



## Advantage Academy Of Math And Science At Summerville

11575 SW 243RD ST, Homestead, FL 33032

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	38%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	100%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Advantage Academy of Math and Science at Summerville exists as an International Learning Environment, which develops adaptive and active learners who embrace the exploration of other cultures as well as their own ancestral heritage through the utilization of art, music, and literature to excel and achieve academic heights.

##### **Provide the school's vision statement**

The vision for Advantage Academy of Math and Science at Summerville is to provide students with a challenging and rigorous curricula enabling students to be well prepared for secondary education and life through adherence to an unwavering mission, shared purpose, and clearly articulated goals. Students will experience a cross curricula instructional approach using the Sunshine State Standards and benchmarks. "Improving student achievement" will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

In order to learn about students' cultures and build relationships between teachers and students, Advantage Academy of Math and Science at Summerville, organizes a pre-planning week (prior to the first week of school) in which teachers meet with their curriculum leaders to discuss previous years' academic performance, brainstorm strategies to increase student achievement, complete professional development sessions, and plan a data-driven focus for the school year. Teachers also host a Meet and Greet on the Friday before the first day of school so that parents and students can meet their teacher(s). Advantage Academy of Math and Science at Summerville will host an Open House on September 24th so that teachers are able to share their classroom procedures and expectations with our school families. Advantage Academy of Math and Science at Summerville also uses social networking to communicate with school families via Edline, Facebook, and the MDCPS Student Portal.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Our school creates an environment where students feel safe and respected before, during, and after school through appropriate communication of arrival and dismissal procedures. Teachers are assigned to posts before and after school to monitor safety. Also, essential safety procedures such as lock-downs and fire drills are reviewed and practiced throughout the first two weeks of school. Furthermore, students are also encouraged to report concerns for safety and other incidents to their teachers and/or administrators. We also have a before and after care program in which our students receive supervision and free homework help.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



At Advantage Academy of Math and Science at Summerville, we have a positive behavior system that focuses on students doing the right thing. We also provide them with recognitions such as "Student of the Month." Additionally, we clearly state our classroom expectations with set routines in place by enforcing our school wide policy of PARR: Prepared Attitude Respect and Responsibility. PARR allows for progressive consequences coupled with parent communication prior to detentions or any other more severe discipline action. Overall, our behavioral system emphasizes the importance of communication.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Advantage Academy of Math and Science at Summerville ensures that the social-emotional needs of all students are met via character education, school-wide positive behavior support, mentoring programs, athletic programs, clubs, and community service opportunities. Advantage Academy of Math and Science at Summerville also uses the online math learning platform, Mathletics, in which students enjoy math and improve their results via games. Advantage Academy of Math and Science at Summerville awards the students who make it to the top of the charts.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance: Teachers review attendance daily. The Attendance Committee meets monthly to review attendance reports and send out attendance letters. If needed, the Attendance Committee will hold parent conferences for students with excessive absences and start the truancy process when needed.

Suspensions: We have a positive behavior support system that focuses on students' successes and positive behaviors. Our school-wide discipline plan requires frequent communication with parents via parent conferences as behaviors escalate. During parent conferences, informal behavior intervention plans and strategies may be put in place to work on any behavior concerns. Should these strategies or plans not be successful, we will initiate a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Failure in Reading or Mathematics: Frequent RTI Committee and Grade Level Team Meetings will help identify students not making progress, we will initiate Progress Monitoring Plans (PMP's) and schedule students into intervention through Tier II and III. Frequent parent communication through parent conferences, Edline, student portal, and possible retention meetings will be held to monitor students and the strategies implemented to ensure academic success in Reading, Language Arts, and Math.

