

Miami-Dade County Public Schools

# Summerville Advantage Academy



2022-23 Schoolwide Improvement Plan

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## Summerville Advantage Academy

11575 SW 243RD ST, Homestead, FL 33032

<http://www.summervillecharterschool.com>

### Demographics

**Principal: Marjorie Lopez**

Start Date for this Principal: 7/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	86%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (55%) 2018-19: C (51%) 2017-18: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

N/A

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Summerville Advantage Academy

11575 SW 243RD ST, Homestead, FL 33032

<http://www.summervillecharterschool.com>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	86%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

### School Board Approval

N/A

### SIP Authority

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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**

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

Name	Position Title	Job Duties and Responsibilities
Lopez, Marjorie	Principal	<p>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 ensures 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.</p>
Manas, Joanie	Assistant Principal	<p>The Assistant Principal 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.</p>
Arbesu, Anaeli	Instructional Coach	<p>Ms. Arbesu'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.</p>
Brandreth, Catherine	Instructional Coach	<p>Ms. Brandreth 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.</p>
Castellon, Wendy	Teacher, ESE	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Fernandez, Madeline	ELL Compliance Specialist	The ESOL Coordinator serves as a curriculum leader by assisting in the review of lesson plans for ELL students, and in the development of curriculum, goals and philosophies for students in the ESOL program. She 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.

### Demographic Information

#### Principal start date

Monday 7/19/2021, Marjorie Lopez

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

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

30

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

459

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

5

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

5

#### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	72	108	84	90	90	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	8	8	10	22	1	1	0	0	0	0	0	0	0	50
Course failure in Math	8	8	10	22	1	1	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	31	26	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	23	21	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	0	0	22	31	26	0	0	0	0	0	0	0	79

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	19	9	4	8	0	0	0	0	0	0	0	46

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	4	22	0	1	0	0	0	0	0	0	0	34
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 9/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

**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	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	

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	62%	55%				48%	63%	61%
ELA Learning Gains	62%						52%	61%	59%
ELA Lowest 25th Percentile	59%						51%	57%	54%
Math Achievement	44%	51%	42%				53%	67%	62%
Math Learning Gains	71%						56%	63%	59%
Math Lowest 25th Percentile	76%						45%	56%	52%
Science Achievement	29%	60%	54%				55%	56%	56%
Social Studies Achievement		68%	59%					80%	78%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	45%	64%	-19%	58%	-13%
Cohort Comparison		-45%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-45%				
06	2022					
	2019					
Cohort Comparison		-55%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	67%	-18%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	42%	69%	-27%	64%	-22%
Cohort Comparison		-49%				
05	2022					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-42%				
06	2022					
	2019					
Cohort Comparison		-72%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	53%	1%	53%	1%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-54%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	29	47		33	80						
ELL	35	69	72	46	81	81	24				
BLK	49	52		36	52		18				
HSP	42	64	60	45	75	82	30				
FRL	41	61	59	41	69	76	26				
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				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

Based on a review of student performance data from Spring 2022, the percentage of ALL students in grades 3-5, who demonstrated learning gains in reading and math was above both the state and district levels. Students performing at or above proficiency in reading and math is below the district and state averages in both reading and math.

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

The percentage of students performing at or above grade-level in reading, math, and science shows the greatest need for improvement.

#### 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 which continued during 2021-2022, subsequent learning loss resulting from quarantines, insufficient attendance due to ongoing positive COVID testing, and teacher absence due to illness. Additional factors include inexperienced teachers and/or teacher shortage resulting in long-term 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 2022 state assessments, showed the most improvement?

Student performance among students in the lowest 25% showed the most improvement with learning gains above the district and state levels in both the reading and math data components.

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

Hiring four interventionists who consistently met with the students on a daily basis were contributing factors to the improvement of students in the lowest quartile. The school also offered a 10-week Saturday Academy prior to testing which targeted students who scored at a Level 2 on previous assessments. The school also used the APM assessments to track and monitor student progress throughout the year.

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

Professional development in high-yield strategies such as intentional scaffolding, activating prior 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 will use 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. Students will use Reflex Math to increase math fluency, and data from the new FAST assessments will be used to track and monitor student progress throughout the year.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus****Description and Rationale:**

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

Based on the Spring 2022 results of the SAT-10, 46% of K-2 students scored above the median in reading which is below the District average of 62%. In grades 3-5, 43% of students in grades 3-5 scored at or above proficiency on the FSA ELA which is below the District average of 63%. After further analyzing the data, we recognized critical needs in the areas of phonemic awareness, basic sight word recognition, fluency and reading comprehension among students in grades K-5.

**Measurable****Outcome:**

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

After instruction in reading, 50% of students in grades K-5 will score at or above grade-level as determined by the score results on PM3 of FAST STAR (K-2) and the FAST CAI (3-5) reading exam in Spring 2023.

**Monitoring:**

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

Classroom walk-throughs, common planning by grade levels with the instruction reading coach, progress-monitoring reports from SuccessMaker, and weekly PLC meeting agendas and sign-in sheets.

