

Duval County Public Schools

# Tiger Academy



2021-22 Schoolwide Improvement Plan

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# Tiger Academy

6079 BAGLEY RD, Jacksonville, FL 32209

[www.ymcatigeracademy.org](http://www.ymcatigeracademy.org)

## Demographics

**Principal: Stephanie Jackson**

Start Date for this Principal: 12/2/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (37%) 2017-18: C (46%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Tiger Academy

6079 BAGLEY RD, Jacksonville, FL 32209

[www.ymcatigeracademy.org](http://www.ymcatigeracademy.org)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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<https://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.

## 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	Position Title	Job Duties and Responsibilities
Mc White, Charles	Principal	The school's instructional leader. Oversight of curriculum and instruction, budgeting and operations
Fuller, Tonia	Instructional Coach	Oversees curriculum and instruction in both math and reading
Didier, Jessie	Other	Parent Involvement Coordinator
Tardif, Jennifer	School Counselor	School counseling and mental health services oversight
Gibbs, Lauren	Other	Liaison between the Tiger Board, the YMCA and the school. Oversees the instruction and operations of the school.
		Reading 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.*

1

**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.*

1

**Total number of teacher positions allocated to the school**

22

**Total number of students enrolled at the school**

229

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

3

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	38	35	40	38	37	41	0	0	0	0	0	0	0	229
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	6	3	2	3	0	1	0	0	0	0	0	0	0	15
Course failure in ELA	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	4	16	23	9	19	0	0	0	0	0	0	0	71

**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	0	0	0	0	0	0	0	0	0	0	0	

**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	1	0	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Friday 9/3/2021

**2020-21 - 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	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	0
Level 1 on 2019 statewide Math assessment	0	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	0

**2020-21 - 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	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	0
Level 1 on 2019 statewide Math assessment	0	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	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	50%	57%	45%	50%	56%
ELA Learning Gains				54%	56%	58%	49%	51%	55%
ELA Lowest 25th Percentile				30%	50%	53%	45%	46%	48%
Math Achievement				49%	62%	63%	53%	61%	62%
Math Learning Gains				28%	63%	62%	58%	59%	59%
Math Lowest 25th Percentile				19%	52%	51%	56%	48%	47%
Science Achievement				29%	48%	53%	14%	55%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	48%	51%	-3%	58%	-10%
Cohort Comparison						
04	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-48%				
05	2021					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	61%	-3%	62%	-4%
Cohort Comparison						
04	2021					
	2019	48%	64%	-16%	64%	-16%
Cohort Comparison		-58%				
05	2021					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	49%	-20%	53%	-24%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data forthcoming

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	24			44							
BLK	36	44		41	21		15				
FRL	36	44		41	21		15				
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
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	157
Total Components for the Federal Index	5
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
Pacific Islander Students	
Federal Index - 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%	
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%	
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%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Analysis forthcoming

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Analysis forthcoming

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Analysis forthcoming

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Analysis forthcoming

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Analysis forthcoming

**What strategies will need to be implemented in order to accelerate learning?**

Analysis forthcoming

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Analysis forthcoming

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Analysis forthcoming

## Part III: Planning for Improvement

**Areas of Focus:**



**#1. 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 a way to target academic deficits.

**Measurable Outcome:** By implementing small group instruction with fidelity, the overall points earned for the federal index will increase to a minimum of 41%.

**Monitoring:** Through regularly scheduled classroom visits and data chats, the school principal and school coaches will assist and monitor the implementation instructional practices specifically relating to small group instruction. Administration will attend grade level meetings twice each month to monitor data and provide support for this area. Academic coaches will lead instructional staff on small group instruction.

**Person responsible for monitoring outcome:** Charles Mc White (cmcwhite@firstcoastymca.org)

**Evidence-based Strategy:** Differentiation is the evidence based strategy being implemented. Differentiation asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Some key principles that form the foundation of differentiating instruction are Ongoing, formative assessments, Recognition of diverse learners, Group Work, Problem Solving, and Choice.

Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet students' diverse needs and varied interests.

"A full 70 percent of U.S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses." –Reading Next

**Rationale for Evidence-based Strategy:** Whether they come from middle- and upper-class income levels, from low-income households, from families living in poverty, or from families who are English language learners, 70 percent of adolescent learners will benefit from differentiated instruction. This is a powerful statistic that we teachers need to remember and act upon as we teach reading.

**Action Steps to Implement**

Weekly informal and formal classroom visits with feedback. The principal, math coach and reading coach will conduct frequent classroom visits and provide structured feedback.

**Person Responsible** Charles Mc White (cmcwhite@firstcoastymca.org)

The math coach will conduct coaching cycles for teachers and providing professional development in the area of differentiation. Tonia Fuller, who serves Math Coach, will lead regular professional development sessions with teachers geared towards improving teacher instruction and student achievement.

**Person Responsible** Tonia Fuller (tfuller@firstcoastymca.org)

Tiger Academy will conduct Saturday tutoring sessions throughout the school year beginning in September 2020 and ending in June 2021. Tutoring will also consist of before and/or after school tutoring. The principal and academic coaches will monitor and oversee the tutoring program. Tutoring may also include winter break camp and spring break camps.

**Person Responsible** Tonia Fuller (tfuller@firstcoastymca.org)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Based upon stakeholder data, Tiger Academy was identified as needing to improve behavior intervention and supports. Teacher survey data identified student disruptions and misbehavior as contributing factors to lower than desired academic support. The leadership team identified the implementation of positive behavior intervention and supports as a method of improving the school.. Transitioning to restorative practices in lieu of punishment will improve performance.

