

Miami-Dade County Public Schools

Coral Gables Preparatory Academy



2021-22 Schoolwide Improvement Plan

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Coral Gables Preparatory Academy

105 MINORCA AVE, Coral Gables, FL 33134

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

Demographics

Principal: Jeanette Sierra Funcia

Start Date for this Principal: 2/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (79%) 2016-17: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Coral Gables Preparatory Academy

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To offer a safe, dynamic and motivational environment that is optimal for teaching and learning. To install 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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Sierra-Funcia, Jeanette	Principal	The principal carries the responsibility for the operation of the total school program. The principal's main task is to coordinate all school programs, utilizing ideas generated by the staff and EESAC in order to offer students the educational opportunity best suited for their needs.
Abrantes, Andrea	Assistant Principal	Assistant principals are accountable to the principal for delineated job responsibilities along with any additional functions designated by the principal. Such duties and responsibilities include, but are not limited to school curriculum, student attendance, student discipline, EESAC, PTSA, FTE, programs such as gifted, SPED, and ELL, schoolwide testing, and teacher observations.
Martinez, Carlos	Assistant Principal	Assistant principals are accountable to the principal for delineated job responsibilities along with any additional functions designated by the principal. Such duties and responsibilities include, but are not limited to school curriculum, student attendance, student discipline, EESAC, PTSA, FTE, programs such as gifted, SPED, and ELL, schoolwide testing, and teacher observations.
Napoles-Quintero, Yanet	Teacher, ESE	As ESE Chair such duties and responsibilities include: serving as an instructional leader of the department, assist teachers with curriculum, instructional strategies, use of data to determine student needs and increase student achievement, and actively participate in staffings and IEP meetings.
Torres, Madelyn	Teacher, K-12	As the Elementary Team Leader, such duties and responsibilities include: work collaboratively with teachers of the middle school, with a common purpose, to set goals, make decisions and share resources and responsibilities as they pertain to student success.
Gonzalez, Jill	Teacher, K-12	As EESAC Chair such duties and responsibilities include: conduct the meeting following the agenda providing an opportunity for all members to participate in decision-making, and giving members of the public the opportunity to address the EESAC, as stipulated in the bylaws.
Piedra, Grace	Teacher, K-12	As the middle school's Interdisciplinary Team Leader, such duties and responsibilities include: work collaboratively with teachers of the middle school, with a common purpose, to set goals, make decisions and share resources and responsibilities as they pertain to student success.

Demographic Information

Principal start date

Thursday 2/1/2018, Jeanette Sierra Funcia

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

60

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

102

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

860

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

2

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	69	100	105	114	106	87	92	88	0	0	0	0	842
Attendance below 90 percent	0	3	1	4	3	5	9	10	4	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	4	6	3	4	4	0	0	0	0	25
Course failure in Math	0	0	1	1	4	2	5	5	2	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	13	2	13	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	8	5	15	0	0	0	0	28
Number of students with a substantial reading deficiency	2	14	16	30	6	8	33	30	30	0	0	0	0	169

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	5	2	11	5	10	0	0	0	0	36

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	107	112	126	122	116	105	93	92	0	0	0	0	958
Attendance below 90 percent	3	2	2	4	6	10	10	4	4	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	2	10	3	4	4	3	0	0	0	0	30
Course failure in Math	0	2	1	1	4	5	5	2	2	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	14	2	14	5	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	5	15	8	0	0	0	0	36

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	0	3	5	11	5	10	5	0	0	0	0	41

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				84%	63%	61%	83%	62%	60%
ELA Learning Gains				73%	61%	59%	79%	61%	57%
ELA Lowest 25th Percentile				63%	57%	54%	74%	57%	52%
Math Achievement				82%	67%	62%	82%	65%	61%
Math Learning Gains				74%	63%	59%	77%	61%	58%
Math Lowest 25th Percentile				55%	56%	52%	62%	55%	52%
Science Achievement				75%	56%	56%	80%	57%	57%
Social Studies Achievement				96%	80%	78%	89%	79%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	60%	20%	58%	22%
Cohort Comparison						
04	2021					
	2019	85%	64%	21%	58%	27%
Cohort Comparison		-80%				
05	2021					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-85%				
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	79%	58%	21%	54%	25%
Cohort Comparison		-81%				
07	2021					
	2019	85%	56%	29%	52%	33%
Cohort Comparison		-79%				
08	2021					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-78%				
05	2021					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-78%				
06	2021					
	2019	80%	58%	22%	55%	25%
Cohort Comparison		-77%				
07	2021					
	2019	82%	53%	29%	54%	28%
Cohort Comparison		-80%				
08	2021					
	2019	67%	40%	27%	46%	21%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						
08	2021					
	2019	72%	43%	29%	48%	24%
Cohort Comparison		-69%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	73%	22%	71%	24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

