

Miami-Dade County Public Schools

Coral Gables Preparatory Academy



2016-17 Schoolwide Improvement Plan

Coral Gables Preparatory Academy

105 MINORCA AVE, Coral Gables, FL 33134

<http://gablese.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Coral Gables Preparatory Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Coral Gables Preparatory Academy, we aim high and achieve higher for excellence. Our mission is to offer a safe, dynamic, and motivational environment that is optimal for teaching and learning and to instill good habits, compassion, and tolerance that will empower students to set high goals, reach their potential, and believe in themselves. These values will provide students with the tools to become productive and responsible citizens that aim high and achieve higher.

b. Provide the school's vision statement.

At Coral Gables Preparatory Academy, we aim high and achieve higher for excellence.

2. School Environment

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

One of CGPA's strengths is the partnership with all school stakeholders, including students, teachers, parents and the community. The school prides itself on the collaboration with all of these school stakeholders in providing high quality educational programs every day in every classroom.

The school's student population has more Hispanics than Whites as compared to the City of Coral Gables' demographics. Our school prepares students to be knowledgeable, informed, and active citizens in an increasingly diverse community and nation and interdependent world. Our school implements the District's programs and curriculum throughout the school year, that exist to promote civic competence by celebrating the histories, cultures, and contributions of American citizens whose ancestors came from other countries. Teachers are highly encouraged to utilize the resources and lessons found in the Social Science District Pacing Guides to reinforce multi-cultural contributions to the U.S. throughout the school year. Teachers are further encouraged to select and adapt the resources and lessons to best fit the needs of their students.

All teachers are ESOL certified. Fliers and parent information goes home in both languages. Students receive content instruction in the home language, when applicable.

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

Coral Gables Preparatory Academy is committed to providing a safe learning environment for all students. We offer a safe, dynamic and motivational environment that is optimal for teaching and learning. We aim to instill good habits, compassion, and tolerance that will empower students to set high goals, reach their potential and believe in themselves. These values will provide students with the tools to become productive and responsible citizens who aim high and achieve higher.

All faculty and staff are provided with information regarding the dynamics, prevention, intervention, and consequences of bullying to enhance school safety. All students are expected to follow the District Code of Student Conduct that reflects clearly delineated rules and consequences. Our school provides awareness, prevention, and education to all stakeholders in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated. The new districtwide initiative, Values Matter Miami highlighting the nine adopted core values identified in the Code of Student

Conduct continues to be incorporated schoolwide to promote positive school behavior and to maintain a safe learning environment. In addition, as part of the Values Matter Miami initiative, M-DCPS has partnered with Sandy Hook Promise. This includes Start with Hello Week to raise awareness about social isolation and will highlight the importance of creating connected and inclusive classrooms.

School counselors provide counseling services and lessons to individual students and groups of students. They also provide professional support to teachers, parents and administrators through consultation and collaboration. The school's goal is for students to become self-directed, realistic, and responsible decision-makers and to be successful contributors to society.

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

Our school provides awareness, prevention, and education to all stakeholders in promoting a safe school environment with zero tolerance for misbehavior. The School-wide Discipline Plan, including Cafeteria and Classroom Discipline Plans, as well as a Schoolwide Detention program, have been established by the School's Discipline Committee. Students are made aware of the school's behavior expectations beginning with the school's annual Gableizing Assemblies. This "reculturing" activity promotes a positive school climate that supports academic achievement and a safe learning environment. During these assemblies, students are provided with school rules and consequences. They also learn that all students are held accountable and responsible for their choices and decisions.

During morning announcements, the students recite the daily CGPA Pledge where they are reminded of the positive character traits they promise to model every day. In addition to the school's pledge, the district's daily healthy relationships and youth empowerment core values are read aloud and incorporated throughout the day.

The school follows the Student Code of Conduct and provides incentives for compliance through the use of student incentives including the Elementary SPOT Success Recognition Program, the Student of the Month Program, and the Honor Roll Program. The new districtwide initiative, Values Matter Miami highlighting the nine adopted core values identified in the Code of Student Conduct is also being incorporated schoolwide to promote positive school behavior and to maintain a safe learning environment. Furthermore, opportunities for students to be recognized for positive behavior are implemented, including Catch of the Day Program, Do the Right Thing Program.

The District's Anti Bullying Curriculum is implemented school wide during the month of October and is incorporated throughout the year in all areas.

