Duval County Public Schools

Tiger Academy

2020-21 Schoolwide Improvement Plan

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Tiger Academy

6079 BAGLEY RD, Jacksonville, FL 32209

www.ymcatigeracademy.org

Demographics

Principal: Stephanie Jackson

Start Date for this Principal: 12/2/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (46%) 2016-17: B (61%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Tigers Today...Leaders Tomorrow!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Mc White, Charles	Principal	The school's instructional leader. Oversight of curriculum and instruction, budgeting and operations.
Mondy, Tumika	Assistant Principal	Curriculum and Instruction assistance. Oversee discipline.
Didier, Jessie	Other	Parent Involvement Coordinator
Aikens, Jean	Instructional Coach	Reading Coach
Tardif, Jennifer	School Counselor	School counseling and mental health services oversight
Fuller, Tonia	Instructional Coach	Math Coach

Demographic Information

Principal start date
Wednesday 12/2/2009, Stephanie Jackson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
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2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (46%) 2016-17: B (61%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	37	36	37	39	36	0	0	0	0	0	0	0	221
Attendance below 90 percent	0	1	0	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	2	0	0	5	1	0	0	0	0	0	0	0	8
Course failure in ELA	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/18/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	36	36	38	42	42	0	0	0	0	0	0	0	232
Attendance below 90 percent	1	0	0	0	2	2	0	0	0	0	0	0	0	5
One or more suspensions	0	0	2	2	3	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	16	29	25	0	0	0	0	0	0	0	70

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	36	36	38	42	42	0	0	0	0	0	0	0	232
Attendance below 90 percent	1	0	0	0	2	2	0	0	0	0	0	0	0	5
One or more suspensions	0	0	2	2	3	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	16	29	25	0	0	0	0	0	0	0	70

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	50%	57%	52%	49%	55%
ELA Learning Gains	54%	56%	58%	64%	56%	57%
ELA Lowest 25th Percentile	30%	50%	53%	67%	54%	52%
Math Achievement	49%	62%	63%	58%	62%	61%
Math Learning Gains	28%	63%	62%	76%	63%	61%
Math Lowest 25th Percentile	19%	52%	51%	74%	54%	51%
Science Achievement	29%	48%	53%	36%	50%	51%

Indicator	\ EWS Indicators as Input Earlier in the Survey						
	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	51%	-3%	58%	-10%
	2018	52%	50%	2%	57%	-5%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	45%	52%	-7%	58%	-13%
	2018	46%	49%	-3%	56%	-10%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				
05	2019	51%	50%	1%	56%	-5%
	2018	36%	51%	-15%	55%	-19%
Same Grade Comparison		15%				
Cohort Comparison		5%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	61%	-3%	62%	-4%
	2018	60%	59%	1%	62%	-2%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	48%	64%	-16%	64%	-16%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				
05	2019	41%	57%	-16%	60%	-19%
	2018	47%	61%	-14%	61%	-14%
Same Grade Comparison		-6%				
Cohort Comparison		-10%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	49%	-20%	53%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	14%	56%	-42%	55%	-41%
Same Grade Comparison		15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	40		13	20						
BLK	48	54	30	49	28	19	29				
FRL	44	52	23	43	17	15	26				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18			27							
BLK	46	49	45	54	58	56	14				
FRL	45	50	54	45	55	42	13				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8			17							
BLK	52	64	67	58	77	78	36				
FRL	45	63	67	53	74	69	29				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students with disabilities showed the lowest performance.

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

Math lowest 25th percentile showed the greatest decline. The math teacher for 4th grade was replaced by the math coach mid-year. The 5th grade math teacher was new in that grade level. We did not track data as closely as we should have.

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.

Math lowest 25th percentile had the greatest gap when compared with the state's average. The math teacher for 4th grade was replaced by the math coach mid-year. The 5th grade math teacher was new in that grade level. We did not track data as closely as we should have.

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

Science achievement increased from 14% to 29%. Our school invested in more science professional development as well as science supplemental materials.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Level 1 on the statewide assessment in Reading and Math.

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

1. Students with disabilities
2. Instructional practice related with small group instruction
3. Math learning gains
4. Reading learning gains
5. Professional development

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with disabilities (SWD) have been identified as an area of focus due to their below target learning achievement and low learning gains performance on the 2019 FSA. Because our SWD population is approximately 15% of our tested student population it has been identified as a major focus area for us.
Measurable Outcome:	The goal is to increase the overall learning performance and learning gains in this subgroup (SWD) to reach a minimum of 33% proficiency and learning gains on the FSA as well as iReady assessments.
Person responsible for monitoring outcome:	Charles Mc White (cmcwhite@firstcoastymca.org)
Evidence-based Strategy:	The general education, primary, and intermediate ESE teacher will provide differentiated and small group instruction. The primary and intermediate ESE teachers will also push in to the general education classroom. Monitor general education classroom assessments, progress monitoring data, and diagnostic assessments.
Rationale for Evidence-based Strategy:	Tiger Academy will implement a new structure for instructing SWDs. We will use UNISIG funds to hire an additional reading interventionist, which will allow us to reallocate our budget in order to hire an additional ESE teacher. One ESE teacher will focus on primary grades, while the 2nd ESE teacher will focus on the intermediate grades. Student growth will be tracked using Performance Matters. Teachers will also be provided training on best teaching practices in working with students with disabilities, including but not limited to differentiated instruction, small group instruction, and RTI.