KG - iReady (ELA and Mathematics)

First Grade - iReady (ELA and Mathematics)

Second Grade - iReady (ELA and Mathematics)

Third Grade - iReady and Performance Matters (ELA and Mathematics)

Fourth Grade - iReady and Performance Matters (ELA and Mathematics)

Fifth Grade - iReady and Performance Matters (ELA, Mathematics, and Science)

Sixth Grade - iReady and Performance Matters (ELA, Mathematics, and Science)

Seventh Grade - iReady and Performance Matters (ELA, Mathematics, Science, and Civics)

Eighth Grade - iReady and Performance Matters (ELA, Mathematics, and Science)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.0%	61.0%	83.8%
	Economically Disadvantaged	44.2%	71.2%	86.5%
	Students With Disabilities	0	0	0
	English Language Learners	23.1%	46.2%	66.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.7%	57.0%	80.8%
	Economically Disadvantaged	32.0%	53.8%	76.9%
	Students With Disabilities	0	0	0
	English Language Learners	38.5%	38.5%	58.3%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.8%	72.2%	71.1%
	Economically Disadvantaged	40.5%	55.4%	54.8%
	Students With Disabilities	12.5%	25.0%	12.5%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.5%	52.6%	74.2%
	Economically Disadvantaged	22.0%	33.3%	59.5%
	Students With Disabilities	12.5%	12.5%	37.5%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.1%	81.8%	96.4%
	Economically Disadvantaged	43.8%	72.9%	91.7%
	Students With Disabilities	22.2%	44.4%	100%
	English Language Learners	14.3%	37.5%	87.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.1%	59.6%	80.7%
	Economically Disadvantaged	12.5%	44.7%	68.8%
	Students With Disabilities	11.1%	33.3%	88.9%
	English Language Learners	12.5%	50.0%	50.0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.1%	69.3%	78.8%
	Economically Disadvantaged	38.8%	60.0%	63.3%
	Students With Disabilities	0	20.0%	20.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.5%	61.4%	83.9%
	Economically Disadvantaged	31.9%	52.0%	70.8%
	Students With Disabilities	0	40.0%	40.0%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.4%	61.5%	71.4%
	Economically Disadvantaged	41.7%	47.5%	65.0%
	Students With Disabilities	0	20.0%	20.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.8%	47.1%	69.5%
	Economically Disadvantaged	27.6%	30.5%	61.7%
	Students With Disabilities	0	0	30.0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	33.0%	0
	Economically Disadvantaged	0	18%	0
	Students With Disabilities	0	0%	0
	English Language Learners	0	0%	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.2%	62.1%	64.5%
	Economically Disadvantaged	55.0%	45.2%	51.2%
	Students With Disabilities	22.2%	22.2%	22.2%
	English Language Learners	28.6%	28.6%	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.8%	47.9%	59.6%
	Economically Disadvantaged	28.2%	31.0%	45.2%
	Students With Disabilities	11.1%	0	33.3%
	English Language Learners	14.3%	14.3%	14.3%
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.1%	63.2%	64.4%
	Economically Disadvantaged	52.6%	57.9%	55.3%
	Students With Disabilities	33.3%	55.6%	44.4%
	English Language Learners	28.6%	42.9%	42.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.2%	54.0%	63.2%
	Economically Disadvantaged	27.0%	47.4%	57.9%
	Students With Disabilities	33.3%	44.4%	44.4%
	English Language Learners	0	28.6%	42.9%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	86.0%	0
	Economically Disadvantaged	0	76.0%	0
	Students With Disabilities	0	67.0%	0
	English Language Learners	0	29.0%	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.5%	65.9%	78.6%
	Economically Disadvantaged	52.6%	53.8%	73.7%
	Students With Disabilities	0	14.3%	42.9%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.6%	60.7%	72.9%
	Economically Disadvantaged	43.6%	52.6%	61.5%
	Students With Disabilities	0	28.6%	42.9%
	English Language Learners	0	20.0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	35.0%	0
	Economically Disadvantaged	0	25.0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	43	35	28	45	50	7				
ELL	56	64	57	50	50	60	44	72			
HSP	73	60	52	64	46	54	60	83	56		
WHT	88	63		76	29		80				
FRL	62	57	53	51	44	55	51	76	48		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	51	43	48	58	46	35				
ELL	71	71	63	74	70	51	63	82			
HSP	83	73	64	82	74	57	78	95	80		
WHT	91	79	70	89	74		56	100			
FRL	76	69	61	74	66	52	72	89	70		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	47	62	56	47	45	42	50				
ELL	63	81	81	65	61	52	53	82			
ASN	75	70		100	100						
HSP	82	78	74	81	76	59	78	89	87		
WHT	88	83	71	91	82	71	91		69		
FRL	75	78	76	76	74	63	76	88	88		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	626
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data findings:

The school to district comparison shows an increase in the Achievement gap from 3rd to 8th grade in both ELA and Mathematics.