The school employs School Security Guards to enforce the Code of Student Conduct and school rules to ensure the safety of all school stakeholders and to reduce the number of incidents occurring before and after school, while students are in transition between classes, in the hallways, and in the cafeteria.

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

All faculty and staff are provided with information regarding the dynamics, prevention, intervention, and consequences of bullying to enhance school safety. All students are expected to follow the District Code of Student Conduct that reflects clearly delineated rules and consequences. Our school provides awareness, prevention, and education to all stakeholders in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated. The District's Anti Bullying

Curriculum is implemented school wide during the month of October and is incorporated throughout the year in all areas. The new districtwide initiative, Values Matter Miami highlighting the nine adopted core values identified in the Code of Student Conduct is also being incorporated schoolwide to promote positive school behavior and to maintain a safe learning environment. This year, we are piloting Flexible/Alternative Seating for the 21st Century Learner in one first grade classroom. Furthermore, many classroom teachers are implementing ClassDojo as a classroom management resource to track and report student behavior, as well as build positive classroom cultures by encouraging students and communicating with parents.

School counselors provide counseling services and lessons to individual students and groups of students. They also provide professional support to teachers, parents and administrators through consultation and collaboration. The school's goal is for students to become self-directed, realistic, and responsible decision-makers and to be successful contributors to society.

3. Early Warning Systems

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

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

The school will review reports and forms, including but not limited to state and district assessments, student grades, attendance reports, and Student Case Management Referral Forms, to ensure progress is being made. Strategies and interventions will be adjusted as needed.

Attendance - Students who miss more than 10% of instructional time

Behavior - Students who have referrals that lead to suspension

Performance - Students who score at FCAT (FSA) Level 1 in either ELA or Math

Students who are not proficient in reading by Grade 3

Students who are retained

Students who fail either ELA or Math

Students who fail 2 or more of any course

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

1. 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		
Attendance below 90 percent	4	0	2	2	0	2	0	2	4	0	0	0	0	16	
One or more suspensions	0	0	1	0	0	0	2	4	3	0	0	0	0	10	
Course failure in ELA or Math	2	0	2	0	1	1	2	0	0	0	0	0	0	8	
Level 1 on statewide assessment	3	7	2	0	2	13	0	27	22	0	0	0	0	76	
Retained students	2	1	0	1	1	1	0	0	1	0	0	0	0	7	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	1	1	1	0	1	2	4	8	0	0	0	0	18	

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

Many intervention strategies are being implemented to improve academic and behavior performance identified by the Early Warning Systems. Students who are deemed as developing a pattern of non-attendance will continue to be referred to the MTSS/Rtl Team and the Truancy Intervention Program Team. MTSS/Rtl will continue to monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. Students will continue to be recognized for perfect attendance and outstanding citizenship through "Do the Right Thing", the district Values Matter Miami Student of the Month, and Student of the Month Assemblies. This year, we are piloting Flexible/Alternative Seating for the 21st Century Learner in one first grade classroom. Furthermore, many classroom teachers are implementing ClassDojo as a classroom management resource to track and report student behavior, as well as build positive classroom cultures by encouraging students and communicating with parents. The administrative team will monitor that these strategies are implemented and will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed using the FCIM process.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

One of CGPA's strengths is the partnership with parents and the community. The school prides itself on the collaboration with parents, students, local businesses and the entire community in providing high quality educational programs every day in every classroom. The school enjoys an extremely successful Volunteer Program comprised of dedicated parents and family members, students from neighboring schools, business partners and community members. These individuals have found in CGPA a place to utilize their skills and be part of a community that focuses on student needs. A welcoming atmosphere and school-wide support is provided in an effort to maintain a high level of parental involvement although many parents have gone back to work or have taken on second jobs and are unable to participate in our school on a regular basis during school hours. Throughout the year, many opportunities are held for parents to become involved. The school benefits from an active PTSA which sponsors a myriad of activities for parents to be involved throughout the year, including the Halloween Carnival, Book Fairs, Family Fun Day, Family Movie Nights, Used Book Drives, and other fundraiser events. In addition, quarterly PTSA meetings and monthly EESAC meetings are held to disseminate information and receive feedback. Parents are invited to attend Open Houses and parent conferences. In addition to frequent school to home fliers and Connect Ed messages, parents receive monthly calendars and are reminded to visit the school and PTSA's websites. Parents are also invited to attend all Honor Roll Assemblies and Student of the Month activities.

