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# School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## SIP Authority

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

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

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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.

### Provide the school's vision statement

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“Tigers Today, Leaders Tomorrow”

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Stephanie Jackson

#### Position Title

Principal

#### Job Duties and Responsibilities

---

The Leadership Team is comprised of a instructional faculty and administrators. Each member works collaboratively to make decisions that are data-driven based on student data based on curriculum that is grade appropriate and aligned with state benchmarks and standards . The Leadership Team focuses on ensuring learning environments are student-centered and conducive to the academic and socio-emotional success of all students. Additionally, as school principal, Dr. Jackson serves as the school's instructional leader providing oversight of curriculum and instruction, as well as budgeting and operations.

### Leadership Team Member #2

#### Employee's Name

Easter Brown

**Position Title**

Principal in Residence

**Job Duties and Responsibilities**

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The Leadership Team is comprised of a instructional faculty and administrators. Each member works collaboratively to make decisions that are data-driven based on student data based on curriculum that is grade appropriate and aligned with state benchmarks and standards . The Leadership Team focuses on ensuring learning environments are student-centered and conducive to the academic and socio-emotional success of all students. Additionally, as Principal in Residence, Dr. Brown supports the principal as an instructional leader, as well as supporting the school's day to day operations

**Leadership Team Member #3****Employee's Name**

Lauren Gibbs

**Position Title**

Executive Director

**Job Duties and Responsibilities**

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The Leadership Team is comprised of a instructional faculty and administrators. Each member works collaboratively to make decisions that are data-driven based on student data based on curriculum that is grade appropriate and aligned with state benchmarks and standards . The Leadership Team focuses on ensuring learning environments are student-centered and conducive to the academic and socio-emotional success of all students. Additionally, as Executive Director, Dr. Gibbs oversees the financial and business aspect of Tiger Academy.

**Leadership Team Member #4****Employee's Name**

Tonia Fuller

**Position Title**

Math Coach

**Job Duties and Responsibilities**

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As Math Coach Ms. Fuller provides instructional support through coaching and mentoring of teachers. Ms. Fuller serves as liaison between teachers and leadership team.

**Leadership Team Member #5****Employee's Name**

Cherisse Ellis

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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As Reading Coach Mrs. Ellis provides instructional support through coaching and mentoring of teachers. Mrs. Ellis serves as liaison between teachers and leadership team.

**Leadership Team Member #6**

**Employee's Name**

Jennifer Martinez

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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As school counselor, Mrs. Martinez provides school counseling and mental health services oversight. Mrs. Martinez serves as liaison between students, school, families, the district, and mental health partners.

**Leadership Team Member #7**

**Employee's Name**

Jessie Didier

**Position Title**

Parent Involvement Coordinator

**Job Duties and Responsibilities**

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As Parent Involvement Coordinator, Ms. Didier serves as liaison between the school district, school, families, community, and business partners.

**Leadership Team Member #8**

**Employee's Name**

Alvin Brooks

**Position Title**

Behavior Interventionist

**Job Duties and Responsibilities**

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As Behavior Interventionist, Mr. Brooks provides behavior support for students, student mentoring, and behavior coaching for teachers. Mr. Brooks serves as liaison between the school, students, and families.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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Tiger Academy involves all stakeholders through its School Advisory Council (SAC). The council consists of members from the school leadership team including the school administrators, teacher representative, staff representative, parent representative, and community/business representative. The SAC meets quarterly to collaborate on solutions that support reaching the goals of the school improvement plan. The stakeholders are provided with school data to help make informed decisions on how to best support students. In addition, we use parent survey and school culture survey data to help in the development of the SIP.

### SIP Monitoring

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

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The Leadership Team uses quantitative and qualitative data to monitor the school improvement plan. Data from grade and class level are analyzed and compared to previous data. Triangulation of multiple sets of data are analyzed to make informed decisions of next steps to sustain and improve school improvement goals.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY KG-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>100.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: D 2022-23: D* 2021-22: D 2020-21: 2019-20: D</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	16	11	13	12	12				64
One or more suspensions	0	1	0	1	0	7				9
Course failure in English Language Arts (ELA)	0	0	0	1	0	1				2
Course failure in Math	0	0	0	1	1	1				3
Level 1 on statewide ELA assessment	0	5	10	12	8	14				49
Level 1 on statewide Math assessment	0	12	11	11	4	15				53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	16	10	16						42
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	15	11	10	9					45

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	20	21	23	12	15				91

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	4	0	1	1	1				7
Students retained two or more times				1	2					3

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	15	19	17	20	20	23				114
One or more suspensions			2		1					3
Course failure in ELA				1	1					2
Course failure in Math										0
Level 1 on statewide ELA assessment				16	18	11				45
Level 1 on statewide Math assessment				12	18	19				49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		11	4	16						60

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				10	10	7				27

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				4	1					5
Students retained two or more times				3						3

