

Miami-Dade County Public Schools

Summerville Advantage Academy



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	22
Positive Culture & Environment	28
Budget to Support Goals	29

Summerville Advantage Academy

11575 SW 243RD ST, Homestead, FL 33032

<http://www.summervillecharterschool.com>

Demographics

Principal: Marjorie Lopez

Start Date for this Principal: 9/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (59%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	29

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Summerville Advantage Academy 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 Summerville Advantage Academy 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 new Florida B.E.S.T. Standards in ELA and Mathematics.

"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 Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lopez, Marjorie	Principal	The Principal serves as the instructional leader of the school, oversees the daily activities and operations, and monitors academic and behavior data. The Principal also ensure that academic policies and curriculum are followed, develops and tracks benchmarks for measuring student learning, guides and assists teachers, meets with parents and administrators on a regular basis for problem resolution, enforces discipline when necessary, and provides an atmosphere where students and teachers can achieve their maximum potential.
Manas, Joanie	Dean	The Dean of Students at Summerville Advantage Academy serves as an instructional leader in the planning, coordination, and administration of school activities and programs, including curriculum, instruction, assessment, student conduct and attendance, extracurricular programs, school facility operations, and the supervision and evaluation of assigned personnel.
Arbesu, Anaeli	Math Coach	The Math Coach's primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. The Math Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area b) supporting math teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level leads and school administration) to support sharing of best practices. The Math Coach advises school leaders and teachers on developing instructional strategies and interventions for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating school-wide policies and procedures, leading parent workshops, and facilitating professional development..
Becerra, Anna	Reading Coach	The Reading Coach supports all K-5 teachers in the implementation of the school-wide reading plan and program. The Reading Coach works directly with Reading/ELA teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Reading Coach focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Reading Coach also work with administrators and teachers to collect and analyze student performance data, interpret, and use it to guide instructional decisions.
Ramjus, Terry-Ann	Teacher, ESE	The ESE teacher is responsible for working with children who have disabilities, including cognitive, emotional, or physical disabilities, within an elementary school setting. She teaches disabled youth life skills and basic literacy and modifies general education curriculum to meet the individual student's needs.

Name	Position Title	Job Duties and Responsibilities
Cummings, Nicole	Teacher, K-12	The grade level chairperson serves as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals and philosophies. The grade-level chair assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in remediating improvement areas as cited by the administrators on observation forms.
Castellon, Wendy	Teacher, K-12	The grade level chairperson serves as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals and philosophies. The grade-level chair assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in remediating improvement areas as cited by the administrators on observation forms.
Gonzalez, Jessica	Teacher, K-12	The grade level chairperson serves as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals and philosophies. The grade-level chair assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in remediating improvement areas as cited by the administrators on observation forms.
Hagen, Julia	Teacher, K-12	The grade level chairperson serves as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals and philosophies. The grade-level chair assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in remediating improvement areas as cited by the administrators on observation forms.
Otero, Nicole	Teacher, K-12	The grade level chairperson serves as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals and philosophies. The grade-level chair assists teachers with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in remediating improvement areas as cited by the administrators on observation forms.
Bryant, Robin	SAC Member	The EESAC member serves as a team member by assisting in the review of schoolwide data and in the development of school goals and objectives. The EESAC member also supports school administration with the development of strategies to improve instruction, including classroom management techniques, and serves as a resource person in remediating improvement areas which impact student achievement.

Demographic Information

Principal start date

Monday 9/27/2021, Marjorie Lopez

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

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

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

495

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

7

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

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	69	97	87	90	100	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	0	9	0	0	0	0	0	0	0	0	13
Course failure in Math	0	7	6	13	9	0	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	9	21	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	24	9	21	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	0	0	0	63	54	59	0	0	0	0	0	0	0	176

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	24	37	24	24	21	0	0	0	0	0	0	0	134

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	88	85	96	107	77	0	0	0	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	21	17	15	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	3	6	1	2	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	88	85	96	107	77	0	0	0	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	21	17	15	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	63%	61%	55%	62%	60%
ELA Learning Gains				52%	61%	59%	60%	61%	57%
ELA Lowest 25th Percentile				51%	57%	54%	55%	57%	52%
Math Achievement				53%	67%	62%	62%	65%	61%
Math Learning Gains				56%	63%	59%	64%	61%	58%
Math Lowest 25th Percentile				45%	56%	52%	52%	55%	52%
Science Achievement				55%	56%	56%	62%	57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	45%	64%	-19%	58%	-13%
Cohort Comparison		-45%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-45%				
06	2021					
	2019					
Cohort Comparison		-55%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	67%	-18%	62%	-13%
Cohort Comparison						
04	2021					
	2019	42%	69%	-27%	64%	-22%
Cohort Comparison		-49%				
05	2021					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-42%				
06	2021					
	2019					
Cohort Comparison		-72%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-54%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

