Tiger Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Tiger Academy

6079 BAGLEY RD, Jacksonville, FL 32209

www.ymcatigeracademy.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Jackson, Stephanie	Principal	The Leadership Team is comprised of a instructional faculty and administrators. Each member works collaboratively to make decisions that are data-driven based on student data based on curriculum that is grade appropriate and aligned with state benchmarks and standards . The Leadership Team focuses on ensuring learning environments are student-centered and conducive to the academic and socio-emotional success of all students. Additionally, as school principal, Mrs. Jackson serves as the school's instructional leader providing oversight of curriculum and instruction, budgeting and operations.
Gibbs, Lauren	Other	The Leadership Team is comprised of a instructional faculty and administrators. Each member works collaboratively to make decisions that are data-driven based on student data based on curriculum that is grade appropriate and aligned with state benchmarks and standards . The Leadership Team focuses on ensuring learning environments are student-centered and conducive to the academic and socio-emotional success of all students. Additionally, as Executive Director, Dr. Gibbs oversees the financial and business aspect of Tiger Academy.
Fuller, Tonia	Instructional Coach	As Math Coach Ms. Fuller provides instructional support through coaching and mentoring of teachers. Ms. Fuller serves as liaison between teachers and leadership team.
Didier, Jessie	Other	As Parent Involvement Coordinator, Ms. Didier serves as liaison between school district. school, families, community, and business partners.
Tardif, Jennifer	School Counselor	As school counselor, Ms. Tardif provides school counseling and mental health services oversight. Ms. Tardif serves as liaison between students, school, families. and mental health partners.
Brown, Easter	Assistant Principal	The Leadership Team is comprised of a instructional faculty and administrators. Each member works collaboratively to make decisions that are data-driven based on student data based on curriculum that is grade appropriate and aligned with state benchmarks and standards . The Leadership Team focuses on ensuring learning environments are student-centered and conducive to the academic and socio-emotional success of all students. Additionally, as assistant principal, Mrs. Brown supports the principal as an instructional leader as well as supporting the schools day to day operations.

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

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

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

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

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

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	15	19	17	20	20	23	0	0	0	114
One or more suspensions	0	0	2	0	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	18	11	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	12	18	19	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	4	16	18	11	0	0	0	60

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	10	10	7	0	0	0	27

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	2	3	3	2	2	0	0	0	15
One or more suspensions	0	2	2	3	3	2	0	0	0	12
Course failure in ELA	0	2	0	0	1	0	0	0	0	3
Course failure in Math	0	1	1	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	13	16	15	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	14	16	13	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	12	13	14	16	15	0	0	0	78
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	3	11	12	11	0	0	0	42

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	2	3	3	2	2	0	0	0	15
One or more suspensions	0	2	2	3	3	2	0	0	0	12
Course failure in ELA	0	2	0	0	1	0	0	0	0	3
Course failure in Math	0	1	1	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	13	16	15	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	14	16	13	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	12	13	14	16	15	0	0	0	78
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	3	11	12	11	0	0	0	42

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	48	53	34	50	56	36		
ELA Learning Gains				44			44		
ELA Lowest 25th Percentile				44					
Math Achievement*	33	58	59	35	48	50	41		
Math Learning Gains				37			21		
Math Lowest 25th Percentile				31					
Science Achievement*	27	52	54	15	59	59	15		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	119
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	11	Yes	4	4
ELL				
AMI				
ASN				
BLK	31	Yes	3	1
HSP				
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	30	Yes	3	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	3	3
ELL				
AMI				
ASN				
BLK	34	Yes	2	
HSP				
MUL				
PAC				
WHT				
FRL	34	Yes	2	

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			33			27					
SWD	14			7							2	
ELL												
AMI												
ASN												
BLK	31			33			27				4	
HSP												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	30			33			27				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	44	44	35	37	31	15					
SWD	11	40		11	36		0					
ELL												
AMI												
ASN												
BLK	34	44	44	34	37	31	15					
HSP												
MUL												
PAC												
WHT												
FRL	34	44	44	35	37	31	15					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	44		41	21		15					
SWD	24			44								
ELL												
AMI												
ASN												
BLK	36	44		41	21		15					
HSP												
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	36	44		41	21		15					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	47%	-15%	54%	-22%
04	2023 - Spring	38%	50%	-12%	58%	-20%
03	2023 - Spring	29%	46%	-17%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	59%	-12%	59%	-12%
04	2023 - Spring	31%	58%	-27%	61%	-30%
05	2023 - Spring	30%	52%	-22%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	48%	-21%	51%	-24%

III. Planning for Improvement

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

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

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. Teacher quality and targeted professional development were barriers.

