Summerville Advantage Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Summerville Advantage Academy

11575 SW 243RD ST, Homestead, FL 33032

http://www.summervillecharterschool.com

SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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 experience a cross curricula instructional approach using the new Florida B.E.S.T. Standards in ELA and mathematics and the standards in science.
"To Proficiency and Beyond" and "Successfully Educating All Students" will serve as the school "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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lopez, Marjorie	Principal	Ms. Lopez oversees the development of the School Improvement Plan (SIP), guides the leadership team into developing the goals, and ensures that the faculty and staff work together with the school community to effectively implement the SIP schoolwide.
Manas, Joanie	Assistant Principal	Ms. Manas facilitates and monitors the the implementation of action steps to accomplish the goals. She monitors student achievement data and provides feedback on areas in need of improvement to improve instruction.
Arbesu, Anaeli	Math Coach	Ms. Arbesu meets with grade level teachers on a weekly basis to plan instruction in math and to monitor implementation of action steps towards improving student achievement in math. She analyzes student achievement data and provides instructional support to teachers and interventionists by facilitating professional development based on areas of need.
Brandreth, Catherine	Reading Coach	Ms. Brandreth meets with grade level teachers on a weekly basis to plan instruction in reading/language arts and to monitor implementation of action steps towards improving student literacy. She analyzes student achievement data and provides instructional support to teachers and interventionists by facilitating professional development based on areas of need.
Hagen, Julia	ELL Compliance Specialist	Ms. Hagen coordinates and monitors the student assessment program and the English for Speakers of other languages. She ensures that all students participate in the schoolwide progress-monitoring program and analyzes student achievement results with the goal of informing and improving instruction.
Pierre-Louis, Dominique	Science Coach	Ms. Pierre-Louis meets with grade level teachers on a weekly basis to plan instruction in science and to monitor implementation of action steps towards improving student achievement in science. She analyzes student achievement data and provides instructional support to teachers facilitating professional development based on areas of need. She also oversees STEM programs and instruction in science.

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

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

The leadership team analyzes data from state-mandated assessments in reading, math, and science on an annual basis. To measure the effectiveness of the instructional program, school leaders compare the school's performance averages to the district and state averages. Feedback is provide to school stakeholders during faculty meetings, Governing Board meetings, and Educational Excellence School

Advisory Council (EESAC) meetings. The EESAC is comprised of teachers, school staff, business community, parent and student representatives. Upon review, school leaders elicit feedback from individual grade-levels in the development of school improvement goals which are achievable. Grade-levels also identify action steps which will make the biggest impact twoards achievement of the goals. Once the goals and action steps are identified, they are communicated to all school stakeholders during faculty meetings, Governing Board and EESAC meetings. The SIP is then reviewed, discussed, and submitted to the Educational Excellence School Advisory Council (EESAC) for approval. Upon approval, the plan is published on the FLDOE website and printed copies are made available for parents in the school's Title 1 Parent Resource Center.

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

The SIP is regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards by disaggregating student performance data results from the FAST progress-monitoring assessments in reading and math at the beginning, middle and end of the year (PM1, PM2, and PM3). Student achievement in writing and science is also monitored using baseline and growth assessments at the beginning and middle of the year. Students with the greatest achievement are scheduled to receive interventions on a regular basis based on need. They are also placed on a Progress Monitoring Plan (PMP) and parent conferences are held to inform the parents of the academic plan to address the students' needs. If student results do not reflect improvement based on the PM1 and PM2 assessments, school leadership will take action to implement steps to alter the plan as necessary.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B

	2019-20: C
*2022-23 school grades will serve as an informational baseline.	2018-19: C
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	21	11	9	2	10	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	3	7	15	16	3	2	0	0	0	46
Course failure in Math	3	7	18	7	5	10	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	8	14	19	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	8	0	7	0	0	0	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	4	10	8	2	1	0	0	0	28

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	5	9	4	2	9	0	0	0	32

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	10	8	1	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	8	10	22	1	1	0	0	0	50
Course failure in Math	8	8	10	22	1	1	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	24	31	26	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	22	23	21	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	22	31	26	0	0	0	79

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	2	4	22	0	1	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	8	10	22	1	1	0	0	0	50
Course failure in Math	8	8	10	22	1	1	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	24	31	26	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	22	23	21	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	22	31	26	0	0	0	79