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

The collaborative work between CGPA and Dade Partners has been beneficial to all parties and has provided enhanced services for students. Among the current Dade Partners are McDonald's, Barnes & Noble, Zubi Advertising Services, Inc., Books & Books, and BAC Florida Bank. Dade Partners make contributions to the school in a variety of ways, including valuable time and expertise, special programs, and goods and services. A special partnership with Books and Books brings bestselling children's authors to our school through the Readers are Leaders Program. McDonald's provides citizenship and reading incentives, as well as career day speakers. In addition to our Dade Partners, the school also has a Journalism mentorship with Florida International University's Society of Professional Journalists who will be making monthly presentations during Journalism class.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Sierra-Funcia, Jeanette	Principal
Mendiola, Aylin	Assistant Principal
Martinez, Carlos	Assistant Principal
Gonzalez, Jill	SAC Member
Piedra, Grace	Teacher, K-12
Del Cerro, Ana	School Counselor
Napoles-Quintero, Yanet	Teacher, ESE
Gonzalez, Adelaida	Teacher, K-12
Niebla, Grissel	Teacher, K-12
Valdes-Diaz, Cibeles	School Counselor
Ablanedo, Sophia	Teacher, K-12
Abrantes, Andrea	Teacher, K-12
Fraga, Katrina	
Madrigal, Nancy	

b. Duties

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

The MTSS/Rtl Leadership Team at Coral Gables Preparatory Academy consists of: Principal –Ms. Cheli Cerra-Provides a common vision for the use of data based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documents school-based MTSS/Rtl plans and activities.

Assistant Principals-Mr. Carlos Martinez and Ms. Aylin Mendiola-Assist the Principal in providing a common vision for the use of data-based decision making and help to ensure that the school-based team is implementing MTSS/Rtl. Along with the Principal, they conduct assessment of MTSS/Rtl skills of school staff and aid in the implementation of intervention support and documentation. Collaborate with the Principal to ensure adequate professional development to support the MTSS/Rtl

implementation and assist in parent communication regarding school-based RtI plans and activities. Grade Level/ Department Chairpersons-Ms.Melissa Muelle, Ms. Sophia Ablanado, Ms. Kate Swain, Ms.Lali Gonzalez, Ms. Karen Ramirez, Ms. Jill Gonzalez, Ms. Andrea Abrantes, Ms. Caterina Infante, Ms. Nancy Madrigal, Ms. Grace Piedra, and Ms. Erica de los Rios provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.

Special Education Chairperson-Ms. Yanet Napoles Quintero- participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.

ELL Chairperson-Ms. Grissel Niebla- provides information about ELL instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction.

School Social Worker-Ms. Alicia Bermudez- meets with parents to complete the Family Background Screening forms, provides intervention with individual counseling and community resources. Social Work is the one of links between home and school.

School Counselors-Ms. Cibeles Valdes-Diaz and Ms. Ana del Cerro- provide quality services and expertise to faculty, staff, and parents on intervention with individual students regarding the student's academic, emotional, behavioral, and social success.

School Psychologist-Ms. Lisette Ruiz provides quality services and expertise to faculty, staff and parents on intervention with individual students regarding the student's academic, emotional, behavioral, and social success.

Educational Excellence School Advisory Council (EESAC) Chair-Ms. Jill Gonzalez- disburses information to parents, faculty, and community members.

UTD Steward-Ms. Ana del Cerro- collaborates with the administrative team to gather pertinent information and disseminate to faculty and staff members in a timely manner.

The MTSS/RtI Leadership Team will meet monthly to discuss items including monthly test data, at risk,

bubble students and /or students needing enrichment, professional development, tutorial programs, and any

opportunities that will help increase student achievement to meet school success and implement the School

Improvement Plan. The MTSS/RtI Leadership team will also meet with grade levels to strengthen and tailor

the instructional focus and to target all groups of students including the lowest performing students as well as reporting categories needing focus to help increase student achievement, meet school success, and

implement the School Improvement Plan.

The MTSS/RtI Leadership Team will meet with the Grade Level Chairs, the faculty, staff, and EESAC to review the prior year's SIP, progress made, adjustments needed, and possible SIP goals, objectives, and strategies for the upcoming school year. Based on the information provided by all stakeholders, a SIP Team will be selected to develop the SIP. The team will meet monthly to discuss items including monthly test data, at risk, bubble students and /or students needing enrichment, professional development, tutorial programs, and any opportunities that will help increase student achievement to meet school success and implement the School Improvement Plan. The MTSS/RtI Leadership team will also meet with grade levels to strengthen and tailor the instructional focus and to target all groups of students including the lowest performing students as well as reporting categories needing focus to help increase student achievement, meet school success, and implement the School Improvement Plan.