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

Overall school reading proficiency decreased by 1%. In 3rd grade, reading showed the largest decline with 28% performing at or above grade level. Teacher quality and lack of content and instructional knowledge were barriers.

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.

In 5th grade, math proficiency showed the greatest gap compared to the state average. This position was a vacancy temporarily filled by the math interventionist.

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

The most improvement occurred in the area of Science. Science proficiency for 5th grade improvement to 27% (from 15% in 2022). Targeted small group science instruction including push-in support form the instructional coach was a contributing factor. Intentional planning of lessons based on student data occurred ono a weekly basis. Instructional focus calendars were developed by the instructional coach and were used to ensure students were taught according to the test item specifications for Science.

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

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 support throughout the year. There will be a focus on foundational skills; implementation of school-wide explicit phonics curriculum: UFLI.

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

1. 3rd Grade Reading Proficiency
2. Science Proficiency
3. Positive Behavior Incentive Program
4. Differentiated Small Group Instruction w/Fidelity
5. Fidelity of Core Curriculum

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Differentiated Small Group Instruction - If we strategically plan and continually implement differentiated, small group instruction using multiple data points, student achievement will improve in all subject areas.

The longevity of support and training over a year's time will help ensure the appropriate implementation of remedial and enrichment plans, and the targeted instruction to meet the needs of all students.

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

Increase 3rd-5th grade ELA proficiency to 45%
Increase 3rd-5th grade Mathematics proficiency to 50%
Increase 5th grade Science proficiency to 40%

Improve Learning Gains in 3rd-5th grade ELA to 52%+
Improve Learning Gains in 3rd-5th grade Mathematics to 54%+

Improve L25% Learning Gains in 3rd-5th grade ELA to 52%+
Improve L25% Learning Gains in 3rd-5th grade Mathematics to 53%+

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

Administratively-led PLCs and common planning sessions
Quarterly coaching cycles with all teachers
Weekly lesson plan checks

Person responsible for monitoring outcome:

Stephanie Jackson (sjackson@fcymca.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. I-Ready Training and support in the area of small group instruction (bi-weekly)
2. Quarterly Data Chats with extended time for planning.
3. Utilize weekly progress monitoring tools to set goals and track individual student achievement.
4. Conduct ongoing teacher-student data chats, and student-parent data chats.
5. Math interventionist and classroom assistant will be used to support students in small group instruction. UniSIG funds will be used to fund these positions. Having support staff to assist with targeting instruction for individual and small groups of students will aid on the development and mastery of foundational skills which leads to mastery of BEST standards and improving student learning gains.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The longevity of support and training over a year's time will help ensure the appropriate implementation of remedial and enrichment plans, and the targeted instruction to meet the needs of all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Utilize weekly progress monitoring tools to set goals and track individual student achievement.

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

By When: Ongoing

I-Ready and Achieve 3000 Training and support in the area of small group instruction.

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: Ongoing

Teachers will implement differentiated literacy and math center lessons daily, including an intentional focus on explicit teacher-led instruction.

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: Daily through June 2024

Create master schedule that designate specific times for every teacher to implement differentiated literacy and math centers.

Person Responsible: Easter Brown (ebrown@fcymca.org)

By When: August 2024

To close the gap with Tiger's SWD, general education teachers will collaborate and plan with ESE teachers to ensure student accommodations and modifications are effective implemented during core instruction in Reading and Math.

Person Responsible: Easter Brown (ebrown@fcymca.org)

By When: Weekly during PLCs

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

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

25% of students in the lowest quartile in grades 3-5 will make gains in Reading and Math gains.

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

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

Person responsible for monitoring outcome:

Stephanie Jackson (sjackson@fcymca.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

1. Admin/Teacher Data Chats and Review of Student Work Samples
2. Data Chats with Students (by Teachers and Administrators)

3. Support in a Small-Group Setting (differentiated instruction) by teacher or other faculty/staff member (i.e. administrator, tutor, other teacher, teacher assistant.)

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: Ongoing; quarterly

ESE Teachers will provide intervention support for Students with Disabilities daily in Reading and Math. They will use research-based curricula to provide small group instruction based on students' specific IEP goals.

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: Daily through June 11, 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

School-wide Positive Behavior Intervention System, school-wide program
Rationale - Implementing a school-wide PBIS system for students will help decrease the amount of behavior referrals and increase a positive learning environment.

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

Discipline referrals will decrease by 25% by June 2024.