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	2	4	22	0	1	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	61	53	43	62	55	41		
ELA Learning Gains				62			40		
ELA Lowest 25th Percentile				59			32		
Math Achievement*	58	63	55	44	51	42	33		
Math Learning Gains				71			41		
Math Lowest 25th Percentile				76			37		
Science Achievement*	39	56	52	29	60	54	22		
Social Studies Achievement*		77	68		68	59			
Middle School Acceleration		75	70		61	51			
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	81	62	55	66	75	70	62		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	56			
AMI				
ASN				
BLK	60			
HSP	59			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	59			
AMI				
ASN				
BLK	41			
HSP	58			
MUL				
PAC				
WHT				
FRL	55			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			58			39					81
SWD	32			53							2	
ELL	50			59			40				5	81
AMI												
ASN												
BLK	63			61			50				4	
HSP	57			59			38				5	82
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	59			58			40				5	79

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	43	62	59	44	71	76	29					66
SWD	29	47		33	80							
ELL	35	69	72	46	81	81	24					66
AMI												
ASN												
BLK	49	52		36	52		18					
HSP	42	64	60	45	75	82	30					65
MUL												
PAC												
WHT												
FRL	41	61	59	41	69	76	26					64

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	40	32	33	41	37	22					62
SWD	28			33								
ELL	38	47		30	41		16					62
AMI												
ASN												
BLK	24	15		16	15		0					
HSP	44	45	38	36	46	46	23					63
MUL												
PAC												
WHT												
FRL	37	37	32	30	41	39	16					63

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	56%	1%	54%	3%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	51%	52%	-1%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	57%	64%	-7%	61%	-4%
05	2023 - Spring	56%	58%	-2%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	50%	-12%	51%	-13%

III. Planning for Improvement

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

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

The 2023 data component which showed the lowest performance on the state-mandated assessments was grade 5 science. According to the data, 38% of students in grade 5 demonstrated proficiency on the Spring 2023 science assessment as compared to 29% in 2022. Although there was an 8 percentage point increase in proficiency, the school average in science falls 13 percentage points below the District and state average of 51% in science. Contributing factors to the low performance in science include a lack of focus on science education in grades K-4, inexperienced teachers who lack professional development in science education, time management, and the learning gaps which resulted from COVID-19 as these grade 5 students were impacted during their grade 2 and grade 3 education.

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

According to the 2023 data, the school had no decline in reading, math or science components from the prior year although the assessments reflected achievement on two separate assessments: the Florida Assessment of Student Thinking (BEST standards) compared to the Florida Standards Assessment (FSA). According to the 2023 raw data, 59% of students in grades 3-5 demonstrated proficiency on the PM3 FAST ELA as compared to 43% proficiency on the FSA ELA in 2022 (increase). According to the 2023 raw data, 60% of students in grades 3-5 demonstrated proficiency on the PM3 FAST Math as compared to 44% proficiency on the FSA Math in 2022 (increase). According to the 2023 raw data, 38% of students in grade 5 demonstrated proficiency on the Spring 2023 grade 5 science compared to 29% proficiency on the grade 5 science in 2022, an increase of 8 percentage points.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 2023 data component with the greatest gap when compared to the state average was grade 5 science. As previously stated, 38% of students in grade 5 demonstrated proficiency on the Spring 2023 science assessment as compared to 29% in 2022. Although there was an 8 percentage point increase in proficiency, the school average in science falls 13 percentage points below the District and state average of 51% in science. Contributing factors to the low performance in science include a lack of focus on science education in grades K-4, inexperienced teachers who lack professional development in science education, time management, and the learning gaps which resulted from COVID-19 as these grade 5 students were impacted during their grade 2 and grade 3 education. Despite this 13 percentage point gap in science, student proficiency in science is trending upward from 22% in 2021 to 29% in 2022 and 38% in 2023.