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

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

First through fifth grade students meeting criteria and staffed participate in the Full Time Gifted Program. Students are provided with enrichment activities through open ended tasks, problem solving, curriculum compacting, content acceleration creative writing activities, presentations, and projects based on their individual strengths and program goals in addition to the core curriculum and the Florida Standards.

Career and Technical Education

Develop a schedule for monthly guest speakers from Dade Partners to expose students to a variety of employment opportunities. Students will then build an understanding of and an appreciation for the career choices available.

Nutritional Program

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cheli Cerra	Principal
Ana Del Cerro, UTD Steward	Teacher
Raina Jacques	Teacher
Jill Gonzalez, Chairperson	Teacher
Katie Buschmann	Teacher
Lali Gonzalez	Teacher
Nives Werner	Teacher
Ofelia Beltran	Parent
Dania Padron	Parent
Yoyi Rodriguez	Business/Community
Karen Richburg	Teacher
Angie Fridman	Education Support Employee
Grace Piedra	Teacher
Andrea Abrantes	Teacher
Rick Rodriguez-Pina	Business/Community
Mary Snow	Business/Community
Vivian Fanjul	Parent
Yesenia Hoyos	Parent
Cheryl Murillo	Parent
Johanna Tomas-Montero	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The Coral Gables Preparatory Academy Educational Excellence School Advisory Council (EESAC) has a defined vision and goals for student achievement. The EESAC is dedicated to strengthening student achievement and school wide success. In fact, one of the EESAC's primary goals is to develop, implement, and monitor the SIP goals and to assist in assuring that all barriers are addressed and that all goals and objectives are achieved, and action steps are implemented. After carefully evaluating last year's data and SIP, the EESAC, along with other school stakeholders, have recommended to continue strengthening our reading, mathematics, writing, and science, and civics programs.

b. Development of this school improvement plan

The Coral Gables Preparatory Academy Educational Excellence School Advisory Council (EESAC) has a defined vision and goals for student achievement. After carefully reviewing last year's data, it is the recommendation of the EESAC to continue strengthening our reading, mathematics, writing, civics and science programs. All school stakeholders, including the EESAC, are dedicated to strengthening student achievement and school wide success. One of the EESAC's primary goals is to develop, implement, and monitor the SIP goals and to assist in the process involved in identifying problems, establishing a school-wide goal addressing all core areas, identifying barriers and

resources in targeting the goal, developing strategies that address, reduce, or eliminate barriers and develop specific action steps as part of our school's Action Plan.

c. Preparation of the school's annual budget and plan

The annual school budget is part of every EESAC agenda and meeting. EESAC members are apprised of all school budget matters and school-wide concerns. EESAC members contribute ideas and information used to arrive at school budget decisions.

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

Hourly Security Monitors to assist and maintain a safe environment for all school stakeholders.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sierra-Funcia, Jeanette	Principal
Mendiola, Aylin	Assistant Principal
Martinez, Carlos	Assistant Principal
Gonzalez, Adelaida	Teacher, K-12
Gonzalez, Jill	SAC Member
Napoles-Quintero, Yanet	Teacher, ESE
Niebla, Grissel	Teacher, K-12
Martinez, Alicia	Teacher, K-12
Valdes-Diaz, Cibeles	School Counselor
Del Cerro, Ana	School Counselor
Piedra, Grace	Teacher, K-12
Ablanedo, Sophia	Teacher, K-12
Abrantes, Andrea	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Data analysis of all district wide and state assessments will ensure proper implementation of differentiated instruction, intervention and enrichment. Furthermore, monitoring and assisting with the proper implementation of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS), Next Generation Sunshine State Standards where applicable, district pacing guides and resources will be paramount to making gains in the 2016-2017 school year.

D. Public and Collaborative Teaching

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

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

The CGPA Faculty and Staff are both highly motivated with commitment and participation evident in the school's historical academic success. Coral Gables Preparatory Academy places paramount importance on the recruitment and retention of quality faculty and staff. An atmosphere of camaraderie and support is provided in an effort to maintain a high caliber staff. Teachers pride themselves in consistently sharing best practices with others in their grade levels as well as with teachers in all grade levels and subjects. Team building activities, curriculum and articulation meetings, as well as collaborative planning and instruction are made available for all teachers, including those who need more support.