**Person responsible for monitoring outcome:**

Marjorie Lopez (921379@dadeschools.net)

**Evidence-based Strategy:**

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

Gradual Release Model implementation (I Do, We Do, You Do), Show and Tell (modeling), questioning to check for student understanding, and repetition and practice.

**Rationale for Evidence-based Strategy:**

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

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

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

**Person Responsible** Joanie Manas (956811@dadeschools.net)

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

**Person Responsible** Joanie Manas (956811@dadeschools.net)

The school will host 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 Math**

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

Based on the Spring 2022 results of the SAT-10, 32% of K-2 students scored above the median in math which is below the District average. In grades 3-5, 43% of students in grades 3-5 scored at or above proficiency on the FSA Math which is below the District average of 67%. After further analyzing the data, we recognized critical needs in the areas of measurement, probability, number sense and fractional reasoning among students in grades K-5.

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

After instruction in math, 50% of students in grades K-5 will score at or above grade-level as determined by the score results on PM3 of FAST STAR (K-2) and the FAST CAI (3-5) math exam in Spring 2023.

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

Classroom walk-throughs, common planning by grade levels with the math coach, progress-monitoring reports from SuccessMaker, and weekly PLC meeting agendas and sign-in sheets

**Person responsible for monitoring outcome:**

Marjorie Lopez (921379@dadeschools.net)

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

Implementation of the Gradual Release Model (I Do, We Do, You Do), Show and Tell (modeling), questioning to check for student understanding, and repetition and practice.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

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.

**selecting this strategy.****Action Steps to Implement**

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

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** Anaeli Arbesu (aarbesu@summervilleadvantageacademy.com)

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** Marjorie Lopez (921379@dadeschools.net)

Identified students will receive math interventions a minimum of two times per week where they will receive small group instruction in math.

**Person Responsible** Marjorie Lopez (921379@dadeschools.net)

**#3. Instructional Practice specifically relating to Science****Area of Focus  
Description and  
Rationale:**

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

Based on the Spring 2022 results of the FSA Science exam, 29% of students in grade 5 scored at or above proficiency which is below the District average of 59%. After further analyzing the data, we recognized critical needs in the areas of scientific reasoning, science vocabulary, and knowledge of the scientific method.

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

After instruction in science, the percentage of students who score at or above proficiency will increase from 29% in Spring 2022 to 40% in Spring 2023 as measured by the FSA Science assessment.

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

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

**Person responsible for monitoring outcome:**

Marjorie Lopez (921379@dadeschools.net)

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

Clearly stated lesson goals, Show and Tell (modeling), questioning to check for student understanding, and repetitive practice.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

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.

**selecting this strategy.****Action Steps to Implement**

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

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

**Person Responsible** Anaeli Arbesu (aarbesu@summervilleadvantageacademy.com)

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

**Person Responsible** Anaeli Arbesu (aarbesu@summervilleadvantageacademy.com)

**RAISE**

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

**Area of Focus Description and Rationale**

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

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

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

Based on the Spring 2022 student performance results on the SAT-10, an average of 34% 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.

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

Based on the Spring 2022 student performance results on the FSA ELA, an average of 43% of students in grades 3-5 demonstrated proficiency in reading. This average is significantly below the District ELA proficiency average of 63% 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 Outcomes:**

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

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

### **Grades K-2: Measureable Outcome(s)**

Using the new FAST STAR Reading screening and progress monitoring system, 50% of the students in grades K-2 will score at or above Grade-Equivalency (GE) on the PM3 assessment in Spring 2023.

### **Grades 3-5: Measureable Outcome(s)**

Using the new FAST CAI reading screening and progress monitoring system, 50% of the students in grades 3-5 will score at or above level 3 on the PM3 assessment in Spring 2023.

### **Monitoring:**

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

Classroom walk-throughs, common planning by grade levels with the reading coach, progress-monitoring reports from Successmaker and MYon Reading, and weekly PLC meeting agendas and sign-in sheets.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Lopez, Marjorie, 921379@dadeschools.net

**Evidence-based Practices/Programs:**

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

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

Implementation of the Gradual Release Model (I Do, You Do, We Do), Show and Tell (modeling), questioning to check for student understanding, and repetitive practice. These practices align with the district's K-12 Comprehensive Evidence-Based Reading Plan and the B.E.S.T. Standards.

**Rationale for Evidence-based Practices/Programs:**

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

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

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:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Utilize SuccessMaker and MYon Reading to remediate reading deficiencies a minimum of three times per week for at least 20 minutes. The school will host quarterly Parent Academy workshops for parents to learn strategies to help their child(ren) at home.	Manas, Joanie, 956811@dadeschools.net
Identified students will receive reading interventions for 30-minutes per session a minimum of three times per week.	Manas, Joanie, 956811@dadeschools.net

### Positive Culture & Environment

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

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

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 school culture and environment.**

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.