionistClassroom Teachers | Saturday School MaterialsFood | October – April(Bi-weekly) |
| Progress monitor with weekly data chats. | Grade levels and subject areas will have weekly data chats to review individual student progress and to share best practices. | Classroom TeachersInstructional CoachPrincipal | Data Chat LogsProfessional Development Books and Articles | September - June |

* **MATH PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy** | **Action Step** | **Person Responsible** | **Resources Needed** | **Timeline** |
| Implement a 60 minute Math Workshop in all Mathematics classrooms using the core Math curriculum (EnVisions).  | Teachers will receive professional development training throughout the year in implementing best practices during the Math Workshop. | Grade level TeachersESE TeacherInstructional CoachPrincipal | Instructional Focus CalendarCommon Planning TimeEnvision | August – June |
| Increase students’ fluency in basic facts | Teachers will implement a fluency monitoring system in which students in grades 1-5 are assessed weekly on basic facts | Classroom TeachersInstructional Coach | Math facts practice sheets | September - June |
| Increase 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 Instructional CoachPrincipal | Webb’s Depth of Knowledge | September - June |
| Teachers doing better at differentiating instruction to meet the needs of the higher level thinkers. | Teachers will provide higher-level assignments for problem solving.  | Classroom Teachers | Question Stems for Math Vocabulary | October – June |
| Target lower performing students in Math instruction. | Provide additional instructional time for Level 1, 2, and Level 3 students with Saturday School and afterschool tutoring. | Math InterventionistClassroom TeacherESE TeacherPrincipal | Supplemental Math Materials  | October – June |
| Track data more efficiently in order to provide quicker and more effective RtI. | Purchase supplemental web-based math software which tracks student progress effectively and provides feedback. | PrincipalClassroom Teachers | Math Quantiles | October - June |

* **Writing Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy** | **Action Step** | **Person Responsible** | **Resources Needed** | **Timeline** |
| Provide adequate instructional time. | Each class will implement a 60 minute Writer’s Workshop model in their class. | Classroom TeachersPrincipalInstructional Coach | Time in the schedule | August – June |
|  Effectively monitor the writing data throughout the school year. | Have monthly writing prompts school-wide. Disaggregate the data in a timely manner for effective, up to date instruction and RTI | Classroom TeachersWriting ConsultantInstructional Coach | Writing RubricsWriting Prompts | September – June |
| Improve 4th grade proficiency in writing conventions. | The conferencing and editing process will be taught with fidelity and will be visible within the students’ writing drafts. | Writing TeachersClassroom Teachers | Writing Conventions Instructional Material | August - June |

* **Science Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy** | **Action Step** | **Person Responsible** | **Resources Needed** | **Timeline** |
| Establish science instruction throughout the school from Kindergarten through 5th grade. | Primary grades will teach science twice a week. Grades 3 – 4 will teach science 45 minutes four times per week. Fifth grade will teach science 60 minutes daily | Science Teachers  | Time | August - June |
| Provide quality professional development for teachers. | Committed time for quality professional development | PrincipalScience Teachers | Professional Development Workshops in Science | September – June |
| Institute science resources and technology for differentiated instruction. | Preplanning units of study in order to submit timely request of materials. Grade level sharing of materials. Understanding by Design for planning.  | Classroom TeachersPrincipalInstructional Coach | Science SoftwareScience Websites | September - June |

**6. Identification of each component of school’s approved educational program that has not been implemented as described in the school’s approved charter application or charter contract;**

Need more information.

**7. Detailed plan for addressing each identified deficiency noted in subparagraph (4)(a)6. of this rule, including specific actions, person responsible, resources needed, and timeline;**

Need guidance for this section.

**8. Identification of other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed, and timeline; and**

 **Barriers to Success**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject | Barrier | Action | Person(s) Responsible | Resources Needed | Timeline |
| **Reading** |  |  |  |  |  |
|  | Teachers’ ability to integrate supplemental materials to enhance reading instruction. | Administration purchased supplemental materials for teachers to use during reading instruction. | Principal, Instructional Coach and Grade Level Chairpersons | TechnologySupplemental Materials | School Year |
|  | 3-5th Grade Reading teachers’ inexperience of integrating Science & Social Studies into reading 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 Coach |  |  |
|  | 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 | None | August - June |
|  | K – 5 students lack the desire and motivation to read for information.  | Implementation of D.E.A.R. time into each instructional schedule. (Drop Everything And Read) Purchased Weekly Readers for all grade levels to read during D.E.A.R. time.  | Classroom TeachersParentsStudents | Weekly ReadersNon-fiction texts | October - June |
| **Math** |  |  |  |  |  |
|  | Data being disaggregated in a timely manner for effective, up to date instruction.  | Create Math focus calendars with focus lessons based on student data, using the FCIM (Florida Continuous Improvement Model).  | Principal and Instructional Coach  | Data Chat FormsMath Quantiles | October - June |
|  | Teachers not having a Math Coach to guide lesson planning, disaggregate data, and model effective Math instruction. | Employ a proven and experienced Math Coach to lead professional development and Model for classroom teachers. | Principal | Math CoachMath ConsultantMath Interventionist | October - June |
|  | Students not critically thinking through problems which would not allow the students to be successful with high complexity level questions. | Implement enrichment lessons, activities, or centers for the students that are meeting the grade level standards. | Classroom TeachersInstructional CoachParentsStudents | FCAT Item SpecificationsFCAT Released Items | October - June |
|  | Math teachers’ ability to differentiate instruction within mixed ability classrooms.  | Support personnel will push in to selected 3-5 grade classrooms to pull data driven small groups within the Math block to ensure student success. | Principal Instructional Coach Math Interventionist | PersonnelDifferentiat-ed MaterialsSupplemental math materials | September - June |
| **Writing** |  |  |  |  |  |
|  | The increased grading rigor in determining proficiency from 3.0 to 3.5 | Increased level of expectations and increased emphasis on writing rubric. | Writing TeachersInstructional CoachWriting Consultant | Personnel | August - April |
|  | The lack of writing conventions being emphasized in prior years. | Teach/emphasize writing convention s from K-5 | Classroom TeachersPrincipal | Writing Rubric Training | November |
| **Science** |  |  |  |  |  |
|  | Tiger Academy added 5th grade and this will be the first year we take the Science FCAT test. We will not receive the district’s average score. | Hired a former 5th grade science teacher with a proven record of science performance. Teach science in all grades weekly. | Science TeachersScience Consultant | Science curriculum and materials | August – June |
|  | The lack of rigorous science instruction and experimentation in formative grades | Science is emphasized and taught K-5.Provide additional time for science and have science camps on Saturdays. | PrincipalScience ConsultantScience Teachers | Science Materials for Experimentation | January - April |

9**. Specific student achievement outcomes to be achieved.**

**2013 Achievement Goals**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading 3+ | Math 3+ | Writing 3.5+ | Science 3+ | Reading Gains | Math Gains | BQ Rdg Gains | BQ Math Gains | Total Points \* | **Grade** |
| 60 | 60 | 60 | 40 | 65 | 65 | 70 | 70 | 490 | **C** |