Level 1 Students in Reading or Math: Students will be identified and placed in Tier II or Tier III interventions. Tier II students will be monitored on a monthly basis using Wonders and Mathletics. Tier III students will be monitored weekly using Wonder Works and Mathletics. These students will participate in HW Help, tutoring, and extended day programs.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	
	K	Total
Attendance below 90 percent	14	14
One or more suspensions	0	
Course failure in ELA or Math	2	2
Level 1 on statewide assessment	2	2

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	
	K	Total
Students exhibiting two or more indicators	2	2

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students exhibiting only on warning indicator will be monitored by monthly attendance committee meetings and monthly RTI meetings to assess that the above mentioned strategies have been successful. Students exhibiting more than one warning indicator will be place on a PMP and receive interventions with weekly OPMS. The attendance committee is in charge of this.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Advantage Academy of Math and Science at Summerville strives to build positive relationships with their families in order to increase involvement. Prior to the start of school, Advantage Academy of Math and Science at Summerville sends out a letter inviting the parents to come to school and meet their child's new teacher. At that time, contact information is shared between the parents and the teacher to ensure there is proper communication throughout the new school year. AAMS at SAA held an Open House at the beginning of the year where the families were invited to come to school to see the curriculum that is being used within the classroom and also to have a better understanding of the school's daily schedule. Advantage Academy of Math and Science at Summerville parents are given an activation code so they are able to create an account to view their child's grades. Once a teacher uploads a grade into the electronic gradebook, a parent can immediately see it and they are able to monitor their child's progress. AAMS at SAA has an EDLINE page where parents can find information about events and activities going on. In addition, each teacher has his/her own EDLINE page where they upload documents for the parents to be able to access at home that the parents use to help their child. Throughout the year, parents are invited to school to participate in various events with their child such as: Book Fair, Trunk-or-Treat, Winterfest, Lunch Bunch, Spring Carnival, and many more.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Advantage Academy of Math and Science at Summerville works hard to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. For instance, Advantage Academy of Math and Science at Summerville works closely with Jane Forman's Sports in order to have sports available to our students. Advantage Academy of Math and Science at Summerville also is collaborating with the United States Tennis Association (USTA). The USTA provided all of our students with homework folders at the beginning of the year as well as with sports equipment for our physical education classes. Moreover, Advantage Academy of Math and Science at Summerville also places advertisements and articles in the South Dade News Leader to highlight the school's successes. Advantage Academy of Math and Science at Summerville also hosts events open to the community that include: Trunk or Treat, Winter-fest, Spring Carnival, and Career Day.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Ramos, Victoria	Principal
March, Mary	Assistant Principal
Arbesu, Anaeli	Instructional Coach
Ibanez, Leila	Other
Cobas, Alianny	Teacher, K-12
Reyes, Jennifer	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will: monitor academic and behavior data evaluating progress by addressing the following important questions: What will all students learn? (curriculum based on standards). How will we determine if the students have learned? (common assessments). How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions) How will we respond when students have learned or already know? (enrichment opportunities). They will also gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. They will also hold regular team meetings. They will also maintain communication with staff for input and feedback, as well as updating them on procedures and progress. They will also support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. They will also provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery. Finally, they will assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Data will be used to guide instructional decisions and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students, adjust the delivery of the behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, create student growth trajectories in order to identify and develop interventions. Managed data will include Interim and Baseline Assessments, Thinkgate Managed data, CELLA assessments, In-house Reading, Writing, Math and Science assessments, SESAT Scores, Student Grades, Student Case Management System, In-house behavior database using our school-wide discipline plan, Detentions, Suspensions/Expulsions, Referrals by Student Behavior, Staff Behavior, and Administrative Context, Team Climate Surveys, Attendance, Referrals to Special Education Programs. Assessment Administration and Data Collection Plan will consist of the teacher administering the assessment and submitting for scanning at the end of each session. Testing Coordinator will collect all assessments from teachers, scan all assessment bubble sheets, pull reports from Thinkgate for all assessments by grade level → Benchmark Specific. Reports will be submitted to Administration & Grade level lead via email. Grade level lead will dissect data with team at grade level meeting. Grade Level Meeting Minutes will explain findings. Principal and Assistant Principal will work with Grade Level Leads to discuss strengths and weaknesses and develop plan for remediation. Also, Title I funds will be allocated to fund our school's reading and math coach to provide teachers with the necessary training to meet student's needs. Funds will also be used for technology and educational resources.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Victoria Ramos	Principal
Patricia Brito	Teacher
Alianny Cobas	Business/Community
Mayra Ortega	Teacher
Jesus O'Farrill	Teacher
Leila Ibanez	Education Support Employee
Mary March	Business/Community
Anaeli Arbesu	Education Support Employee
Yvette Falcon	Parent
Yinetsy Tamayo	Parent
Darius Knox-Ogletree	Student
Carlos Cabrera	Student
Thelma Josephs	Parent
Liza Morera	Parent
Leila Ibanez	Education Support Employee
Star Brutto	Business/Community
Christopher White	Business/Community
Katria Howard	Parent
Jessica Knox	Parent
Raisa Gonzalez	Parent
Kathy Grenier	Teacher
Krystine Sablon	Teacher

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Select SAC Committee Members review last year's School Improvement Plan and post-assessment data that includes the SAT-10 and FAIR. Members also review if SIP goals were met and what could have been done differently as part of the FCIM.