We used the SAT-10 performance results from Spring 2021 to compile the data below for grades 1 and 2. We used the FSA ELA and FSA Math results from Spring 2021 to compile the data for grades 3-5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			14%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			11%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			7%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			5%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			41%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			33%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			41%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			32%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			34%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			32%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			22%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28			33							
ELL	38	47		30	41		16				
BLK	24	15		16	15						
HSP	44	45	38	36	46	46	23				
FRL	37	37	32	30	41	39	16				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	20		40	60						
ELL	48	59	59	55	53	33	54				
BLK	45	52		45	63		63				
HSP	49	52	49	54	55	39	53				
FRL	47	49	49	54	58	47	55				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36			57							
ELL	46	49	50	55	58	63	58				
BLK	51	71		51	64						
HSP	56	59	54	62	63	47	63				
FRL	55	59	51	64	64	48	55				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on a review of student performance data from Spring 2021, student performance in reading for grades 3 and 4 is slightly consistent with expectations although the percentage of students performing at or above proficiency declined from an average of 45% to 41% in reading. Student performance in math for grade 3 and 4 declined to 32%. Student proficiency in grade 5 declined significantly in reading, math, and science.

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

The data components which demonstrate the greatest need for improvement include reading performance across all grade levels: K-5.

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

Contributing factors which impacted reading performance across all grade levels include the effects of COVID-19 and subsequent learning loss resulting from quarantines, insufficient connectivity to online learning platforms, and teacher absence due to illness. Additional factors include inexperienced teachers and/or teacher shortage resulting in daily classroom substitutes. Actions to address this need for improvement include efforts to recruit certified teachers, professional development for new educators, and training in high-yield instructional strategies designed to meet the needs of struggling learners.

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

Student performance on the 2021 state assessments in grade 3-5 declined across all data components as compared to the 2019 state assessments.

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

Not applicable.

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

Professional development in high-yield strategies such as scaffolding intentionally, building knowledge and vocabulary, prioritizing standards, and data analysis to diagnose and address deficiencies is necessary in order to accelerate learning.

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

The curriculum team and coaches will provide ongoing professional development on a variety of topics during Professional Learning Community (PLC) meetings which are held on a weekly basis at the school.

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

The school has purchased Successmaker, a research-based supplemental reading resource with a proven track record of one-year's growth in reading when used 15-20 minutes three times per week.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the Spring 2021 student performance results on the SAT-10, an average of 19% of students in grades K-2 demonstrated proficiency in reading. This average is significantly below the SAT-10 45th Percentile guidance found at https://www.fldoe.org/academics/standards/just-read-fl/third-grade-guidance.stml . After further analyzing the data, we recognized critical needs in the areas of phonemic awareness and basic sight word recognition among students in the primary grades.
Measurable Outcome:	After instruction in reading, 30% of students in grades K-2 will score at or above proficiency on the SAT-10 reading exam in Spring 2022, as compared to 19% in Spring 2021.
Monitoring:	Classroom walk-throughs, common planning by grade levels with reading coach, progress-monitoring reports from SuccessMaker, and weekly PLC meetings
Person responsible for monitoring outcome:	Marjorie Lopez (921379@dadeschools.net)
Evidence-based Strategy:	Show and Tell (modeling), questioning to check for student understanding, and repetition and practice.
Rationale for Evidence-based Strategy:	Students in the primary grades require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

Action Steps to Implement

Identified students will receive 30-minutes of after-school tutoring in reading a minimum of three times per week.

Person Responsible Wendy Castellon (956083@dadeschools.net)

Students will use SuccessMaker to remediate reading deficiencies a minimum of 60 minutes per week.

Person Responsible Nicole Cummings (935876@dadeschools.net)

Teachers will conduct fluency checks (sight words, phonics, comprehension) during small group instruction and reading center rotations.

Person Responsible Jessica Gonzalez (jgonzalez@charterk12.com)

The school will host quarterly Parent Academy workshops for parents where parent learn instructional strategies to help their children at home.