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

1. Newly hired teachers will be provided a mentor teacher within their subject area and/or grade level.
(Principal, Assistant Principals)

2. Observations of and by highly qualified teachers to strengthen new teachers' teaching skills.
(Principal, Assistant Principals)

3. Professional Development will be scheduled and implemented at the school site to expand teaching, academic and leadership skills for the entire faculty.
(Principal, Assistant Principals, Reading, Math, Science, and S.S. Liaisons)

4. Grade level meetings and monthly curriculum and faculty meetings, including vertical planning and common planning time for all grade levels.
(Principal, Assistant Principals, Grade Level Chairs, Department Chairs, Counselors, School Psychologist)

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

Experienced teachers are placed with new to the grade/department teachers so that mentor teachers can guide, assist, plan and work together.

Lili Padron Grade K-Madelyn Torres - New to school and Kindergarten

Lili Padron Grade K-Liz Aran - New to school and Kindergarten

Kate Swain-Grade 2 - Chanell Ward- New to school and Grade 2

Grade 2 - Cindy Borjas- New to school and Grade 2

Deyce Pascual-Grade 3-Quenia Caignet-New to school and Grade 3

Karen Ramirez-Grade 4-Stephanie Barro -New to school and Grade 4

Jill Gonzalez-Grade 5-Jorge Lopez-New to school and Grade 5

Allison Collier-Middle Language Arts-Caterina Infante-New to school-Gr. 6/7 LA/Journalism

Grace Piedra-Middle Mathematics-Magdalena Zorilla-Middle Mathematics

-Erin Anding-Middle Mathematics

Deborah Bloch-Middle Science-Erin Anding-Middle Science

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school monitors and assists teachers with the proper implementation of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS), Next Generation Sunshine State Standards where applicable, district pacing guides and resources that are paramount to increasing student achievement during the 2016-2017 school year. Teachers will develop and implement lesson plans that are aligned to the LAFS and MAFS, which include district pacing guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications during common planning time and curriculum meetings.

b. Instructional Strategies

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

The school uses data from various sources to provide and differentiate instruction to meet the diverse needs of students. Data from Science FCAT 2.0 Assessments, FSA, SAT-10, EOC, district science baseline and winter interim assessments, FLKRS, i-Ready, STAR, WonderWorks, Edgenuity, Gizmos, Accelerated Reader and classroom assessments are utilized as part of decision-making in creating fluid differentiated instruction for students. Data and teacher feedback are reviewed regularly to ensure that students' needs are being met and that implementation of programs is effective. Students who have difficulty attaining proficient or advanced level on state assessments are identified and academic goals are adjusted to ensure proper program placement.

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

Strategy: After School Program

Minutes added to school year: 900

Instruction in core academic subjects is provided before, during and after school core subject review sessions. Enrichment activities including Math Club, Geography Club, Chorus, History Club, Art Club, Drama Club, Chess Club, Journalism Club and Florida Future Educators of America (FFEA) are provided once a week. Electives including Critical Thinking/STEAM Robotics, Critical Thinking/Global Leaders and Journalism are offered.

Strategy Rationale

Teacher collaboration and planning occur on a daily basis. Review sessions are provided for students to gain additional core academic instruction and practice. Clubs are available as an opportunity to enrich students' overall academic and creative knowledge.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sierra-Funcia, Jeanette, pr0961@dadeschools.net

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

Data including i-Ready, District Interim Assessments, STAR, SAT-10, FSA results, EOC, FCAT 2.0, student grades, student work, and Districtwide contest results are reviewed and monitored. Data chats will continue to ensure that all stakeholders are involved in the assessment results and future progress monitoring.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

To ensure a smooth transition into kindergarten, the Pre-K teacher articulates regularly with the kindergarten teachers and the Pre-K students have various opportunities to participate in activities with the Kindergarten students. Screening tools will be administrated at the beginning, mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

An orientation for prospective families is held yearly to welcome parents and students to the school. Additionally, all incoming kindergarten parents and students were invited to attend an informative Orientation on August 18th (Upper Academy) and 19th (Lower Academy), 2016. Open House was held on September 14, 2016. Through these activities, parents and children will gain familiarity with the school as well as receive information related to the matriculation of students at the school.

