

Duval County Public Schools

Tiger Academy



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (34%) 2018-19: D (37%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* 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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6079 BAGLEY RD, Jacksonville, FL 32209

www.ymcatigeracademy.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>100%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	D	D

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mc White, Charles	Principal	The school's instructional leader. Oversight of curriculum and instruction, budgeting and operations
Gibbs, Lauren	Other	The school's Executive Director Collaborate with the board of Directors to identify, create and implement strategic plans to actualize learning objectives. Identify, recruit, train and develop a talented team of employees who can lead critical departments and manage strategic business functions.
Fuller, Tonia	Instructional Coach	Provide support in analyzing student assessment data. Assist teachers with designing instructional decisions based on assessment data.
Tardif, Jennifer	School Counselor	Support the students and staff by providing emotional support. Also coordinates all state testing.
Didier, Jessie	Parent Engagement Liaison	Responsible for coordinating parent activities and involvement in the school.

Demographic Information

Principal start date

Wednesday 12/2/2009, Stephanie Jackson

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

6

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

228

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	40	36	40	36	42	42	0	0	0	0	0	0	0	236
Attendance below 90 percent	3	2	3	3	2	2	0	0	0	0	0	0	0	15
One or more suspensions	0	2	2	3	3	2	0	0	0	0	0	0	0	12
Course failure in ELA	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	16	15	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	16	13	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	8	12	13	14	16	15	0	0	0	0	0	0	0	78
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	3	2	3	11	12	11	0	0	0	0	0	0	0	42

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/25/2022

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	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	

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	35	40	38	37	41	0	0	0	0	0	0	0	229
Attendance below 90 percent	0	0	2	2	3	4	0	0	0	0	0	0	0	11
One or more suspensions	6	3	2	3	4	3	0	0	0	0	0	0	0	21
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	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	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	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	6	3	2	2	3	3	0	0	0	0	0	0	0	19

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	1	0	0	0	0	0	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	50%	56%				48%	50%	57%
ELA Learning Gains	44%						54%	56%	58%
ELA Lowest 25th Percentile	44%						30%	50%	53%
Math Achievement	35%	48%	50%				49%	62%	63%
Math Learning Gains	37%						28%	63%	62%
Math Lowest 25th Percentile	31%						19%	52%	51%
Science Achievement	15%	59%	59%				29%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	51%	-3%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-48%				
05	2022					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	61%	-3%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	48%	64%	-16%	64%	-16%
Cohort Comparison		-58%				
05	2022					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	49%	-20%	53%	-24%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	40		11	36						
BLK	34	44	44	34	37	31	15				
FRL	34	44	44	35	37	31	15				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	34
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	240
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%	3
English Language Learners	
Federal Index - English Language Learners	

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	34
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 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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Reading data shows students are performing below the district and state averages. Math data shows that students are performing below the district and state averages. Our SWD subgroup shows an increase from 2019, but a decrease from 2021 to 2022. Our FRL population has shown a decline in both ELA and Math. SWD and FRL learning gains have shown a slight increase in Math, although achievement levels have declined. There was an increase in bottom quartile learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science has shown the greatest need for improvement. Reading and math are also in need of improvement. SWD has shown progress, but progress needs to continue.

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

Teacher vacancies and covid were major factors in student performance. In addition, improving student behavior and being responsive to student mental health needs will improve student performance. Increasing parent involvement and raising teacher salaries. Continued small group instruction and providing interventions and safety nets, such as tutoring and Saturday School, will be utilized this year. Tiger Academy will focus on foundational literacy and math skills.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our bottom 25% students showed improvement in reading and math.

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

Daily interventions for bottom quartile, implementation of a Rtl block daily in reading and math. Interventionists were not required to cover classrooms with vacancies but were able to focus on small group instruction.

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

Differentiated instruction and small group instruction. A focus will be on increasing student engagement strategies and integrating writing in all subject areas. Teachers will receive increased coaching and modeling throughout the year. There will be a focus on foundational skills, such as explicit phonics instruction and number sense and fluency.