All ELA Subgroups Achievement increased except for SWD which decreased by 3 percentage points.

All ELA Subgroups Learning Gains decreased by at least 4 percentage points.

All ELA Subgroups Learning Gains L25 decreased by at least 10 percentage points, with the exception of WHT which decreased by 1 percentage point.

All Math Subgroups overall Learning Gains and Learning Gains L25 decreased, with the exception of SWD which increased by at least 1 percentage point.

All Science Sub groups Achievement levels decreased with the exception of ELL and HSP who increased by 15 percentage points or stayed neutral.

2021 data findings:

All students in grades kindergarten to eight increased the achievement gap based on the 2021 iReady Proficient report on Power BI, with the exception of second grade in ELA which decreased by 1.1 percentage point from winter to spring.

Kindergarten ELA, ELL subgroup decreased the achievement gap based on the 2021 iReady Proficient report on Power BI by 20 percentage points from winter to spring.

All students in third grade ELA increased achievement by 31.1 percentage points.

FSA ELA Learning Gains decreased by 13 percentage points from 2019 to 2021.

FSA Mathematics Learning Gains decreased by 30 percentage points from 2019 to 2021.

Middle School Acceleration decreased by 23 percentage points from 2019 to 2021.

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

2019 data findings:

The majority of our ELA Subgroups Learning Gains and Learning Gains L25 decreased anywhere from 5 percentage points to 18 percentage points. The majority of the Science Subgroups also decreased, more specifically the WHT subgroup by 35 percentage points. Therefore, our L25 and Science Subgroups demonstrate the greatest need for improvement.

2021 data findings:

The majority of our ELA Subgroups increased in proficiency anywhere from 2.3 percentage points to 29 percentage points, with the exception of second grade who decreased by 1.1 percentage point from winter to spring iReady diagnostic and sixth grade who decreased .7 percentage points.

Therefore, second and sixth grade demonstrate the greatest need for improvement, based on iReady Results. Middle School Acceleration decreased by 23 percentage points, based on the Power BI School Components Report, therefore demonstrating a need for improvement. ELA and Mathematics LG also demonstrate a need for improvement based on the Power BI School Grade Components Report, FSA ELA LG decreased by 13 percentage points, and FSA Mathematics LG decreased by 30 percentage points.

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

2019 data findings:

Coral Gables Preparatory Academy has been focused on implementing standards-based and data-driven instruction in all classrooms, however there is a lack of consistency. Instruction does not meet the depth of the standard, nor does the usage of data-driven instruction. We will continue to provide

support through PD's, administrative walkthroughs, and collaborative planning, while incorporating more differentiated instruction based on data-driven outcomes to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content.

2021 data findings:

Coral Gables Preparatory Academy continues to struggle with the lack of consistency on implementing standards-based instruction and data-driven instruction. Instruction does not meet the depth of the standard, nor does the usage of data-driven instruction. We will continue to provide support through PD's, administrative walkthroughs, and collaborative planning, while incorporating more differentiated instruction based on data-driven outcomes to help meet the needs of all students.

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

2019 data findings:

All Social Studies Subgroups increased in percentage points. More specifically HSP subgroup who increased 6 percentage points.

2021 data findings:

All subgroups in third grade increased significantly in percentage points. More specifically ED subgroup who increased by 47.9 percentage points from fall to spring, and ESE subgroup who increased by 77.8 percentage points from fall to spring.

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

2019 data findings:

The Civics teacher followed district provide pacing guides, implemented DI, and collaborative data chats with students. Administration will continue contributing to conversations with individuals from the department in order to continue carefully aligning the resources provided by the district, in order to achieve student success.

2021 data findings:

Third grade teachers followed district provided pacing guides, implemented progress monitoring using iReady and performance matters. Administration will continue contributing to conversations with the third grade team in order to continue carefully aligning resource provide by the district and the new B.E.S.T. standards.

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

Coral Gables Preparatory Academy will continue to implement, data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, and Interventions(RTI).

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

The PLST and SLT will develop teacher lead PD on Wednesday's, after student early release, once a month. Sessions will include, using data to drive instruction, aligning resources to small group instruction (DI), making adjustments to groups as data becomes available, and continuous data chats with individualized feedback and next steps for students.