Students have many opportunities throughout the year to participate in various activities that allow them collaborate and team up with students from different grade levels. Furthermore, a myriad of parental involvement activities and special events are held throughout the school year including the Halloween Parade, the Halloween Carnival, Family Fun Day, PTSA CGPA Movie Nights, Ronald McDonald Reading Challenge, Leaders Are Readers Authors' Program, FIU's Society of Professional

Journalists' monthly presentations, Drama Showcases, Holiday Program, Choral & String Concerts, and Pajama Reading Night that are designed to support the students as they transition into the next grade level. Teachers participate in vertical planning and grade level/department meetings. Articulation meetings are held in school as students transition from one grade level to the next. Additionally, eighth grade students participate in high school field trips, meet with feeder pattern high school counselors and attend magnet school presentations.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G088123

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - White	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - White	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	80.0
Math Gains	69.0
Math Lowest 25% Gains	66.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	78.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	85.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	48.0
CELLA Writing Proficiency	47.0
Middle School Participation in EOC and Industry Certifications	94.0
Middle School Performance in EOC and Industry Certifications	93.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning aligned to the Florida Standards, effective use of the District Pacing Guides, explicit teaching, and the use of rigorous instructional activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw Hill Reading Wonders Series, McGraw Hill WonderWorks, Imagine Learning, Houghton Mifflin Harcourt (HMH) Collections Informational and Literary Text, i-Ready and i-Ready Instructional Tools for reading and mathematics including Teacher Toolbox, Accelerated Reader, District Pacing Guides, ELA Test Item Specifications, ELA Resources from Language Arts District website, leveled libraries, Grade Level Chairs, Curriculum Leaders, FCRR Resources, CPalms, Discovery Education, NBC Learn, Achieve 3000, Scholastic News, Time for Kids, Everfi's "306", Future Smart, and "Digital Town Commons" online programs, missmaggie.com, Houghton Mifflin Harcourt (HMH) Go Math! Florida Series, HMH Algebra 1, HMH Geometry, McGraw Hill Florida Math, Reflex Math, Edgenuity, KHAN Academy, Algebra Nation 2.0, Geometry Nation, NCTM websites, Explore Learning Gizmos, Math Test Item Specifications, Math Resources from Mathematics District website, jeopardy.rocks, flipbooks,

interactive notebooks, online resources (Kahoot.,MyOn,Discovery Education, iXL, Brainpop Teacher Tube, Plickers, Nearpod.com, Quizlet.com, Flocabulary.com, Padlet.com,iCivics.org, ZipGrade.com, Weebly.com, OneNote, Edpuzzle, Kahoot, Edmodo, Microsoft 365 office suite, Sid the Science Kid, PBS kids,National Geographic Kids), Computer Labs, laptops, tablets, and Active Media Center, and Common Planning Time

Plan to Monitor Progress Toward G1. 8

Monitor student progress to ensure progress towards mastery of the standards.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data Chats, District Assessments, iReady Reports, FSA and State Assessments Data, and Classroom Assessments

Action Plan for Improvement


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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

 G088123

G1.B1 Limited evidence of effective planning aligned to the Florida Standards, effective use of the District Pacing Guides, explicit teaching, and the use of rigorous instructional activities. 2

 B234335

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S247101

Strategy Rationale

In order to ensure that instruction is aligned to the Florida Standards and that students are participating in engaging, rigorous instructional activities, effective planning needs to occur across all content areas.

Action Step 1 5

During common planning time, unpack the instructional focus standards and discuss District Pacing Guide resources. Plan for lessons that are aligned to the Florida Standards, that include explicit instruction, technology resources, and rigorous instructional activities.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Action Step 2 5

During planned faculty meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss Florida Standards and the integration of literacy standards across all content areas.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Monthly, from 10/11/2016 to 11/15/2016

Evidence of Completion

Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections

Action Step 3 5

During curriculum meetings and common planning time, develop and implement lesson plans aligned to the Florida Standards which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Monthly, from 9/20/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebook, Interactive Notebooks, Student Work Folders, Student Discourse

Action Step 4 5

Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Classroom Walthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, Student Discourse

Action Step 5 5

Teachers in need of additional support will be partnered with a planning mentor and will observe colleagues' instructional delivery.

Person Responsible

Jeanette Sierra-Funcia

Schedule

On 5/31/2017

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, and Student Discourse

Action Step 6 5

Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Weekly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Classroom Walthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders and Student Discourse

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

Consistently monitor the implementation with fidelity of developed lesson plans aligned to the Florida Standards which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.