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

According to the 2023 raw data, the data component which showed the most improvement was reading achievement in grades 3-5. According to the 2023 raw data, 59% of students in grades 3-5 demonstrated proficiency on the PM3 FAST ELA as compared to 43% proficiency on the FSA ELA in 2022, an increase of 16 percentage points although the measures were on two separate assessments. The students scored above both the District average in reading of 55% for grades 3-5 and the State average in reading of 51% for grade 3-5. The actions taken by the school included a schoolwide focus on reading achievement, an emphasis on differentiated instruction in the classroom, organization of a schoolwide MTSS/RtI framework, hands-on parent information meetings showing parents how to read reports, student enrollment in the New World Reading program, a Saturday Academy program which targeted level 2 students, and student participation in the free Homework Help & Tutoring program with the Miami-Dade Public Library System.

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

After reflecting on the EWS for the current students, one area of concern is 56 students with 10% or more absences during the previous year (2022-2023), which is equal to missing 18 days of school. This is 13% of the school's total population which is too many. Additionally, many of these same students are the ones who were retained in the same grade. Students with chronic absenteesim miss out on consistent instruction to develop basic skills, and those who are in the primary grades fall behind in fundamental reading skills. This gap in student learning negatively impacts future learning if steps are not taken to improve and to address student attendance.

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

The highest priorities for school improvement include 1) proficiency in reading; 2) proficiency in math; 3) proficiency in science; 4) student atttendance; 5) professional learning for teachers.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

Based on the Early Warning System (EWS) indicators report, 213 of 451 total students (47%) in grades K-5 have 1 or more EWS indicators which includes chronic absenteeism, Reading/ELA course failure, math course failure, FSA level 1/2 in reading or math, or retention in the same grade. Of the 213 students, 125 students (59%) had more than 10 absences in 2022-2023.

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

School leaders will reduce the number of students with more than 10 absences on the EWS indicators report from 59% in 2022-2023 to 25% in 2023-2024.

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

School leadership will monitor student attendance on a regular basis and will conduct parent meetings to address chronic absenteeism when students accumulate 5 unexcused absences rather than waiting for students to appear on the "MDCPS 6-10 day" report.

Person responsible for monitoring outcome:

Joanie Manas (956811@dadeschools.net)

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

School leaders will implement an attendance recognition program to recognize students with 100% attendance each month. Students will receive a certificate and public recognition on the school's social media.

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

After parent involvement and effective teachers, student attendance has a direct impact on learning and student performance. If students attend school every day, student learning and achievement will improve.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers will contact parents after one day of absence to check on students and to emphasize the importance of regular school attendance.

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

By When: Ongoing through June 2024

The school will run monthly data reports in order to implement a monthly attendance recognition system for students who demonstrate perfect attendance and/or attendance improvement.

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

By When: Ongoing through June 2024

The school Attendance Committee will review the EWS and Attendance 6-10 day report on a monthly basis and will schedule truancy meetings with identified parents.

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

By When: Ongoing through June 2024

The school Attendance Committee will review the EWS and Attendance 6-10 day report on a monthly basis and will schedule truancy meetings with identified parents.

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

By When: Ongoing through June 2024

No description entered

Person Responsible: [no one identified]

By When:

#2. Instructional Practice specifically relating to Science

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

Based on the 2023 science data, 38% of our grade 5 students demonstrate proficiency in science as compared to the District and State proficiency average of 51%. Although student proficiency in science has increased from 22% in 2021 to 29% in 2022 to 38% currently, this represents a gap of 13 percentage points when compared to the State and District averages.

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

After instruction in science, student proficiency in science on the grade 5 science assessment in Spring 2024 will meet or exceed the District average on the grade 5 science assessment in Spring 2024.

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

Student progress and learning gains in science will be monitored using quarterly science assessments from SAVVAS realize and the MDCPS science baseline. Student achievement will be monitored on a quarterly basis to give time for instruction to make an impact. Teachers will also monitor progress in science through weekly assessments using JJs Boot Camp and the Elevate science curriculum.

Person responsible for monitoring outcome:

Dominique Pierre-Louis (920406@dadeschools.net)

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

A STEM teacher position was added to the instructional team for the 2023-2024 school year. The STEM teacher is conducting STEM lessons with a focus on the scientific method, vocabulary, and hands-on experience. The school also purchased JJs Boot Camp books for students in grade 4 and 5 as a supplemental resource to target science skills to prepare for the grade 5 science test. Grade 4 and 5 science teachers received professional development in best practices on the use of this resource. Teachers were also provided with professional development in the STEM technology (Active Floor, VR goggles) to increase science education. The school is also partnering with educators from Deering Estate to implement a "Nurturing Educational Stewards of Today and Tomorrow" NESTT program where students engage in hands-on science experiments once a month.