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.

Teachers will continue to be trained in Kagan engagement strategies. We will have school book studies based on needs and data. Each teacher will have an individual professional development plan that focuses on their areas of need based on data. All teachers will go through a minimum of two coaching cycles this school year as well as a scheduled number of observations with administrator or coach feedback. In addition, teachers will participate in PLC sessions throughout the year, and will observe other peer teachers in action.

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

After school tutoring and small group instruction will be routine. Saturday school, Team Up afterschool, and Spring Break/Winter Break camps will be provided for students. Science lab activities will incur throughout the year at the Johnson YMCA and University of North Florida's STEP lab.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus

Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order to address foundational areas of need in ELA and math, small group instruction will allow teachers the opportunity 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.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By implementing small group instruction with fidelity, Tiger Academy will have 50% of our students to show one year's growth from PM1 to PM 3 in Reading and Math.
 By implementing small group instruction, science proficiency will increase from 15% to 30%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

FAST Progress monitoring will be used to determine student growth. IREADY will be used as a progress monitoring tool for grades K-5. DRA & BRI Reading inventories will be used to monitor student progress in reading. Math fluency will be monitored regularly to ensure student growth.

Person responsible for monitoring outcome:

Tonia Fuller (tfuller@firstcoastymca.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Through professional development improve teacher knowledge and expertise in instructional practices specifically related to small group instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific 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 and math interventionists will teach and reinforce skills and strategies in small groups.

Describe the resources/ criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 2022/January 2023 and May/June 2023.
A data team will be formed to evaluate the effectiveness of evidence based strategies school wide.

Person Responsible

Charles Mc White (cmcwhite@firstcoastymca.org)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reading data indicates over 60% of Tiger Academy students are reading below grade level. We have noticed an increase in the number of students who lack reading stamina and are not as engaged as in prior years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

90% of Tiger Academy's students will meet the school's goal of each student reading one million words this school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will spend 20 minutes, three times a week, participating in school-wide activities focused on increasing student engagement and helping students to meet their one million word reading goal.

Person responsible for monitoring outcome:

Susan Harper (sharper@firstcoastymca.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategies of providing dedicated time and resources to implement an initiative, as well as increasing parental involvement, will be used. Parent Night activities geared towards providing resources and support for parents as they participate in the school's one million reading word challenge.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this strategy is that we will be more intentional about utilizing our allotted time to support student engagement, while simultaneously supporting our million word reading goal. The resources needed will be reading materials, electronic devices and time. State data, I-Ready data, and BRI reading data were used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporate three twenty-minute sessions per week into the school schedule focused on student engagement and the million word reading goal.

Person Responsible

Charles Mc White (cmcwhite@firstcoastymca.org)

Plan a Parent Night in September 2023 geared on Reading/Literacy. Track attendance and emphasize the school-wide emphasis on student engagement and reading. Provide resources and support for parents.

Person Responsible

Jessie Didier (jdidier@firstcoastymca.org)

Plan a Parent Night in September 2023 geared on Reading/Literacy. Track attendance and emphasize the school-wide emphasis on student engagement and reading. Provide resources and support for parents.

Person Responsible Jessie Didier (jdidier@firstcoastymca.org)

Plan a Parent Night in September 2023 geared on Reading/Literacy. Track attendance and emphasize the school-wide emphasis on student engagement and reading. Provide resources and support for parents.

Person Responsible Jessie Didier (jdidier@firstcoastymca.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022, the Iready Reading domain, the area of phonics, showed the most significant deficits, with over 50%.