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	32	51	57	30	48	53	34	50	56
ELA Grade 3 Achievement **	36	53	58	29	49	53			
ELA Learning Gains	44	55	60				44		
ELA Learning Gains Lowest 25%	53	52	57				44		
Math Achievement *	40	57	62	33	58	59	35	48	50
Math Learning Gains	41	54	62				37		
Math Learning Gains Lowest 25%	35	49	52				31		
Science Achievement *	33	54	57	27	52	54	15	59	59
Social Studies Achievement *								63	64
Graduation Rate								46	50
Middle School Acceleration								53	52
College and Career Readiness									80
ELP Progress	55	61		54		59			

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	39%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	314
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
39%	30%	34%	31%		37%	46%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	5	5
Black/African American Students	39%	Yes	4	
Economically Disadvantaged Students	39%	Yes	4	

  

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	11%	Yes	4	4
Black/African American Students	31%	Yes	3	1
Economically Disadvantaged Students	30%	Yes	3	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	34%	Yes	2	
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	34%	Yes	2	

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%	36%	44%	53%	40%	41%	35%	33%					
Students With Disabilities	0%		45%		0%	36%							
Black/African American Students	32%	36%	44%	50%	41%	41%	31%	34%					
Economically Disadvantaged Students	32%	38%	44%	53%	39%	41%	35%	33%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	30%	29%			33%			27%					
Students With Disabilities	14%				7%								
Black/African American Students	31%	31%			33%			27%					
Economically Disadvantaged Students	30%	29%			33%			27%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	34%		44%	44%	35%	37%	31%	15%					
Students With Disabilities	11%		40%		11%	36%		0%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	34%		44%	44%	34%	37%	31%	15%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	34%		44%	44%	35%	37%	31%	15%					

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	36%	49%	-13%	55%	-19%
Ela	4	27%	47%	-20%	53%	-26%
Ela	5	30%	46%	-16%	55%	-25%
Math	3	58%	56%	2%	60%	-2%
Math	4	30%	53%	-23%	58%	-28%
Math	5	30%	49%	-19%	56%	-26%
Science	5	33%	49%	-16%	53%	-20%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

---

The component that showed the most improvement was 3rd grade reading proficiency with 11 point increase. The new actions implemented include: administration small group, push-in, structured tutoring and academic camps were provided, reading interventionist provided intensive Tier 3 instruction, UFLI Foundations were implemented, designated small group instructional time/framework, intentional collaborative planning, and increased internal data tracking.

##### **Lowest Performance**

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

---

The data component that showed the lowest performance was 3rd-5th grade ELA overall proficiency was the lowest performance with 32%. Contributing factors include: 4th grade cohort of students have demonstrated historically lower proficiency and the highest number of ESE students; and the death of a teacher created a vacancy in 5th grade ELA at the beginning of the school year.

##### **Greatest Decline**

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

---

While we made improvement in all school accountability areas, 4th grade ELA showed the greatest decline with a 10% decline from the previous year. The 4th grade cohort of students have demonstrated historically lower proficiency and the highest number of ESE students.

##### **Greatest Gap**

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

---

According to the data, 4th grade math had the greatest gap when compared to the state average with a gap with only 28% percent. The 4th grade cohort of students have demonstrated historically lower proficiency and the highest number of ESE students.

##### **EWS Areas of Concern**

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

---

Attendance is an area of concern as 34.2% of students missed 15 or more school days. Tardies are another concern as it relates to attendance.

**Highest Priorities**

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

---

MTSS (differentiated instruction and data driven instruction), improving student attendance, responsive and restorative teaching practices, and implementation of standard-based instruction.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Differentiation, Intervention, Small-group Instruction

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Differentiated Small Group Instruction - If we strategically plan and continually implement differentiated, small group instruction using multiple data points, student achievement will improve in all subject areas. The longevity of support and training over a year's time will help ensure the appropriate implementation of remedial and enrichment plans, and the targeted instruction to meet the needs of all students.

Response to Intervention (Rtl) - To improve student outcomes, teachers need to have working understanding of the Rtl process, specifically in strengthening Tier 1 instruction and supporting students who continue to struggle with core instruction with Tier 2 and Tier 3 instruction.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Tiger Academy will increase 3rd-5th grade ELA proficiency from 32% on PM3 2024 to 40% on PM3 2025.

Tiger Academy will increase 3rd-5th grade Mathematics proficiency from 41% on PM3 2024 to 50% on PM3 2025.

Tiger Academy will increase 5th grade Science proficiency from 32% in 2024 to 40% in 2025.

Tiger Academy will increase Learning Gains in 3rd-5th grade ELA from 44% in 2024 to 50% in 2025.

Tiger Academy will increase L25% Learning Gains in 3rd-5th grade ELA from 53% in 2024 to 55% in 2025.