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

In the new STEM class, the teacher will explain, share and model science concepts and then demonstrate how students will do a task, whether a physical or thinking task. In science it may be "thinking out loud" to show students and also teachers how to process information or it may be a physical demonstration. By involving students in multiple opportunities for science education (Deering, STEM class, JJs Boot Camp, etc.) teachers can check student understanding by asking for feedback in various ways e.g. ask students what they understand and observe how various resources are structured to help them learn.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Through our partnership with N.E.S.T.T. program educators from Deering Estate, teachers in grades K-5 will provide students with monthly hands-on STEAM projects and science experiments with a focus on the scientific method and science vocabulary.

Person Responsible: Dominique Pierre-Louis (920406@dadeschools.net)

By When: Ongoing through June 2024

Teachers in grades 4 and 5 will use JJs Boot Camp to support test preparation for the grade 5 science test and to enhance student understanding of concepts in science.

Person Responsible: Dominique Pierre-Louis (920406@dadeschools.net)

By When: Ongoing through June 2024

Students in grades 3-5 will participate in weekly STEM classes to engage in active learning to enhance their understanding of scientific concepts.

Person Responsible: Dominique Pierre-Louis (920406@dadeschools.net)

By When: Ongoing through June 2024

#3. Instructional Practice specifically relating to ELA

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

Based on the Spring 2023 PM3 results of the FAST Star Early Literacy and STAR Reading, 52% of K-2 students scored above the 50th percentile in reading which exceeds the national median of 50%. The school is awaiting the release of District and State averages on FAST Star reading to measure the effectiveness of the instructional program in the primary grades.

Based on the 2023 PM3 FAST data in reading, 57% of students in grades 3-5 demonstrated proficiency in reading, exceeding both the District average of 55% and the State average of 54% for students in grades 3-5.

Although reading achievement in grades K-5 improved, reading proficiency is identified as an ongoing crucial need in order to maintain proficiency levels for K-5 students who scored at or above proficiency. School leaders recognize the need to support reading achievement for K-5 students who scored below proficiency in 2022-2023.

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

After instruction in reading, 55% of students in grades K-2 will score above the 50th percentile rank in Spring 2024 on the FAST STAR as compared to 52% in Spring 2023.

After instruction in reading, student proficiency in reading in grades 3-5 will meet or exceed the District average by 3 percentage points in Spring 2024 as compared to 2 percentage points in Spring 2023.

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

Classroom walk-throughs, informal observations, common planning by grade levels with the instruction reading coach, growth monitoring reports from i-Ready, FAST PM1/PM2 data results, and weekly PLC meeting agendas and sign-in sheets.

Person responsible for monitoring outcome:

Catherine Brandreth (cbrandreth@charterk12.com)

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

Teachers will use the I Do, We Do, You Do gradual release method to model for students; use questioning techniques to check for student understanding; implement small groups instruction, and employ repetition and practice activities for students to master the objectives. The school also acquired i-Ready as a supplemental resource to support differentiated instruction for individual students by remediating reading deficiencies.

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During the 90-minute reading block, teachers will utilize high-yield reading strategies across all grade-levels to include small group differentiated instruction for identified students, text features, close reads, class novels and higher order questioning, Rad Dad chapter activity, Read-a-Thon competition, and DEAR time throughout the day.

Person Responsible: Catherine Brandreth (cbrandreth@charterk12.com)

By When: Ongoing through June 2024

Teachers will use i-Ready MYPath lessons to remediate gaps in learning for students performing below grade-level and to provide stretch/enrichment lessons for students performing above grade-level.

Person Responsible: Catherine Brandreth (cbrandreth@charterk12.com)

By When: Ongoing through June 2024

The school will host parent information meetings on strategies that can be used to help their children at home, how to read student achievement reports and how to interpret data on their child's reading progress.

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

By When: Ongoing through June 2024

#4. Instructional Practice specifically relating to Math

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

Based on the Spring 2023 PM3 results of the FAST Star Math, 69% of K-2 students scored above the 50th percentile in math which exceeds the national median of 50%. The school is awaiting the release of District and State averages on FAST Star Math to measure the effectiveness of the instructional program in the primary grades K-2.