Person Responsible

Jeanette Sierra-Funcia

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Classroom Walkthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, and Student Discourse

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

Consistently monitor the effective implementation of developed lesson plans aligned to the Florida Standards which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications, as well as monitor formative assessment data.

Person Responsible

Jeanette Sierra-Funcia










Schedule

Quarterly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Classroom Walkthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, Student Discourse, Teacher made tests, Chapter tests, Student work samples

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2  A321490	During planned faculty meeting, conduct a professional inventory and discuss authentic instruction...	Sierra-Funcia, Jeanette	10/11/2016	Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections	11/15/2016 monthly
G1.B1.S1.A3  A321491	During curriculum meetings and common planning time, develop and implement lesson plans aligned to...	Sierra-Funcia, Jeanette	9/20/2016	Lesson Plans, Reading Response Journals, Writing Notebook, Interactive Notebooks, Student Work Folders, Student Discourse	5/31/2017 monthly
G1.B1.S1.A4  A321492	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the...	Sierra-Funcia, Jeanette	9/6/2016	Classroom Walkthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, Student Discourse	5/31/2017 weekly
G1.B1.S1.A5  A321493	Teachers in need of additional support will be partnered with a planning mentor and will observe...	Sierra-Funcia, Jeanette	9/6/2016	Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, and Student Discourse	5/31/2017 one-time
G1.B1.S1.A6  A321494	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the...	Sierra-Funcia, Jeanette	10/17/2016	Classroom Walkthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders and Student Discourse	5/31/2017 weekly
G1.MA1  M334634	Monitor student progress to ensure progress towards mastery of the standards.	Sierra-Funcia, Jeanette	8/22/2016	Data Chats, District Assessments, iReady Reports, FSA and State Assessments Data, and Classroom Assessments	6/8/2017 quarterly
G1.B1.S1.MA1  M334624	Consistently monitor the effective implementation of developed lesson plans aligned to the Florida...	Sierra-Funcia, Jeanette	10/4/2016	Classroom Walkthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, Student Discourse, Teacher made tests, Chapter tests, Student work samples	6/8/2017 quarterly
G1.B1.S1.MA1  M334625	Consistently monitor the implementation with fidelity of developed lesson plans aligned to the...	Sierra-Funcia, Jeanette	8/22/2016	Classroom Walkthrough Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Interactive Notebooks, Student Work Folders, and Student Discourse	6/8/2017 quarterly
G1.B1.S1.A1  A321489	During common planning time, unpack the instructional focus standards and discuss District Pacing...	Sierra-Funcia, Jeanette	8/22/2016	Meeting Agendas and Sign-In Sheets	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of effective planning aligned to the Florida Standards, effective use of the District Pacing Guides, explicit teaching, and the use of rigorous instructional activities.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

During common planning time, unpack the instructional focus standards and discuss District Pacing Guide resources. Plan for lessons that are aligned to the Florida Standards, that include explicit instruction, technology resources, and rigorous instructional activities.

Facilitator

Grade Level/Department Chairpersons

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

During planned faculty meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss Florida Standards and the integration of literacy standards across all content areas.

Facilitator

Principal and Assistant Principals

Participants

All Teachers

Schedule

Monthly, from 10/11/2016 to 11/15/2016

PD Opportunity 3

During curriculum meetings and common planning time, develop and implement lesson plans aligned to the Florida Standards which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.

Facilitator

Principal, Assistant Principals, Grade Level/Department Chairpersons

Participants

All Teachers

Schedule

Monthly, from 9/20/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During common planning time, unpack the instructional focus standards and discuss District Pacing Guide resources. Plan for lessons that are aligned to the Florida Standards, that include explicit instruction, technology resources, and rigorous instructional activities.	\$0.00
2	G1.B1.S1.A2	During planned faculty meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss Florida Standards and the integration of literacy standards across all content areas.	\$0.00
3	G1.B1.S1.A3	During curriculum meetings and common planning time, develop and implement lesson plans aligned to the Florida Standards which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.	\$0.00
4	G1.B1.S1.A4	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.	\$0.00
5	G1.B1.S1.A5	Teachers in need of additional support will be partnered with a planning mentor and will observe colleagues' instructional delivery.	\$0.00
6	G1.B1.S1.A6	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.	\$0.00
Total:			\$0.00