Tiger Academy will increase L25% Learning Gains in 3rd-5th grade Mathematics from 35% in 2024 to 45% in 2025.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Student achievement outcomes will be monitored through administratively-led PLCs and common planning sessions, quarterly coaching cycles with all teachers, and weekly lesson plan checks.

In addition, data from Tier 2 and Tier 3 interventions will be used to monitor student performance. Data chats will be conducted with interventionists and all classroom teachers quarterly.

### **Person responsible for monitoring outcome**

Stephanie Jackson, Easter Brown, Lauren Gibbs, Tonia Fuller, Cherisse Ellis, and Jennifer Martinez

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

1. I-Ready Personalized Instruction for Reading and Math. 2. Heggerty Bridge to Reading 3. Magnetic Reading K-2 4. Magnetic Reading 3-5

#### **Rationale:**

The rationale for implementing the i-Ready Personalized Instruction platform in our school is supported by several key factors included: Individualized Instruction: i-Ready leverages diagnostic data to create a personalized learning path for each student, catering to their specific needs, whether they are performing below grade level, on grade level, or above grade level. This tailored approach ensures that all students receive the appropriate level of challenge and support. Data-Driven Decision Making: The program provides detailed, actionable reports that allow educators to monitor student progress over time. These reports are essential for making informed decisions at multiple levels, including individual students, groups, classes, schools, and districts. This systematic monitoring helps in identifying learning gaps early and addressing them. The rationale for implementing Heggerty's Bridge to Reading is that the program provides explicit phonics and phonemic awareness instruction that provides teachers with evidence-based tools and skills to teach reading through daily instruction. The rationale for implementing Magnetic Reading K-2 is that the program is a foundational skills program that provide explicit, systematic instruction that moves K-2 students from foundational skills to reading fluency. The rationale for implementing Magnetic Reading 3-5 is reading comprehension program that connects the art of teaching with the science of reading to develop successful, proficient, and confident readers in grades 3-5. This program also aligns with the individual instructional focus plan created as a component of the i-Ready personalized instruction program for reading.

#### **Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #2:**

Supplemental Classroom Assistant - Under supervision of a classroom teacher, the paraprofessional is responsible for assisting with core and small group instruction and the maintenance of positive behavior interventions and supports in general education instructional situations.

**Rationale:**

Additional small group instruction for students provides targeting, individualized instruction that meets students' specific needs.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #3:**

J&J Educational Bootcamp: "Science Intervention Curriculum" including consumables, booklets, practice materials and assessments will be a supplement to core instruction in Science.

**Rationale:**

J&J Educational Bootcamp instructional materials supports the implementation of small group instruction for the 40 students in the two 5th grade classes.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Monthly Response to Intervention Meetings

**Person Monitoring:**

Stephanie Jackson

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Rtl team will meet monthly to systematically identify and support students who are experiencing academic, behavioral, or social-emotional challenges. The RTI team aims to provide timely and evidence-based interventions that are tailored to meet the diverse needs of all students. Through a collaborative and data-driven approach, the RTI team seeks to ensure that every student has the opportunity to succeed in a supportive and inclusive learning environment. To ensure the effectiveness of the RTI process and maintain accountability, the principal will actively participate in RTI team meetings and oversee action steps. This oversight will help to ensure that interventions are being implemented with fidelity, data is being used effectively, and students are receiving the support they need to succeed.

**Action Step #2**

Administratively-led PLCs

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administrative team will led and participate in weekly professional learning communities. The longevity of support and training from the school-based experts over a year's time will help ensure the appropriate implementation of remedial and enrichment plans, and the targeted instruction to meet the needs of all students. The weekly PLCs will include the following: data chats, student work analysis, collaborative lesson planning, peer observations, and Child Study priorities.

**Action Step #3**

Classroom Observations

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs, Tonia Fuller, Cherisse Ellis

**By When/Frequency:**

Weekly (observations); as needed (Coaching Cycles)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional leadership team will conduct frequent classroom observations and coaching cycles to ensure the implementation of the differentiated, small group instruction and interventions with fidelity as well as to monitor the delivery of instruction and transfer from PLCs. Feedback will be provided to teachers and support plans will be developed based on individual teacher need.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Benchmark-aligned instruction, Math**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

4th grade math proficiency showed the biggest discrepancy between the state average with 30% compared to the state average of 58%.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Tiger Academy will increase 3rd-5th grade Mathematics proficiency from 41% on PM3 2024 to 50% on PM3 2025.

Tiger Academy will increase Learning Gains in 3rd-5th grade Math from 41% in 2024 to 50% in 2025.

Tiger Academy will increase L25% Learning Gains in 3rd-5th grade Mathematics from 35% in 2024 to 45% in 2025.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student achievement outcomes will be monitored through administratively-led PLCs and common planning sessions, and classroom observations.

In addition, data from Tier 2 and Tier 3 interventions will be used to monitor student performance. Data chats will be conducted with interventionists and classroom teachers quarterly.