Action Steps to Implement

1) Hire a 2nd ESE teacher.
2) Professional Development/Coaching for all teachers.
3) RTI, differentiated instruction, and small group instruction training

Person Responsible   Jennifer Tardif (jmickle@firstcoastymca.org)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Small group instruction allows teachers to work closely with students by providing tailored lessons focused on student learning strengths and academic gaps across all content areas. Small group instruction will provide students identified as Tier 2 and Tier 3 with intensive and consistent remediation to help ramp them up to a minimum of one year's growth. This area of focus was identified based on the comparison data where we performed below the district and state averages in reading, math and science proficiency. Small group instruction will be used as an intervention for the academic slide caused by distance learning during the 2019-2020 school year.
Measurable Outcome:	By implementing small group instruction with fidelity, the overall points earned for the federal index will increase from 37% to a minimum of 41%.
Person responsible for monitoring outcome:	Tumika Mondy (tmondy@firstcoastymca.org)
Evidence-based Strategy:	Through professional development improve teacher knowledge and expertise in instructional practices specifically related to small group instruction.
Rationale for Evidence-based Strategy:	Teachers are able to identify student needs, track data and provide prescriptive lessons in small groups. Teachers will be provided the following academic resources to implement guided lessons: 1) The academic coach will provide regular professional development for staff on research-based best practices for implementing small group instruction. 2) The reading interventionist will teach and reinforce skills and strategies in small groups. 3) Performance matters will provide us with a data portal which allows us to create assessments, track assessment scores and analyze data to help drive instruction.

Action Steps to Implement

Core academic diagnostic assessments for all students within the first 20 days of school.
Bi-weekly data chats as well as lesson planning by grade levels/subject areas.
Implementation of Tier I and Tier II interventions with researched and standard-based instruction.
Students will be grouped based on the data for standard based small group instruction.
Monitoring and adjustments will be based on student progression in small groups.
Overall performance progress will be measured monthly, however we will have diagnostic assessments in December 2020/January 2021 and May/June 2021

Person Responsible	Tonia Fuller (tfuller@firstcoastymca.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Math learning gains
Goal - Increase math learning gains from 28% to 64%
Math Coach will provide professional development in the areas of research based math strategies, differentiated instruction, small group instruction, and blended learning.
Core Math Program – Eureka Math (Zearn.org/Embarc.com)
Intervention Programs – i-Ready Math and Triumph Learning Series
Whole group - General education teacher will conduct mini lessons on grade level content and test taking skills; ESE teacher will push in as necessary
Small group - Implement 60 minute RTI Block
General education teacher will meet with "One Level Below" students daily; Reteach grade level content to "One Level Below" group; i-ready data drives small group instruction for > 1 Level Below group; Math Interventionist and ESE teacher will facilitate a small group during RTI Block.
Center/Rotation activities – i-ready and zearn.org online; fluency enrichment; skills and problem solving activities
Fluency – daily practice utilizing Rocket Math and Drops in the Bucket (online resources include Zearn.org, Door 24, and/or MobyMax)
Problem Solving – Spiral review - questions from FSA item specs., CPALMS, and PowerSchool item bank; weekly 3 act tasks
Team Up/AfterSchool Tutoring - Triumph Learning Series; remediate grade level content

Science proficiency
Goal - Increase science proficiency from 19% to 53%
Professional Development will be offered in the area of inquiry/project based learning
Core Science Program – HMH FL Science (Discovery Education and Study Island online)
Intervention Program - Science Bootcamp
Whole group - General education teacher will conduct mini-lessons (Science Bootcamp and CPALMS – STEM Lessons); Utilize Inquiry Learning Model with Hands On Lessons; Utilize DCPS Aligned Investigation Book (aligned to grade level curriculum guide)
Small Group Incorporate small group rotations and conduct small group instruction; Emphasis non-fiction reading strategies while utilizing leveled text/readers
Primary
Teacher meets with small group to conduct and discuss aligned investigation; Consistently incorporate non-fiction reading strategies during science instruction.
Intermediate Strategies
Utilize interactive readers to teach/discuss science concepts, vocabulary lessons, and concept development, and/or complete Science Bootcamp Lesson
Classwork/Center activities – vocabulary enrichment; lesson checks, chapter review, Florida benchmark review, and thematic science centers
Implement monthly school-wide Inquiry/Project Based Science Activities