Person Responsible Joanie Manas (956811@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the Spring 2021 student performance results on the FSA ELA, an average of 41% of students in grades 3-5 demonstrated proficiency in reading. This average is significantly below the Miami-Dade ELA proficiency average of 56% and the State ELA proficiency average of 53%. Further analysis of the data indicates critical needs in the areas of main idea, key details and author's purpose.
Measurable Outcome:	After instruction in reading, 54% of students in grades 3-5 will score at or above proficiency on the FSA ELA exam in Spring 2022, as compared to 41% in Spring 2021.
Monitoring:	Classroom walk-throughs, progress-monitoring reports from SuccessMaker, PLC meetings, common planning with reading coach
Person responsible for monitoring outcome:	Marjorie Lopez (921379@dadeschools.net)
Evidence-based Strategy:	Clearly stated goals, Show and Tell (modeling), questioning to check for understanding, and repetitive practice
Rationale for Evidence-based Strategy:	It is crucial that teachers are clear about what they want students to learn during each lesson with clearly stated goals. Students require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

Action Steps to Implement

Utilize SuccessMaker and CommonLit to remediate reading deficiencies a minimum of three times per week for at least 20 minutes

Person Responsible Nicole Otero (notero@charterk12.com)

Implement Foundational Skills Focus lessons every Monday to build reading fluency and comprehension

Person Responsible Robin Bryant (rbryant@charterk12.com)

Assign identified students to Saturday Academy for a minimum of 10-weeks prior to the state assessments in Spring 2022

Person Responsible Anna Becerra (abecerra@summervilleadvantageacademy.com)

The school will host quarterly Parent Academy workshops for parents to learn strategies to help their child at home.

Person Responsible Joanie Manas (956811@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the Spring 2021 student performance results on the SAT-10, an average of 11% of students in grades K-2 demonstrated proficiency in math. This average is significantly below the SAT-10 45th Percentile guidance found at <https://www.fldoe.org/academics/standards/just-read-fl/third-grade-guidance.stml>. After further analyzing the data, we recognized critical needs in the areas of number sense and basic addition/subtraction facts.

Measurable Outcome: After instruction in math, 22% of students in grades K-2 will score at or above proficiency on the SAT-10 mathematics exam in Spring 2022, as compared to 11% in Spring 2021.

Monitoring: Classroom walk-throughs, common planning by grade levels with math coach, progress-monitoring reports from Reflex Math, and weekly PLC meetings

Person responsible for monitoring outcome: Marjorie Lopez (921379@dadeschools.net)

Evidence-based Strategy: Show and Tell (modeling), questioning to check for student understanding, and repetitive practice

Rationale for Evidence-based Strategy: Students require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

Action Steps to Implement

The school will host quarterly Parent Academy workshops in math to learn strategies on how to help their children at home.

Person Responsible: Wendy Castellon (956083@dadeschools.net)

Students will use Reflex Math for 15-20 minutes a minimum of three times per week to remediate deficiencies in math skills.

Person Responsible: Anaëli Arbesu (aarbesu@summervilleadvantageacademy.com)

Identified students will receive small group instruction and after-school tutoring for reinforcement on math skills identified during readiness exams and Easy CBM assessments.

Person Responsible: Anaëli Arbesu (aarbesu@summervilleadvantageacademy.com)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on the Spring 2021 student performance results on the FSA Math, an average of 32% of students in grades 3-5 demonstrated proficiency in math. This average is significantly below the Miami-Dade average proficiency of 49% and State average proficiency of 52% in math. After further analyzing the data, the school recognized critical needs in the areas of number sense and operations, geometric concepts, and probability and statistics.
Measurable Outcome:	After instruction in math, 46% of students in grades 3-5 will score at or above proficiency on the FSA Math exam in Spring 2022, as compared to 32% in Spring 2021.
Monitoring:	Classroom walk-throughs, common planning by grade levels with math coach, progress-monitoring reports from Reflex Math, and weekly PLC meetings
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Clearly stated lesson goals, Show and Tell (modeling), questioning to check for student understanding, and repetitive practice
Rationale for Evidence-based Strategy:	It is crucial that teachers are clear about what they want students to learn during each lesson with clearly stated goals. Students require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

Action Steps to Implement

Students will take a "Readiness Practice Assessment" before each topic unit and results will be used to identify and remediate areas of need during instruction.

Person Responsible Julia Hagen (966483@dadeschools.net)

Student will use Reflex Math to supplement math instruction and will earn three green lights per week to demonstrate mastery of math concepts.