**Person responsible for monitoring outcome**

Stephanie Jackson, Easter Brown, Lauren Gibbs

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

i-Ready Personalized Instruction (Tier 2) Do The Math (Tier 4)

**Rationale:**

The rationale for implementing the i-Ready Personalized Instruction platform in our school is supported by several key factors included: Individualized Instruction: i-Ready leverages diagnostic data to create a personalized learning path for each student, catering to their specific needs, whether they are performing below grade level, on grade level, or above grade level. This tailored approach ensures that all students receive the appropriate level of challenge and support. Data-Driven Decision Making: The program provides detailed, actionable reports that allow educators to monitor student progress over time. These reports are essential for making informed decisions at multiple levels, including individual students, groups, classes, schools, and districts. This systematic monitoring helps in identifying learning gaps early and addressing them. The rationale for implementing Do the Math is that the program is an evidence-based intervention that rebuilds critical mathematical foundations for understanding by: 1. Developing understanding of key concepts and skills with whole numbers and fractions—the essentials necessary for students to succeed in algebra and higher-level mathematics; 2. Providing lessons that balance developing understanding and learning procedures; 3. Strengthening students' ability to make sense of concepts, solve problems, reason, and use appropriate tools; and 4. Extending student practice and further increasing engagement through new online tools and interactive games

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Math Interventionist Salary position will be funding using UniSIG funds. The math interventionist provides explicit mathematics instruction in one-to-one or small group setting to improve specific mathematics skills to support regular classroom instruction; Works with classroom teacher to design and create intervention plans aligned with BEST Math benchmarks; Monitors and reports student progress and adjusts plans as needed to increase student math achievement; and Helps provide professional development in the area of mathematics for teachers.

**Rationale:**

The dedicated math interventionist role provides targeted, individualized instruction for small groups of students.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administratively-led PLCs

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administrative team will led and participate in weekly professional learning communities. The longevity of support and training from the school-based experts over a year's time will help ensure the appropriate implementation of remedial and enrichment plans, and the targeted instruction to meet the needs of all students. The weekly PLCs will include the following: data chats, student work analysis, collaborative lesson planning, peer observations, and Child Study priorities.

**Action Step #2**

Classroom Observations

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs,

Tonia Fuller, Cherisse Ellis

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional leadership team will conduct frequent classroom observations to ensure the implementation of the differentiated, small group instruction and interventions with fidelity as well as to monitor the delivery of instruction and transfer from PLCs. Feedback will be provided to teachers and support plans will be developed based on individual teacher need.

**Action Step #3**

Coaching Cycles

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs,

Tonia Fuller

**By When/Frequency:**

As needed

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coaches and administrators will model implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks through coaching cycles. Feedback will be provided to teachers and support plans will be developed based on individual teacher need.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The ESE subgroups has consecutively performance below 32% for 5 years. While ESE students have shown growth as indicated by the Florida Department of Education's accountability metrics, the students are not performing proficient in Reading and Math.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

At least 33% of students with disabilities at Tiger Academy will score proficient on PM3 FAST ELA in June 2025. This is an increase of 13% from 20% in 2024.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student achievement outcomes will be monitored through administratively-led PLCs and common planning sessions and classroom observations of the ESE teacher, Mr. Ostoits and the alignment to the students' IEP goals.

In addition, data from Tier 1 instruction and student accommodations will be used to monitor student performance. Data chats will be conducted with ESE Teacher and classroom teachers quarterly.

**Person responsible for monitoring outcome**

Stephanie Jackson, Easter Brown

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**

i-Ready Personalized Instruction Magnetic Reading (3-5)

**Rationale:**

The rationale for implementing the i-Ready Personalized Instruction platform in our school is supported by several key factors included: Individualized Instruction: i-Ready leverages diagnostic data to create a personalized learning path for each student, catering to their specific needs, whether they are performing below grade level, on grade level, or above grade level. This tailored approach ensures that all students receive the appropriate level of challenge and support. Data-Driven Decision Making: The program provides detailed, actionable reports that allow educators to monitor student progress over time. These reports are essential for making informed decisions at multiple levels, including individual students, groups, classes, schools, and districts. This systematic monitoring helps in identifying learning gaps early and addressing them. The rationale for implementing Magnetic Reading 3-5 is reading comprehension program that connects the art of teaching with the science of reading to develop successful, proficient, and confident readers in grades 3-5. This program also aligns with the individual instructional focus plan created as a component of the i-Ready personalized instruction program for reading.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #2:**

Office Materials & Supplies: paper, folders, binders, highlighters, ink, post-its, markers, pencils, pens

**Rationale:**

Instructional resources supports the implementation of small group instruction.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #3:**

Technology Equipment: Will be used to support small group instruction including ipads and chromebooks. Grades K-5 will use the technology and equipment for differentiated instruction in ELA and math and will also be used as a tool for working with students with disabilities.