*Development of this school improvement plan*

The involvement of the SAC is to meet quarterly school performance data and strategies to intervene in areas of deficiency. In the spirit of the Florida continuous improvement model, the SAC committee reviews the effectiveness of the strategies and makes necessary recommendations. Thus they approve the SIP and any changes throughout the year of the SIP.

*Preparation of the school's annual budget and plan*

Develop a needs assessment of items and services that will help in implementing strategies and interventions

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior.

SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library. The SAC committee will vote to approve above-mentioned budget, such actions will be reflected in the meeting minutes.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Ramos, Victoria	Principal
March, Mary	Assistant Principal
Arbesu, Anaeli	Instructional Coach
Ibanez, Leila	Other
Cobas, Alianny	Teacher, K-12
Reyes, Jennifer	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

In the school, the students will be using MYON Reader, Gizmos, and Think-gate in order to improve fluency and reading comprehension. The Advantage Academy of Math and Science at Summerville will provide incentives to students who reach predetermined individual goals.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

In order to encourage working relationships between teachers, including collaborative planning and instruction, The Advantage Academy of Math and Science at Summerville holds monthly faculty meetings and grade level/department team meetings where team building activities are completed and peer recognition occurs. Summerville also hosts weekly grade level and department meetings with data chats. Meeting Minutes are recorded for all of the above.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The school will provide salaries commensurate with district pay scale, employer will pay 90% of employee health costs, ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview, applicants are interviewed by appropriate personnel including the



Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable, soliciting referrals from current employees and Working with local universities to provide opportunities for internships and service learning hours.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

First year teachers will be paired with veteran teachers in the same subject area/ grade level. Activities of mentors will include but are not limited to modeling lessons/strategies aligned with Common Core Anchor Benchmarks.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The Advantage Academy of Math and Science at Summerville ensures its core instructional programs and materials are aligned to Florida's standards by following pacing guides in which CPALMS is aligned. The Advantage Academy of Math and Science at Summerville also utilizes state adopted textbooks as well as incorporates the use of a Math and Reading Coach to review all material.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data will be used to drive whole group instruction and pacing via core instruction through Reading Wonders and MY MATH. Data will also be used to develop Tier II and Tier III students. Tier III students are our bottom quartile students who receive differentiated instruction via Wonder Works. In Math, our Tier II students will use the Strategic Intervention Books while our Tier III students use Triumphs. Data used to evaluate the success of Tier I, II, and III will come from the OPM's which are Wonder Works for Reading and Mathletics for Math. Finally, the Advantage Academy of Math and Science at Summerville's overall school-wide program success will be evaluated three times a year.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Students will be engaged in differentiated instruction in Reading and Math for Tier II and Tier III instruction.

**Strategy Rationale**

Tier II and Tier III students need additional time and remediation using research based curriculum.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ramos, Victoria , 928219@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student data is collected monthly and analyzed to determine effectiveness. Students and teachers will set monthly goals in each subject area.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Students from local preschools will be invited to attend Open House events prior to school year starting to offer information to parents and students. Incoming Kindergarten students were invited to a Summer Event in July to tour the building and meet the teachers. The school participates in a public lottery. The school gives preferences to siblings and military families. They also advertise on Facebook and send out flyers.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**



N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Advantage Academy of Math and Science at Summerville will integrate the problem solving process across core subjects in order to increase each student's ability to develop a solution.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Advantage Academy of Math and Science at Summerville will integrate the problem solving process across core subjects in order to increase each student's ability to develop a solution. 1a

G069156

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	50.0
FAA Writing Proficiency	50.0

**Resources Available to Support the Goal** 2

- Strategic Intervention Book for Math Connects
- Triumphs for Math Connects
- Common Core Supplemental Math Book
- Mathletics
- Reflex Math
- Reading Wonders
- Reading Wonder Works
- MYON Reader
- Time for Kids
- Science Fusions
- Gizmos
- Field Experiences

**Targeted Barriers to Achieving the Goal** 3

- Students lack Math fluency.
- Students lack exposure to English Language Vocabulary.
- Students lack exposure to the nature of science, earth and space science, physical science, and life science.
- Students lack experience as it pertains to writing conventions.