Based on the 2023 PM3 FAST data in math, 59% of students in grades 3-5 demonstrated proficiency in math, exceeding the State average of 58%. Student performance was 3 percentage points below the District average of 62% for students in grades 3-5.

Although math achievement in grades K-5 improved, proficiency in math is identified as an ongoing crucial need in order to maintain proficiency levels for K-5 students who scored at or above proficiency. School leaders recognize the need to support math achievement for K-5 students who scored below proficiency in 2022-2023.

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

After instruction in math, 75% of students in grades K-2 will score above the 50th percentile rank in Spring 2024 on the FAST STAR as compared to 69% in Spring 2023.

After instruction in math, student proficiency in grades 3-5 will meet or exceed the District average in Spring 2024.

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

Classroom walk-throughs, informal observations, common planning by grade levels with the instructional math coach, growth monitoring reports from i-Ready, FAST PM1/PM2 data results, and weekly PLC meeting agendas and sign-in sheets.

Person responsible for monitoring outcome:

[no one identified]

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

Teachers will use the I Do, We Do, You Do gradual release method to model for students; use questioning techniques to check for student understanding; implement small groups instruction, and employ repetition and practice activities for students to master the objectives. The school also acquired i-Ready as a supplemental resource to support differentiated instruction for individual students by remediating math deficiencies.

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During center rotations and whole group lessons, teachers will use math manipulatives (base-10 blocks, counters, clock dials, coins, paper money, playdoh, etc.) as concrete objects that allow students to grasp abstract math concepts or ideas through hands-on activities.

Person Responsible: Anaeli Arbesu (921377@dadeschools.net)

By When: Ongoing through June 2024

Teachers will use Reflex Math to support student mastery of basic facts in addition, subtraction, multiplication, and division and to recognize students who achieve 100% fluency on a monthly basis.

Person Responsible: Anaeli Arbesu (921377@dadeschools.net)

By When: Ongoing through June 2024

Teachers will use i-Ready MYPath lessons to remediate gaps in learning for students performing below grade-level and to provide stretch/enrichment lessons for students performing above grade-level.

Person Responsible: Anaeli Arbesu (921377@dadeschools.net)

By When: Ongoing through June 2024

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

Not Applicable

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Not Applicable

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

Not Applicable

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 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 Measurable Outcomes

Not Applicable

Grades 3-5 Measurable Outcomes

Not Applicable

Monitoring

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 impact student achievement outcomes.

Not Applicable

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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. §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?

Not Applicable

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Not Applicable

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

Not Applicable

Title I Requirements

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

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

The School Improvement Plan (SIP) is available for the public at https://www.floridacims.org/districts/ dade under MSID 0072-Summerville Advantage Academy. An overview of the SIP and the school improvement goals for student achievement are highlighted for all stakeholders during the school's annual Title I meeting in both English and Spanish. It is also available in print for all stakeholders in the school lobby within the Parent Resource Center or upon request at the front desk. Progress towards the SIP goals is shared and disseminated during quarterly Governing Board and EESAC meetings whcih includes representatives from all school stakeholder groups. Translation services are available upon request.

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

Summerville Advantage Academy builds positive relationships with parents, families, and other stakeholders through ongoing meetings and activities which are posted on the monthly calendar available on the school webpage at www.summervilleadvanatage academy.com 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 assessments used to measure student progress, and information on the proficiency levels students are expected to meet. The agenda also includes an explanation on the school's Parent and Family Engagement Plan and an explanation on how parents can become involved in the school's programs. School leaders also host regular parent academies and an annual "Bring Your Parents to Class" day where parents receive hands-on training in how to read academic reports and compuer training on how to access the FAST Parent portal. The parent meetings and events have been scheduled at a variety of 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. In order to increase stakeholder engagement and promote a welcoming environment, the school offers multiple forms of communication with families through a Clever messaging software program, Powerschool (email, phone, text), social media, and the school website.