**Rationale:**

Technology supports targeted, individualized instruction for small groups of students through the use of blended learning platforms including i-Ready Personalized Instruction.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administratively-led PLCs

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administrative team will led and participate in weekly professional learning communities. The longevity of support and training from the school-based experts over a year's time will help ensure the appropriate implementation of remedial and enrichment plans, and the targeted instruction to meet the needs of all students. The weekly PLCs will include the following: data chats, student work analysis, collaborative lesson planning, peer observations, and Child Study priorities.

**Action Step #2**

Classroom Observations

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional leadership team will conduct frequent classroom observations to ensure the implementation of the differentiated, small group instruction and interventions with fidelity as well as to monitor the delivery of instruction and transfer from PLCs. Feedback will be provided to teachers and support plans will be developed based on individual teacher need.

**Action Step #3**

Coaching cycles

**Person Monitoring:**

Stephanie Jackson, Easter Brown, Lauren Gibbs, Tonia Fuller

**By When/Frequency:**

As needed

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coaches and administrators will model implementation of instructional frameworks/lesson delivery model, instructional practices, specifically designed instruction for SWD, and utilization of student tasks aligned to benchmarks through coaching cycles. Feedback will be provided to teachers and support plans will be developed based on individual teacher need.

**IV. Positive Culture and Environment**

**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Implementing a school-wide PBIS system for students will help decrease the amount of behavior referrals and increase a positive learning environment.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Discipline referrals will decrease by 25% from 49 in 2024 to 37 in 2025.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Discipline data will be reviewed with the school-based Behavior Team monthly. Most frequent misbehaviors, locations of behaviors, teachers, etc. will be analyzed. Adjustments to school-wide systems and programs will be based on the data.

**Person responsible for monitoring outcome**

Easter Brown and Alvin Brooks

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following school-wide interventions will be implemented: ROAR PBIS Program (PBIS Rewards) Behavior Intervention Flow Chart Positive Behavior Referrals

**Rationale:**

If we implement our behavior flow chart, execute research-based PBIS strategies and establish/sustain a respectful and responsive learning environment we should see a decrease in the number of referrals and an increase in a positive learning environment.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Hold PBIS Assemblies

**Person Monitoring:**

Easter Brown

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

The school will hold behavior assemblies quarterly to reinforce positive behaviors, address common behavioral issues, and promote a positive school culture. These assemblies will be structured to engage students, provide clear expectations, and encourage a sense of community and responsibility among students. To monitor the impact we will track and analyze behavior incident reports before and after each assembly to identify trends and measure changes in behavior and compare the number and types of incidents to determine if there is a reduction in negative behaviors. In addition, we will distribute feedback forms to teachers and staff to gather their observations on student behavior following each assembly and collect qualitative data on any noticeable changes in student interactions, classroom behavior, and overall school climate.

**Action Step #2**

Implement Behavior Intervention Flow Chart

**Person Monitoring:**

Easter Brown, Alvin Brooks

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school will implement a behavior flowchart with researched-based interventions. The administrative team will ensure all staff members consistently apply the flowchart steps and consequences; monitor for effectiveness by regularly reviewing the effectiveness of the flowchart; and collect data on behavior incidents and track improvements or areas needing adjustment. To monitor the impact, the behavior team will schedule periodic reviews of the flowchart to assess its effectiveness and make necessary adjustments. The team will remain flexible in modifying the flowchart to address new behaviors or changing dynamics within the school. In addition, the administrators will provide opportunities for teachers and students to give feedback on the flowchart and suggest improvements.

**Action Step #3**

Implement small groups focused on social-emotional skills.

**Person Monitoring:**

Easter Brown

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school counselor and behavior interventionist will facilitate small group circles focused on equipping students with tools and strategies to regulate their emotions. The school will monitor the impact of this action through small group observations and feedback and analysis behavior data. Adjustments to small group participants will be adjusted as needed.

**Area of Focus #2**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

A school-wide student attendance focus for students in K-5 will help increase the amount of

instrucitonal time students receive. Student attendance is one of the common predictors of academic achievement. Students who consistently miss school hours develop habits that will lead into their adult life, affecting their education, career, and social connections. Students with strong attendance generally achieve higher grades and enjoy school more.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

During the 2023-2024 school year the target for student attendance was for 90% of the students to attend school 90% of the instructional days. The school goal for the 2024-2025 school year is for 93% of the students to attend school 93% of the instructional days. During the 2023-2024 school year 89.7% of kindergarten students, 91.4% of 1st grade students, 90.6% of 2nd grade students, 89.4% of 3rd grade students, 91.3% of 4th grade students, and 91.8% of 5th grade students were in attendance for 90% of the instructional days.