**Plan to Monitor Progress Toward G1.** 8

OPMs will be reviewed including data from Math Connects, Triumphs, Mathletics, Reflex Math, Reading Wonders, Wonder Works, MYON, Time for Kids, Science Fusions, and Gizmos.

**Person Responsible**

Victoria Ramos

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

OPM Reports and MTSS Meeting Minutes.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Advantage Academy of Math and Science at Summerville will integrate the problem solving process across core subjects in order to increase each student's ability to develop a solution. **1**

 G069156

**G1.B1** Students lack Math fluency. **2**

 B179807

**G1.B1.S1** Students will be able to participate in a variety of activities that will help them develop quick recall of addition and subtraction related facts. **4**

 S191099

### Strategy Rationale

Students lack Math fluency.

### Action Step 1 **5**

Students will be able to participate in a variety of activities that will help them develop quick recall of addition and subtraction related facts.

### Person Responsible

Anaeli Arbesu

### Schedule

Daily, from 8/24/2015 to 6/3/2016

### Evidence of Completion

Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMs

## Action Step 2 5

Provide the instructional support needed for teachers to help students develop quick recall of addition and subtraction related facts.

### **Person Responsible**

Anaeli Arbesu

### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **Evidence of Completion**

Coaches Logs and Sign-In Sheets

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monthly Grade Level Meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and Lesson Plan Reviews.

### **Person Responsible**

Anaeli Arbesu

### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **Evidence of Completion**

Walk-throughs, Lesson Plans Weekly Reviews, and Monthly Data Chats.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data will be reviewed and instruction will be modified during Weekly and Monthly Data Chats.

### **Person Responsible**

Anaeli Arbesu

### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **Evidence of Completion**

Monthly Data Chats and Data Reports.

**G1.B2** Students lack exposure to English Language Vocabulary. 2

 B179808

**G1.B2.S1** Students will participate in a variety of vocabulary technique opportunities. 4

 S191100

**Strategy Rationale**

Students lack exposure to English Language Vocabulary.

**Action Step 1** 5

Students will participate in a variety of vocabulary development activities in order to increase comprehension.

**Person Responsible**

Jennifer Reyes

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Diagnostic Assessment, Formative Assessments, Quizzes and Tests, Interim Assessments, and OPMS.

**Action Step 2** 5

Teachers will participate in professional development activities in order to learn how to properly use a variety of vocabulary development activities.

**Person Responsible**

Jennifer Reyes

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Coaches Logs and Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monthly Grade Level Meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and Lesson Plan Reviews.

**Person Responsible**

Jennifer Reyes

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Walk-Throughs, Lesson Plans Weekly Review, and Monthly Data Chats.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Data will be reviewed and instruction will be modified during Weekly and Monthly Data Chats.

**Person Responsible**

Jennifer Reyes

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016


**Evidence of Completion**

Monthly Data Chats and Data Reports.

**G1.B3** Students lack exposure to the nature of science, earth and space science, physical science, and life science. **2**

 B179809

**G1.B3.S1** Students will experience more hands-on labs and field trips (experiences) in order to help them have a better understanding of science concepts. **4**

 S191101

### Strategy Rationale

Students lack exposure to the nature of science, earth and space science, physical science, and life science.

### Action Step 1 **5**

Using Science Fusions and Gizmos, students will be able to complete more hands-on labs and participate in more field (trip) experiences in order to increase student achievement in science and make real life connections.

#### **Person Responsible**

Alianny Cobas

#### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Lab Reports & Benchmark Assessments.

### Action Step 2 **5**

Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.

#### **Person Responsible**

Alianny Cobas

#### **Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Sign-In Sheets & Meeting Minutes.



### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson Plans will be monitored to ensure hands-on labs are included in addition to ensuring that field trips (experiences) meet science benchmark criteria.