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

Given student need at all grade-levels, teachers will adhere to a schoolwide focus on proficiency in reading which is the foundation for student achievement in all subject areas. Students will read silently

upon entry to the classroom prior to the start of each day. Common planning and PLC meeting planning blocks have been included on the master schedule so grade-levels can maintain a focus on consistently implementing differentiated instruction by using supplemental resources, technology, instructional materials, and professional development to maintain reading proficiency and math proficiency at or above both the District and State levels. The school acquired the i-Ready program as a supplemental resource in reading and math to support student achievement in this area. A STEM teacher position was added to the instructional program to increase student achievement in science at all grade-levels in an effort to increase grade 5 science proficiency (38%) to meet district and state averages (51%). Interventionists are assigned to work with students who demonstrate a substantial reading deficiency as defined in Pursuant to Section 1008.25, F.S. Instructional coaches and the STEM resource teacher focus on modeling in the classroom, lesson planning, data reviews with teachers, and professional learning during weekly PLC meetings. Accountability measures are used to ensure students receive consistent learning opportunities within their daily schedules and instructional materials are reviewed for alignment to benchmarks. Parents are included in the educational program of the school on a regular basis during quarterly parent meetings to disseminate information on student achievement and duirng monthly parent academy meetings.

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

The SIP goals in this plan are supported by federal, state and local resources which support education of the "whole child" tin include the CEP program which provides free breakfast and lunch to all children; Project Upstart with a focus on homelessness; the free Homework Help & Tutoring Program with MDPLS which provides academic support; the New World Reading Program which provides free books to level 1/2 students; the Heiken Vision program which provides free eye exams/glasses based on need, and the Affordable Connectivity program which provides free internet and devices to eligible families.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School based personnel will complete the Youth Mental health First Aid (YMHFA) training to aid in the identification of students for addressing social, emotional, behavioral and mental health problems. Implementation of SEL curriculum will assist all school stakeholders in supporting the meantal health needs of all students and will improve students' skills outside the academic subject areas. School based mental health service providers will utilize a referral process to identify students in need of assistance and plan, coordinate and collaborate in ensuring these student's receive needed services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not Applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Summerville implements a positive behavior support system that focuses on students' successes and positive behaviors. The schoolwide discipline plan requires frequent communication with parents via parent phone calls, in-person conferences and administraive referrals if inappropriate behaviors escalate. During parent conferences, informal behavior intervention plans and strategies may be put in place to work on any behavior concerns. If these strategies or plans are unsuccessful in remediating student behavior, a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) will be implemented after a request for assistance in alignment with the school's MTSS/RtI framework. Regular MTSS/RTI committee and grade-level meetings will help identify students not making progress. Teachers also initiate Progress Monitoring Plans (PMP's) and school leaders schedule students into Tier II and Tier III interventions as needed. Frequent parent communication using Clever messaging, the 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 are dentified and placed in Tier II or Tier III interventions where progress will be monitored weekly using a research-based program.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

In addition to weekly PLC meetings, school leaders recognize the importance of a systemic process for enabling professional learning. To support this key component of quality school improvement, teachers are provided with high quality professional learning from the CSA curriculum and instruction team, instructional coaches, the MDCPS professional learning team, and school administration. Teachers also register for classes at Miami-Dade College and Beacon Learning to complete the requirements for attaining and/or maintaining their professional certification.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

School leaders invite directors and program managers to a Spring breakfast so they can observe the school program in action and inform parents about the educational program at Summerville Advantage Academy.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$1,385.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	4510	0072 - Summerville Advantage Academy	Title, I Part A	0.0	$1,385.00
			Notes: *Study Guide for Positive Culture and Environment*			

2	III.B.	Area of Focus: Instructional Practice: Science				$64,389.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0072 - Summerville Advantage Academy	General Fund	1.0	$64,389.00
			Notes: STEM Teacher			
3	III.B.	Area of Focus: Instructional Practice: ELA				$57,455.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0072 - Summerville Advantage Academy	Title, I Part A	0.0	$1,502.00
			Notes: Partial cost of i-Ready magnetic reading books			
	5100	369	0072 - Summerville Advantage Academy	General Fund	0.0	$2,128.00
			Notes: Partial cost of i-Ready magnetic reading books			
	5100	150	0072 - Summerville Advantage Academy	Title, I Part A	2.0	$53,825.00
			Notes: Paraprofessionals working with students in reading/ELA			
4	III.B.	Area of Focus: Instructional Practice: Math				$64,590.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	130	0072 - Summerville Advantage Academy	Title, I Part A	1.0	$64,590.00
			Notes: Math Coach			
					Total:	$187,819.00

Budget Approval

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

No