**Measurable Outcome:** By creating a positive behavior intervention and supports team (PAWSitive Behavior Team), Tiger Academy will finish the 2021-2022 with less than 50 discipline referrals.

**Monitoring:** The PAWSitive behavior team will monitor student behavior, the coordination of student rewards and incentives, and provide staff with professional development on decreasing misbehaviors and implementation of restorative practices.

**Person responsible for monitoring outcome:** Jessie Didier (jdidier@firstcoastymca.org)

**Evidence-based Strategy:** Growing awareness that punishments such as detention and suspension only aggravate issues such as bullying, violence, poor academic performance and parental apathy has prompted educators to explore restorative practices to create safe, supportive learning environments.

Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

**Rationale for Evidence-based Strategy:** Case studies and evaluations conducted in schools worldwide indicate that restorative practices improve relationships among students and teachers, reduce disciplinary problems and build community. The most significant qualitative finding to date, said Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices graduate school, is that restorative practices transform schools' academic and social culture. "We know that the sense of belonging and pride in school are related to academic performance and dropout rates, and dropout rates are related to involvement in the criminal justice system and more at-risk behavior. The more involvement in school and positive peer groups, the less likely students are to engage in risky behavior."

**Action Steps to Implement**

Staff will receive restorative practices professional development throughout the 2021-2022 school year.

**Person Responsible** Charles Mc White (cmcwhite@firstcoastymca.org)

PAWSitive Behavior Team will be implemented to monitor chronic misbehaviors and to intervene prior to students receiving disciplinary referrals.

**Person Responsible** Jessie Didier (jdidier@firstcoastymca.org)

The Tiger store will be implemented for student incentives to encourage and reward positive behaviors.

**Person Responsible** Lauren Gibbs (lgibbs@fcymca.org)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Tiger Academy has no data in the SafeSchoolsforalex.org.**

**For the 2020-2021 school year, Tiger Academy had a total of 32 written referrals. The majority of the referrals were for failure to follow directions (Class 2), and classroom disruption. The school culture and environment will be monitored through the lens of behavior and discipline data. Tiger Academy will develop and communicate a school-wide behavior plan with specific steps and guidelines and monitor it monthly. A PAWSitive behavior committee consisting of staff and student leaders will be created and implemented.**

### 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.

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 continue to complete this process. We utilized an outside facilitator to help us with the creation of the plan. Administrators, board members, teachers, students, families, and community partners were all included in the process of creating this strategic plan through focus groups, surveys, and interviews. This plan will be used to help guide decision-making and determine instructional and operational goals.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Tiger Academy Administrators analyzed school culture and strategic planning data from the 2020-2021 school year to identify a need for school-wide trainings on restorative practices. In addition, each grade level has a positive behavior plan that they implement daily. The sunshine committee celebrates the staff monthly. A positive behavior intervention team has been created for the 2021-2022 school year. The team includes support staff, counselor, teachers, and ESE teacher. A school-wide process for documenting interventions has been established. Students are encouraged to demonstrate positive behavior and actively participate in the positive behavior plans teachers implement.

Parents and Families are encouraged to participate in monthly parent nights, conferences, and school events (pending COVID restrictions- some events are held virtually). Once parents and family members are able to volunteer again, parents and family members will help to increase a positive culture by participating in field trips and other school-wide celebrations. Parents are encouraged to join the Parent Teacher Association, School Advisory Council, and Title One meetings for the parent and family engagement plan and budget to provide their input

Tiger Academy's community partners and business partners, such as the YMCA of Florida's First Coast and Rayonier, contribute to the positive culture by volunteering and supporting school causes.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$95,665.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1211 - Tiger Academy	UniSIG	1.0	\$49,000.00
			<i>Notes: Math Interventionist to assist with small group instruction.</i>			
	5100	220-Social Security	1211 - Tiger Academy	UniSIG		\$3,038.00
	5100	239-Other	1211 - Tiger Academy	UniSIG		\$711.00
	5100	240-Workers Compensation	1211 - Tiger Academy	UniSIG		\$588.00
	5100	250-Unemployment Compensation	1211 - Tiger Academy	UniSIG		\$35.00
	5100	210-Retirement	1211 - Tiger Academy	UniSIG		\$3,920.00
	5100	231-Health and Hospitalization	1211 - Tiger Academy	UniSIG		\$4,972.00

	5100	233-Commercial or Merit and Insurance Annuity Plan	1211 - Tiger Academy	UniSIG		\$159.00
	5100	234-Cafeteria Plan	1211 - Tiger Academy	UniSIG		\$317.00
	5100	120-Classroom Teachers	1211 - Tiger Academy	UniSIG	0.5	\$28,160.00
			<i>Notes: Part-time reading interventionist to assist with differentiated instruction.</i>			
	5100	220-Social Security	1211 - Tiger Academy	UniSIG		\$1,746.00
	5100	239-Other	1211 - Tiger Academy	UniSIG		\$408.00
	5100	240-Workers Compensation	1211 - Tiger Academy	UniSIG		\$338.00
	5100	250-Unemployment Compensation	1211 - Tiger Academy	UniSIG		\$20.00
	5100	210-Retirement	1211 - Tiger Academy			\$2,253.00
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$95,665.00</b>