To close learning gaps in phonics, targeted daily phonics instruction with additional academic support for Tier 2 and Tier 3 scholars performing more than two grades below grade level standard. Teachers will receive professional development and support in developing and facilitating compelling guided reading and phonics to ensure targeted daily instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to 2021-2022 FSA, 3rd -5th grade scholars showed deficits in the domain of "Key Details", with average of 59% non-proficient. The FSA data was also compared to i-Reading lowest reading domain of informational comprehension with 60% of scholars performing significantly below grade level. In order to minimize the learning gaps of these specific reading domains, implementation of guided reading with explicit instruction focus on comprehension with informational text. Reading interventionist and ESE teacher will provide Tier 3 instruction in reading comprehension support for scholars who are more than two grades below. Teachers will also receive PD support with developing and facilitating effective guided reading groups and engage in learning opportunities to help support to promote student literacy.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of the targeted daily phonics instruction and additional support for Tier 2 and Tier 3 60% of our scholars in grades K-2 will be will be show at least one year's growth.

Grades 3-5: Measureable Outcome(s)

Explicitly teaching and providing reading comprehension support, 50% of scholars in grades third-fifth grade will show at least one year's growth in reading comprehension.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

K-2: Through regularly classroom visits the school principal and coaches regarding phonic instructional. The school principal and coaches will also assist and monitor the implementation of instructional practices. Data will be monitored through formative, summative assessment and state-wide FAST progressing monitoring.

3-5: Through regularly classroom visits the school principal and coaches regarding reading comprehension instructional. The school principal and coaches will also assist and monitor the implementation of guided reading groups. Data will be monitored through formative, summative assessment and state-wide FAST progressing monitoring

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Fuller, Tonia, tfuller@firstcoastymca.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Reading Interventionist has received training and will implement Lindamood-Bell, seeing stars program lessons. This program will be used to improve phonological awareness, orthographic processing, fluency, and comprehension support Tier 2 and Tier 3. Intensive intervention will be provided to small groups up to five. This approach focuses on sensory-cognitive instruction to develop or remediate reading processes and is highly effective for struggling readers and students with disabilities.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

"A full 70 percent of U.S. middle and high school students require differentiated instruction..." –Reading Next

Whether they come from low, middle- and upper-class income levels, live in poverty, or are English language learners, 70 percent of adolescent learners will benefit from differentiated instruction.

Traditional reading and tutoring programs focus on content instruction. Lindamood-Bell programs focus on the sensory-cognitive processing necessary for reading and comprehension.

Resources and Criteria Used – Tiger Academy followed guidelines outline in the research review written by McREL. in the McREL review of the research on Out of School Time strategies in reading. Research indicates student gains are greatest when reading-based Out of School Time programs:

- Offer one-on-one tutoring or mixed student groupings
- Range from 44-84 hours
- Focus on early elementary & high school students

As a result we evaluated programs that met this criteria. Lindamood-Bell's star program best fit these guidelines.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The reading coach will conduct coaching cycles for teachers and providing professional development in the best practice of foundation reading instruction. Rodina Hughes, who serves Reading Coach and Tonia Fuller, who serves as Instructional Coach, will lead regular professional development/training sessions with teachers geared towards improving teacher instruction and student achievement. Regular progress monitoring will be conducted to ensure positive outcomes.</p>	<p>Brown, Easter, ebrown@fcymca.org</p>
<p>A schedule for small group instruction with the school's two Reading Interventionists will be developed, which includes professional development for teachers and interventionists on improving ELA instruction. Key details will be a dedicated center in all grade levels throughout the year. Teachers will disaggregate data throughout the year.</p>	<p>Fuller, Tonia, tfuller@firstcoastymca.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Parents are invited to and encouraged to attend SAC and PTA 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 PTA, 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.

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

During the 2020-2021 school year we completed a 5 year strategic plan. We used an outside facilitator to help us with the creation of the plan. Administrators, multiple board members, teachers, students and families were included in the process of creating this strategic plan. This plan will be used to help guide decision making.

Additionally, Tiger Academy has partnered with the local YMCA to offer free family and student membership. Family events, such as family fit night, will be held as a way to build community and collaborate with stakeholders in the area.

The PTA board consists of parents and teachers who meet to discuss ways to improve school culture for the scholars.

Our School Advisory Council (SAC) meets a minimum of twice per year so that the principal can share data and receive input from parents and the community.