During the 2023-2024 school year, 34.24% of students missed at least 15 school days. The goal for the 2024-2025 school year is to decrease this number to 20% of students who miss at least 15 school days which would be an improvement of 14%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Tiger Academy participates in the Here Everyday Ready On time (H.E.R.O.) program which monitors weekly student attendance by both grade level and whole school level. The school counselor compiles this data weekly and sends it to families and staff with reminders of the benefits of strong student attendance at school and the potential impacts of missing school. Incentive programs are linked to the H.E.R.O program, which reinforces the attendance goals for each grade level weekly.

We receive district Attendance Intervention Team (AIT) letters weekly that are distriubted to families and used to schedule AIT meetings. The students who are habitually absent are also discussed during monthly Child Study meetings. Interventions and next steps are established during these meetings.

During weekly grade level meetings, attendance concerns are addressed and the leadership team identifies next steps for those families.

### **Person responsible for monitoring outcome**

Jennifer Martinez, Stephanie Jackson, Easter Brown, Lauren Gibbs

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Here Every Day Ready On time (H.E.R.O.) program Child Study Teams Meetings Attendance Intervention Team Meetings

**Rationale:**

The H.E.R.O. program monitors weekly grade level student attendance. The data is shared with faculty and families each week with reminders and incentives for students to attend school on time every day. The Child Study Team and the Attendance Intervention Teams provide attendance interventions for chronically absent students in order to support the families with resources to address individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Implementing H.E.R.O. Program

**Person Monitoring:**

Jennifer Martinez

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Mrs. Martinez monitors student attendance reports, sends out weekly newsletters to parents and staff, and recognizes classes who meet their attendance goals each week.

**Action Step #2**

Child Study and Attendance Intervention Teams

**Person Monitoring:**

Jennifer Martinez

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Child Study Team and the Attendance Intervention Teams provide attendance interventions for chronically absent students in order to support the families with resources to address individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions. The Child Study Team meets monthly to discuss specific student needs and concerns, including chronic absences. If it is determined by the team that absenteeism is a contributing factor to the overall success of the student, the next step is a referral to the Attendance Intervention Team. The Attendance Intervention Team meets as needed to develop an intervention plan for students and families who are chronically late or absent. Interventions include: parent letter and follow up parent meeting, development of an attendance intervention contract, student receives a mentor through the H.E.R.O. intervention program, and/or parents are required to attend bi-weekly truancy intervention

workshops.

### Area of Focus #3

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

No Answer Entered

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

No Answer Entered

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

No Answer Entered

#### Person responsible for monitoring outcome

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

#### Rationale:

#### Tier of Evidence-based Intervention:

#### Will this evidence-based intervention be funded with UniSIG?

No

#### Action Steps to Implement:

#### Action Step #1

#### Person Monitoring:

#### By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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Student achievement data, the SIP, UniSIG budget, and SWP will be communicated during the following events:

- Student orientation
- Monthly Parent Night events
- School Advisory Council meetings
- Tiger Board Governance Meeting
- Parent Resource Room

This information will also be communicated via our schools website at: <https://ymcatigeracademy.org/parents-visitors/parent-involvement/>.

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Tiger Academy has a full-time staff member who is assigned to support parent, family and other stakeholders in their fulfillment of the school's mission and support student needs. Additionally, we will offer monthly academic family events designed to promote family involvement. All families are asked to participate in 2 academic conferences a year and complete 20-30 volunteer hours. This information will also be communicated via our schools website at: <https://ymcatigeracademy.org/>

parents-visitors/parent-involvement/. Social media outlets and bi-weekly parent newsletters are additional methods used to keep lines of communication open to stakeholders.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

---

Tiger Academy's school year is 190 days which is longer than the district's calendar. The school day is 7.5 hours which is one hour longer than the district. Our master schedule designates dedicated RtI/ small group instructional time. The addition of a reading coach to the leadership team will provide additional support for teachers. A math intervention will provide intensive math instruction for Tier 2 and Tier 3 students. Lastly, the school will implement a school-wide phonic program, UFLI, to strengthen foundational skills in the primary grades and set students up for success in grades 3-5. This program will also be used to provide Tier 3 instruction for the lowest performing readers.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Tiger Academy provides free breakfast and lunch to all of its students. We also collaborate with local businesses such as Waste Not Want Not to provide food items to families. We collaborate with Center for Children Rights and YMCA in providing violence prevention to students, families, faculty, and staff. We have opted in to the district's Mental Health Plan and utilize Ribault Full Service Schools to support students and families for students who experience adverse childhood trauma.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

Tiger Academy ensures a holistic approach to student development by providing a range of support services and strategies aimed at improving students' skills beyond academics through the following opportunities:

- Counseling services (one-on-one and small group supports with our school counselor and behavior interventionists)
- YMCA Partnership provides supports for families' mental health, physical health and overall well-being.
- Certified school nurse provides health screenings and medical advice for families.
- BIMAS mental health screener is administered.
- School-based clubs provide outlets for students to participate in mindfulness activities weekly.
- Tiger Academy has opted in to the DCPS Mental Health plan/program

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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The following activities provide opportunities for preparation and awareness of postsecondary opportunities and workforce development:

- Annual Career Week
- College Tours
- Transition to Middle School Meetings/Newsletters

In addition, Tiger Academy employs a Student Support Services Director, whose primary responsibility meets individual families to ensure their children are placed in a secondary environment where they can thrive. She tracks Tiger alumni and maintain data related to high school and high school graduation.