**Person Responsible**

Mary March

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lesson Plans and Benchmark Assessments that contain Science Data.

### Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review data and lesson plans with lead teacher and grade level departments to ensure that activities are properly implemented and that assessments are showing progress in all areas of science including earth and space science.

**Person Responsible**

Mary March

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lesson Plans and Benchmark Assessments

**G1.B4** Students lack experience as it pertains to writing conventions. 2

 B179810

**G1.B4.S1** Students will be engaged in writing activities to improve writing conventions. 4

 S191102

### Strategy Rationale

Students lack experience as it pertains to writing conventions.

### Action Step 1 5

Students will be partake in writing activities to improve writing conventions.

#### Person Responsible

Jennifer Reyes

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Student Sample Work

### Action Step 2 5

Teachers will participate in professional developments in order to help their students be able to practice using proper writing conventions.

#### Person Responsible

Jennifer Reyes

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Coaches Logs and Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.

**Person Responsible**

Jennifer Reyes

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Walk-throughs, lesson plan weekly reviews, and monthly data chats.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Data will be reviewed and instruction will be modified during monthly data chats.

**Person Responsible**

Jennifer Reyes

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Monthly data chats and data reports as evidence.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will be able to participate in a variety of activities that will help them develop quick recall of addition and subtraction related facts.	Arbesu, Anaeli	8/24/2015	Diagnostic Assessments, Formative Assessments, Quizzes and Tests, Interim Assessments, OPMS	6/3/2016 daily
G1.B2.S1.A1	Students will participate in a variety of vocabulary development activities in order to increase comprehension.	Reyes, Jennifer	8/24/2015	Diagnostic Assessment, Formative Assessments, Quizzes and Tests, Interim Assessments, and OPMS.	6/3/2016 daily
G1.B3.S1.A1	Using Science Fusions and Gizmos, students will be able to complete more hands-on labs and participate in more field (trip) experiences in order to increase student achievement in science and make real life connections.	Cobas, Alianny	8/24/2015	Lab Reports & Benchmark Assessments.	6/3/2016 weekly
G1.B4.S1.A1	Students will be partake in writing activities to improve writing conventions.	Reyes, Jennifer	8/24/2015	Student Sample Work	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Provide the instructional support needed for teachers to help students develop quick recall of addition and subtraction related facts.	Arbesu, Anaëli	8/24/2015	Coaches Logs and Sign-In Sheets	6/3/2016 weekly
G1.B2.S1.A2	Teachers will participate in professional development activities in order to learn how to properly use a variety of vocabulary development activities.	Reyes, Jennifer	8/24/2015	Coaches Logs and Sign-In Sheets	6/3/2016 weekly
G1.B3.S1.A2	Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.	Cobas, Alianny	8/24/2015	Sign-In Sheets & Meeting Minutes.	6/3/2016 biweekly
G1.B4.S1.A2	Teachers will participate in professional developments in order to help their students be able to practice using proper writing conventions.	Reyes, Jennifer	8/24/2015	Coaches Logs and Sign-In Sheets	6/3/2016 weekly
G1.MA1	OPMs will be reviewed including data from Math Connects, Triumphs, Mathletics, Reflex Math, Reading Wonders, Wonder Works, MYON, Time for Kids, Science Fusions, and Gizmos.	Ramos, Victoria	8/24/2015	OPM Reports and MTSS Meeting Minutes.	6/3/2016 weekly
G1.B1.S1.MA1	Data will be reviewed and instruction will be modified during Weekly and Monthly Data Chats.	Arbesu, Anaëli	8/24/2015	Monthly Data Chats and Data Reports.	6/3/2016 weekly
G1.B1.S1.MA1	Monthly Grade Level Meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and Lesson Plan Reviews.	Arbesu, Anaëli	8/24/2015	Walk-throughs, Lesson Plans Weekly Reviews, and Monthly Data Chats.	6/3/2016 weekly
G1.B2.S1.MA1	Data will be reviewed and instruction will be modified during Weekly and Monthly Data Chats.	Reyes, Jennifer	8/24/2015	Monthly Data Chats and Data Reports.	6/3/2016 weekly
G1.B2.S1.MA1	Monthly Grade Level Meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and Lesson Plan Reviews.	Reyes, Jennifer	8/24/2015	Walk-Throughs, Lesson Plans Weekly Review, and Monthly Data Chats.	6/3/2016 weekly
G1.B3.S1.MA1	Review data and lesson plans with lead teacher and grade level departments to ensure that activities are properly implemented and that assessments are showing progress in all areas of science including earth and space science.	March, Mary	8/24/2015	Lesson Plans and Benchmark Assessments	6/3/2016 weekly
G1.B3.S1.MA1	Lesson Plans will be monitored to ensure hands-on labs are included in addition to ensuring that field trips (experiences) meet science benchmark criteria.	March, Mary	8/24/2015	Lesson Plans and Benchmark Assessments that contain Science Data.	6/3/2016 weekly
G1.B4.S1.MA1	Data will be reviewed and instruction will be modified during monthly data chats.	Reyes, Jennifer	8/24/2015	Monthly data chats and data reports as evidence.	6/3/2016 weekly
G1.B4.S1.MA1	Monthly grade level meetings to discuss data and adjustment to instruction as well as weekly walk-throughs and lesson plan reviews.	Reyes, Jennifer	8/24/2015	Walk-throughs, lesson plan weekly reviews, and monthly data chats.	6/3/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Advantage Academy of Math and Science at Summerville will integrate the problem solving process across core subjects in order to increase each student's ability to develop a solution.