Math/Science Data Analysis:
1. Consistently monitor data through data analysis discussions during PLCs
2. Utilize "Student i-Ready Academic Plan"; Student Assessment folders or binders for math and science
3. Bi-weekly data analysis – "Growth Monitoring Report" and "Class Response to Instruction" from i-ready and Eureka Module Assessments
4. Conduct regular Progress Monitoring using Standards Mastery Assessments and Performance Matters Assessments; Utilize focus calendars
5. Focus on I-Ready and/or Performance Matters goals and provide monthly incentives (school wide)

Saturday School:
Core Curriculum – Triumph Learning Series Resource Books; (online resources I-Ready, Study Island, and MobyMax.com)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parents are invited to and encouraged to attend SAC meetings, PFEP Developmental meetings, and Annual Title One meetings to give their input. If they are not able to attend one of these meetings, then they have an opportunity to share input by completing surveys or email input directly to the Title One Designee. Every school year a parent survey is sent out to parents and families. This survey is designed to give families an opportunity to provide the school with feedback that will inform decision making on what to stop, start and continue at the school for the following school year. Questions include the following topics: academic expectations, student performance, recognition, discipline practices/behavior, student culture, school atmosphere and safety.

Teachers also have the opportunity to serve as members on the SAC committee and participate in the annual Title One Meetings. A school culture survey is sent out to teachers each school year. There are questions for the teachers in the following categories: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, learning partnership and efficacy factor. The data from the School Culture Survey is an essential tool to evaluate the current school culture as perceived by the faculty and to establish goals related to the specific needs revealed in the analysis. This instrument also affords the school community the opportunity to examine which elements of school culture may be directly impacting student achievement and teacher working conditions. The culture survey serves to examine the processes at the school level and their role influencing student outputs or outcomes.

Strategic Planning
During the 2019-2020 school year we began the process of creating a 5 year strategic plan for Tiger Academy. Due to COVID 19, we were unable to complete this process. During the 2020-2021 school year we will complete a 5 year strategic plan. We will utilize an outside facilitator to help us with the creation of the plan. Administrators, board members, teachers, students and families will all be included in the process of creating this strategic plan. This plan will be used to help guide decision making.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$97,311.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1211 - Tiger Academy	UniSIG	1.0	$47,000.00
			Notes: *Math Interventionist working with grades K-5 to support small group instruction. The Math Interventionist will be working with students by pushing in and pulling out of the classroom. Although we had this position last year, we have found a different candidate for this school year.			
	5100	220-Social Security	1211 - Tiger Academy	UniSIG		$2,769.75
			Notes: Math Interventionist Social Security benefits			
	5100	200-Employee Benefits	1211 - Tiger Academy	UniSIG		$616.00
			Notes: Medicare for Math Interventionist			
	5100	240-Workers Compensation	1211 - Tiger Academy	UniSIG		$423.00
			Notes: Worker's Comp for Math Interventionist			
	5100	250-Unemployment Compensation	1211 - Tiger Academy	UniSIG		$28.00
			Notes: Unemployment for Math Interventionist			
	5100	231-Health and Hospitalization	1211 - Tiger Academy	UniSIG		$4,605.00
			Notes: Health Insurance for Math Interventionist			
	5100	232-Life Insurance	1211 - Tiger Academy	UniSIG		$145.00
			Notes: Life Insurance for Math Interventionist			
	5100	234-Cafeteria Plan	1211 - Tiger Academy	UniSIG		$293.00
			Notes: Disability Insurance for Math Interventionist			
	5100	120-Classroom Teachers	1211 - Tiger Academy	UniSIG	0.5	$23,680.00
			Notes: Reading interventionist to work primarily with grades K-2.			
	5100	220-Social Security	1211 - Tiger Academy	UniSIG		$1,468.00
			Notes: SS for Reading Interventionist			
	5100	200-Employee Benefits	1211 - Tiger Academy	UniSIG		$343.00
			Notes: Medicare for Reading Interventionist			
	5100	240-Workers Compensation	1211 - Tiger Academy	UniSIG		$213.00
			Notes: Worker's Compensation for Reading Interventionist			
	5100	250-Unemployment Compensation	1211 - Tiger Academy	UniSIG		$14.00
			Notes: Unemployment for Reading Interventionist			
	5100	210-Retirement	1211 - Tiger Academy	UniSIG		$1,894.00
			Notes: Retirement for Reading Interventionist			

	5100	360-Rentals	1211 - Tiger Academy	UniSIG		$13,820.00
			Notes: iReady license rental to provide diagnostic assessments for all students in both Reading and Math. Students will also receive individualized learning paths with iReady. Any amount over the budgeted amount will be covered by other school funds. This blended learning model has helped our school improve in a variety of grade levels.			
					Total:	**$102,433.75**