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

Discipline data will be reviewed with the Pawsitive Behavior Team monthly.

Person responsible for monitoring outcome:

Stephanie Jackson (sjackson@fcymca.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tiger ROAR PBIS Program (PBIS Rewards)
Behavior Intervention Flow Chart
Character Trait Assemblies
Positive Behavior Referrals
Zones of Regulation Implementation

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we implement our behavior flow chart, execute our PBIS strategies and continue creating a culturally responsive teaching environment we should see a decrease in the number of referrals and an increase in a
positive learning environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Roll-out PBIS System to families and students.

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: August 10, 2023

Hire qualified behavior interventionist

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: July 2023

Bi-weekly review of PBIS plan implementation data, including review of positive referrals, behavior intervention requests, and frequently observed behaviors.

Person Responsible: Easter Brown (ebrown@fcymca.org)

By When: Every other Wednesday during leadership team meetings.

Teachers will consistently implement the school-wide PBIS plan by recognizing the student of the week every week, writing positive behavior referrals, recognizing Student of the Month, and distributing ROAR Bucks.

Person Responsible: Easter Brown (ebrown@fcymca.org)

By When: Daily

Professional development focused on classroom management and positive behavior supports.

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

By When: October 2024

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Area of Focus - Establish a school-wide attendance intervention plan to decrease the number of students with 10% or more absences during the school year.

Rationale - When students are present, they learn and student achievement increases.

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

The number of students with 10% or more days absent will decrease by 50% to seven.

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

Attendance data will be reviewed bi-weekly through grade-level meetings with teachers and Focus attendance reports will be reviewed.

Person responsible for monitoring outcome:

Jennifer Tardif (jmickle@firstcoastymca.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monthly school-based AIT meetings
District-level AIT team
Principal intervention with families
HERO (Here Everyday on Time) Attendance Intervention Program

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we implement monthly AIT meetings, family intervention and support, and the HERO Attendance Intervention program, we will see a decrease in the number of absent students daily.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Guidance counselor will review grade-level meeting minutes and schedule AIT meetings as needed.

Person Responsible: Jennifer Tardif (jmickle@firstcoastymca.org)

By When: Bi-weekly (Tuesdays)

Refer students to district AIT team if they are more than 10 days absent in 90 days with no parent intervention/support.

Person Responsible: Jennifer Tardif (jmickle@firstcoastymca.org)

By When: As needed basis.

Guidance counselor and teachers will collaborative to include students with attendance concerns to the monthly Child Study Team.

Person Responsible: Easter Brown (ebrown@fcymca.org)

By When: Ongoing

Plan and implement the roll-out of the HERO Attendance Intervention program with targeted students.

Person Responsible: Stephanie Jackson (sjackson@fcymca.org)

By When: November 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Student achievement data, the SIP, UniSIG budget, and SWP will be communicated during the following events:
Student orientation
Monthly Parent Night events
School Advisory Council meetings
Tiger Board Governance Meeting

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Tiger Academy has a full-time staff member who is assigned to support parent, family and other stakeholders in their fulfillment of the school's mission and support student needs. Additionally, we will offer monthly parent events designed to promote parent involvement.

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

Tiger Academy's school year is 190 days which is longer than the district's calendar. The school day is 7.5 hours which is one hour longer than the district. Our master schedule outlines all core and small group instructional time. Instruction will begin promptly at the beginning of the school day. Additionally, we will utilize 2 full time interventionists as well as an instructional coach to strengthen academic instruction and learning. Our core and intervention curriculum are evidence and research based.

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

Tiger Academy provides free breakfast and lunch to all of its students. We also collaborate with local businesses such as Waste Not Want Not to provide food items to families. We collaborate with Hope Street, Center for Children Rights, and YMCA in providing violence prevention to students, families, faculty, and staff. We contract with an independent licensed mental health specialist and Ribault Full Service Schools to support students and families for students who experience adverse childhood trauma.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				$23,391.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	1211 - Tiger Academy	UniSIG	1.0	$20,000.00
			Notes: Supplemental Classroom Assistant Salary			
	5100	200	1211 - Tiger Academy	UniSIG		$3,391.75
			Notes: Supplemental Classroom Assistant Benefits			
2	III.B.	Area of Focus: Instructional Practice: Intervention				$77,102.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1211 - Tiger Academy	UniSIG	1.0	$60,970.00

			Notes: Math Interventionist Salary			
	5100	200	1211 - Tiger Academy			$16,132.75
			Notes: Math Interventionist Benefits			
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$0.00**
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$100,494.50**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No