Person Responsible Anaeli Arbesu (aarbesu@summervilleadvantageacademy.com)

The school will host Parent Academy workshops to teach parents how to help their children at home.

Person Responsible Joanie Manas (956811@dadeschools.net)

Identified students will be required to attend Saturday Academy where they will receive tutoring in math for 10-weeks prior to the annual assessment in Spring 2022.

Person Responsible Joanie Manas (956811@dadeschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on the Spring 2021 student performance results on the Grade 5 science exam, an average of 22% of students in grade 5 demonstrated proficiency in science. This average is significantly below the Miami-Dade average proficiency of 43% and State average proficiency of 47% in science. After further analyzing the data, the school recognized critical needs in observation, exploration and the scientific method.

Measurable Outcome: After instruction in science, 40% of students in grade 5 will score at or above proficiency in Spring 2022 as compared to 22% in Spring 2021, as measured by the Grade 5 Science exam.

Monitoring: Classroom walk-throughs, lesson plans, progress-monitoring science assessments from MDCPS, and weekly PLC meetings

Person responsible for monitoring outcome: Marjorie Lopez (921379@dadeschools.net)

Evidence-based Strategy: Clearly stated lesson goals, Show and Tell (modeling), questioning to check for student understanding, and repetitive practice

Rationale for Evidence-based Strategy: It is crucial that teachers are clear about what they want students to learn during each lesson with clearly stated goals. Students require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

Action Steps to Implement

Use standardized lessons from Gizmos to engage students in virtual labs and hands-on science activities to support problem solving and critical thinking skills in the classroom.

Person Responsible Robin Bryant (rbryant@charterk12.com)

Remediate quizzes and tests using differentiated instruction with identified students during small group instruction.

Person Responsible Anaeli Arbesu (aarbesu@summervilleadvantageacademy.com)

The school will host Parent Academy workshops in science to teach parents how to help their children at home.

Person Responsible Joanie Manas (956811@dadeschools.net)

Identified students will be required to attend Saturday Academy tutoring in science for 5 weeks prior to the annual state assessment in Science.

Person Responsible Joanie Manas (956811@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Based on the latest data available at SafeSchoolsforAlex.org, Summerville Advantage Academy did not report any incidents during the 2019-2020 school year.

Part IV: Positive Culture & Environment

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

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

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

Summerville Advantage Academy consults with teachers during weekly Professional Learning Community (PLC) meetings where data chats, curriculum training, and lesson plan reviews take place. Teachers meet with instructional coaches and/or school leaders for feedback on teaching and learning. The school has scheduled monthly staff and teacher recognition activities to encourage and build teacher morale. Students, families, and volunteers have the opportunity to provide feedback on school activities and operations through the Educational Excellence School Advisory Council (EESAC) throughout the year. As such, each school year begins with an Open House and Title 1 meeting (notifications and invitations in English, Spanish, and Creole) to address the following:

- A description and explanation of the school's curriculum,
- Information on the forms of academic assessment used to measure student progress, and
- Information on the proficiency levels students are expected to meet;
- An explanation on the school's Parent and Family Engagement Plan, and school-parent compact;
- An explanation on how parents can become involved in the school's programs and ways to do so;
- The process for parents to request opportunities for regular meetings with school staff and faculty to formulate suggestions and to participate in decisions about the education of their children.

In order to increase stakeholder engagement and promote a welcoming environment, the school offers multiple forms of communication with families via Swift Reach (email, phone, text), Powerschool, social media, school website and multiple communication APPs (Remind, Class Dojo, Class Tag, etc.). The school plans to offer Parent Academies on a variety of topics to assist parents with ways to support their child in becoming well rounded academically and socially. The parent meetings and events have been scheduled at a variety of times (mornings and evenings) to accommodate a variety of parent work schedules/availability. The school also plans to have multiple activities that allow the parents to interact with the teachers, community members and the school leadership team.

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

The school's stakeholders include the governing board, community members, faculty, staff, parents, and students.

Their role in promoting a positive culture and environment goes a long way toward achieving the school's mission through a commitment to a shared vision and high expectations. Stakeholders who embrace the school's influence student performance outcomes and increase student engagement in the learning process. According to a 2018 Gallup poll, engaged students are 4.5 times more likely to be hopeful about the future than disengaged peers. A study from Cardwell echoes the importance of engagement, finding that students who reported high levels of teacher support indicated that they also had higher levels of engagement. Educators who are equipped with the resources and skills have a positive and lasting impact on student achievement and lifelong learning.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00