**G1.B1** Students lack Math fluency.

**G1.B1.S1** Students will be able to participate in a variety of activities that will help them develop quick recall of addition and subtraction related facts.

### PD Opportunity 1

Provide the instructional support needed for teachers to help students develop quick recall of addition and subtraction related facts.

#### Facilitator

Anaeli Arbesu

#### Participants

All Teachers

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

**G1.B2** Students lack exposure to English Language Vocabulary.

**G1.B2.S1** Students will participate in a variety of vocabulary technique opportunities.

### PD Opportunity 1

Teachers will participate in professional development activities in order to learn how to properly use a variety of vocabulary development activities.

#### Facilitator

Jennifer Reyes

#### Participants

All Teachers

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

**G1.B3** Students lack exposure to the nature of science, earth and space science, physical science, and life science.

**G1.B3.S1** Students will experience more hands-on labs and field trips (experiences) in order to help them have a better understanding of science concepts.

**PD Opportunity 1**

Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.

**Facilitator**

Alianny Cobas

**Participants**

All Teachers

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**G1.B4** Students lack experience as it pertains to writing conventions.

**G1.B4.S1** Students will be engaged in writing activities to improve writing conventions.

**PD Opportunity 1**

Teachers will participate in professional developments in order to help their students be able to practice using proper writing conventions.

**Facilitator**

Jennifer Reyes

**Participants**

All Teachers

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Students will be able to participate in a variety of activities that will help them develop quick recall of addition and subtraction related facts.				\$0.00
2	G1.B1.S1.A2	Provide the instructional support needed for teachers to help students develop quick recall of addition and subtraction related facts.				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$75.00
<i>Notes: Teacher Subject-Related Professional Developments.</i>						
3	G1.B2.S1.A1	Students will participate in a variety of vocabulary development activities in order to increase comprehension.				\$0.00
4	G1.B2.S1.A2	Teachers will participate in professional development activities in order to learn how to properly use a variety of vocabulary development activities.				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$75.00
<i>Notes: Teacher Subject-Related Professional Developments.</i>						
5	G1.B3.S1.A1	Using Science Fusions and Gizmos, students will be able to complete more hands-on labs and participate in more field (trip) experiences in order to increase student achievement in science and make real life connections.				\$0.00
6	G1.B3.S1.A2	Teachers will be able to participate in professional development opportunities that include hands-on labs and more field (trip) experiences for the purposes of increasing student achievement in science and making real life connections.				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$75.00
<i>Notes: Teacher Subject-Related Professional Developments.</i>						
7	G1.B4.S1.A1	Students will be partake in writing activities to improve writing conventions.				\$0.00
8	G1.B4.S1.A2	Teachers will participate in professional developments in order to help their students be able to practice using proper writing conventions.				\$75.00

<b>Budget Data</b>						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$75.00
			<i>Notes: Teacher Subject-Related Professional Developments.</i>			
					<b>Total:</b>	<b>\$300.00</b>