Tiger Academy offers college scholarships for alumni scholars.

## **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Tiger Academy implements a behavior flowchart with researched-based interventions. The administrative team ensures all staff members consistently apply the flowchart steps and consequences; monitor for impact by regularly reviewing the effectiveness of the flowchart; and collect data on behavior incidents and track improvements or areas needing adjustment. To monitor the impact, the behavior team will schedule periodic reviews of the flowchart to assess its effectiveness and make necessary adjustments. The team will remain flexible in modifying the flowchart to address new behaviors or changing dynamics within the school. In addition, the administrators will provide opportunities for teachers and students to give feedback on the flowchart and suggest improvements.

## **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Tiger Academy will implement the following professional learning activities and support systems, to enhance instruction, effectively use data from formal and informal assessments, and ensure the recruitment and retention of highly effective teachers, particularly in high-need subjects:

### 1. Behavior Management

- Professional Learning Opportunities: Regular sessions to equip teachers with strategies for managing classroom behavior, including positive reinforcement, conflict resolution, and de-escalation techniques.
- Peer/Mentor Observations: Teachers observe colleagues with strong behavior management skills, followed by reflective discussions.

### 2. Responsive Teaching Practices

- Professional Learning Communities (PLCs): Groups of teachers meet regularly to discuss and develop responsive teaching strategies, sharing experiences and resources.
- Cultural Competency Training: Workshops to understand and address the diverse cultural backgrounds and needs of students.
- Ongoing Coaching: Experienced instructional leadership team members provide feedback and support for teachers to implement responsive teaching techniques.

### 3. Standards-Based Reading and Math Instruction

- Curriculum Alignment Workshops: Sessions to align lesson plans with state and national standards.
- Model Lessons: Demonstrations by instructional coaches and/or mentor teachers on effective strategies for teaching reading and math according to standards.

#### 4. Using Data to Drive Instruction

Data Analysis Training: Professional development on interpreting assessment data to inform instruction.

- Data-Driven Instruction Workshops: Practical sessions on how to adjust teaching strategies based on data findings.
- Data Chats: Regularly scheduled meetings where teachers analyze student data and collaboratively plan interventions.

#### 5. Differentiated Instruction

Differentiation Strategies Trainings: Training on various differentiation techniques to meet diverse student needs.

- Collaborative Planning Sessions: Time allocated for teachers to plan differentiated lessons together.
- Observation and Feedback: Opportunities for teachers to observe differentiated instruction in practice and receive feedback on their own implementation.

#### 6. Questioning and Discussion Techniques

- Training focused on higher-order questioning: Sessions focused on developing and using higher-order questions in the classroom.
- Training focused on student discourse strategies: Sessions focused on developing and using engaging discussion and discourse strategies in the clas
- Peer Coaching: Teachers pair up to practice and refine their questioning and discussion techniques.

#### 7. Student Engagement

- Professional Learning focused on Student Engagement: Training on various methods to increase student engagement, such as interactive activities, technology integration, and collaborative learning.
- Student Voice Initiatives: Programs to incorporate student feedback into teaching practices, ensuring that instruction is relevant and engaging.
- Interactive Professional Development: PD sessions that model engagement techniques, allowing teachers to experience and reflect on effective practices.

## Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Tiger Academy employs the following strategies to assist our preschool students children are kindergarten ready:

New family Meetings - The administrators meet individually with families to identify strengths, areas of focus, share resources, and identify the most ideal learning environment for scholars.

- **STAR Early Literacy Instructional Plans and Parent Letters:** Tiger Academy administers the STAR Early Literacy assessment three times a year. Based on students' assessment scores, individualized instructional plans are developed and discussed with families. The parent letter also provides strategies parents should implement at home to support students' academic progress.
- **Teacher Collaboration:** Tiger Academy facilitates meetings between preschool and kindergarten teachers to discuss individual student needs and share effective teaching strategies.
- **Family Involvement:** Involve families in the transition planning process, offering guidance and resources to help them support their child's transition. In addition, we introduce children and their families to the elementary school environment well in advance through orientation sessions and visits.
- **Curriculum Alignment:** Ensure that the preschool curriculum is aligned with kindergarten standards to create a seamless educational progression. Focus on developing foundational skills in literacy, numeracy, and social-emotional learning that are critical for success in kindergarten. Use thematic units that can be continued into the kindergarten curriculum, providing a sense of continuity for children.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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The Administrative Team consisting of the Executive Director, Principal, and Assistant Principal will make decisions on funding allocations based on collaboration with the School Advisory Council and Leadership Team. The Administration will meet bi-weekly to review status of funding allocations, data, and implementation of resources. The Leadership Team will meet monthly to review data and get updates on how funding allocations are meeting the needs as outlined in the SIP. The School Advisory Council will meet quarterly to review data and get updates on how funding allocations are meeting the needs as outline in the SIP.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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This specific resources that will be utilized to meet the needs of students included:

Math Interventionist

Teacher Assistant

Intervention programs (instructional resources and materials)

Intervention support will be implemented using UFLI, Heggerty Foundations, and Do the Math, all evidence and research-based intervention programs. In addition to the classroom teacher providing intervention support, the Math interventionist will push into classrooms during small group time to provide instructional interventions to students based on data and collaboration with classroom teacher. Math interventionist and classroom assistant will be used to support students in small group instruction. Having support staff to assist with targeting instruction for individual and small groups of students will aid on the development and mastery of foundational skills which leads to mastery of BEST standards and improving student learning gains. UniSIG funds will be used to fund these positions.

Student performance should increase by ensuring teachers are providing scaffolded and differentiated instruction to meet the needs of all students through the Rtl tiered instruction model. Rtl will serve as a safety net for students who need additional support through explicit small group instruction.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs <i>Duval 2.32%</i>	Indirect Costs	7200/790	UNISIG	0.0	3,322.53
<b>Total</b>	<b>Indirect Costs</b>				<b>3,322.53</b>
Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Math	5100/394	UNISIG	0.0	12,934.00
	<i>Math Interventionist Benefits (20%)</i>				
Areas of Focus	Instructional Practice - Benchmark-aligned instruction - Math	5100/394	UNISIG	1.0	64,671.00
	<i>Math Interventionist Salary: (Sherri George) Provides explicit mathematics instruction in one-to-one or small group setting to improve specific mathematics skills to support regular classroom instruction. Works with classroom teacher to design and create intervention plans aligned with BEST Math benchmarks. Monitors and reports student progress and adjusts plans as needed to increase student math achievement. Helps provide professional development in the area of mathematics for teachers.</i>				
Areas of Focus	Instructional Practice - Differentiation - Intervention - Small-group Instruction	5100/394	UNISIG	1.0	26,697.00
	<i>Supplemental Classroom Assistant Salary: Under supervision of a classroom teacher, the paraprofessional is responsible for assisting with core and small group instruction and the maintenance of positive behavior interventions and supports in general education instructional situations. Cost Breakdown: \$18.54/hour, 8 hours/day, 180 hours</i>				
Areas of Focus	Instructional Practice - Differentiation - Intervention - Small-group Instruction	5100/394	UNISIG	1.0	5,339.00
	<i>Supplemental Classroom Assistant Benefits (20%)</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/394	UNISIG	0.0	1,198.43
	<i>Office Materials &amp; Supplies: paper, folders, binders, highlighters, ink, post-its, markers, pencils, pens</i>				
Areas of Focus	Instructional Practice - Differentiation - Intervention - Small-group Instruction	5100/394	UNISIG	0.0	4,589.90
	<i>Curriculum Associates Magnetic Reading: "Foundations Florida" Student Workbooks and Florida Student Books will be a supplement used to support the implementation of small group instruction for Grades K-5. This will be used with Tier 2 and 3 students in the 12 K-5 classrooms. This would be approximately 60-70% of the students.</i>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Differentiation - Intervention - Small-group Instruction	5100/394	UNISIG	0.0	3,000.00
<i>J&amp;J Educational Bootcamp: "Science Intervention Curriculum" supplemental blended learning annual subscription "E-Learning/Distance Learning Bundle" will be used to provide differentiated lessons for the 40 students in the two 5th grade classes.</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/394	UNISIG	0.0	9,710.11
<i>Technology Equipment: Will be used to support small group instruction including ipads and Chromebooks. We will purchase 20 ipads and cases for \$398.92 each and 11 Chromebooks each with a license for \$277.03 each. Grades K-5 will use the technology and equipment for differentiated instruction in ELA and math and will also be used as a tool for working with students with disabilities.</i>					
Areas of Focus	Instructional Practice - Differentiation - Intervention - Small-group Instruction	5100/394	UNISIG	0.0	4,589.90
<i>J&amp;J Educational Bootcamp: "Science Intervention Curriculum" including consumables, booklets, practice materials and assessments will be a supplement used used to support the implementation of small group instruction for the 40 students in the two 5th grade classes.</i>					
<b>Total</b>	<b>Areas of Focus</b>				<b>132,729.34</b>
<b>Plan Budget Total</b>					<b>136,051.87</b>