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

Collaborative planning will be scheduled bi-weekly and a member of the administration will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with Early Bird Tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

According to the FSA 2020-2021, our school will implement the Targeted Element of Differentiation. We selected the Differentiation based on our findings that demonstrated Learning Gains for L25 were decreasing in both ELA and Mathematics, according to the Power BI School Grade Component Report. It is also evident that Middle School Acceleration demonstrated a decrease of 23 percentage points, therefore showing a critical need for dedifferentiation. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 to access grade-level content in order to make learning gains and move towards proficiency, as well as addressing the needs of Middle School Articulation.

Measurable Outcome:

If we successfully implement Differentiation, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments, and our Middle School Acceleration students will increase by a minimum of 10 percentage points as evident by the 2022 State Assessment.

Monitoring:

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students and MS Acceleration, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on growth monitoring assessments.

Person responsible for monitoring outcome:

Jeanette Sierra-Funcia (pr0961@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25 and MS Acceleration as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/30/21-10/11/21 - During common planning time teachers will discuss the instructional focus standards and District Pacing Guide resources. Teachers will also plan instruction after reviewing and discussing student data, in order to deliver data-driven instruction in the classroom with targeted differentiated instruction.

Person Responsible

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Administrators will continue to conduct weekly walkthroughs to ensure instruction is standard-based, on pace, engaging, data drive, addressing the diverse needs of students, and as planned during grade level and department collaborative planning. Administration will also ensure that instruction is scaffolded and addressing the needs of all learners.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Administration will continue to provide professional development (October 29, 2021), pertaining to differentiated instruction allowing teachers the opportunity to learn how to use data from various sources and provide differentiated instruction to meet the diverse needs of students.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Administration will continue to facilitate teacher learning walks, in order to provide teachers with the opportunity of observing effective differentiated instruction taking place in the classroom.

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

11/1/21-12/21/21 - Teachers will develop lesson plans that are inclusive of differentiated instruction. As a result teachers will identify student groups and appropriate DI resources to be used during differentiated instruction in the classroom.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

11/1/21-12/21/21 - Administration will conduct data chats with teachers as a result of walkthroughs during the time that differentiated instruction is scheduled to take place. As a result, administration and teachers will analyze student data and ensure that it is being used properly for DI groups and lessons. Administration will also monitor the efficacy of Tier One instruction, DI, and intervention.

Person Responsible Jeanette Sierra-Funcia (pr0961@dadeschools.net)

1/31/22-4/29/22 - Teachers will assign specific iReady lessons to target standard(s) being remediated based on current data from iReady, Topic Assessments, and Teacher-Made Assessments. As result, teachers will further analyze student data.

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

1/31/22-4/29/22 - Teachers will conduct bimonthly student data chats, in order to provide students clarification and feedback pertaining to the results of each assessment taken. As result, teachers will continue to provide students with additional support needed to achieve student outcomes.

Person Responsible Jeanette Sierra-Funcia (pr0961@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: According to the FSA 2020-2021, our school will implement the Targeted Element of Standards-aligned Instruction. We selected the Standards-aligned Instruction based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing, as well as MS Acceleration as evident on the Power BI School Grade Components Report. We are not executing lessons based on standards learning targets, as well as consistent depth of standards instruction, and ensuring that all student products and teaching techniques are aligned to the intended standards.

Measurable Outcome: If we successfully implement Standards-aligned Instruction, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessment, and our MS Acceleration will increase by 10 percentage points.

Monitoring: The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans and data for indication of differentiation for L25 students and MS Acceleration, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on growth monitoring assessments.

Person responsible for monitoring outcome: Jeanette Sierra-Funcia (jsierra@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned Instruction, our school will focus on ensuring the consistency of standards-based instruction across all classrooms and grade levels. Administration will also ensure, through weekly walkthroughs, that instruction is meeting the depth of the standards and that data-driven decisions are being made to guide instruction. Opportunities will be made to unwarmp the new B.E.S.T standards and align appropriate resources and instructional activities.

Rationale for Evidence-based Strategy: Standards-aligned Instruction will ensure that teachers are focusing on implementing standards-based instruction in-depth and with fidelity. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as they become more familiar with the new set of standards (B.E.S.T.).

Action Steps to Implement

8/30/21-10/11/21 - During common planning time teachers will discuss the new B.E.S.T. standards and ensure plans focus on implementing standards-based instruction. Teachers will also plan instruction after reviewing and discussing student data, as collaborative planning will incorporate a greater focus on the standards and standards-based resources provided by the district.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Administrators will continue to conduct weekly walkthroughs to ensure instruction is standard-based, on pace, engaging, data drive, addressing the diverse needs of students, and as planned during grade level and department collaborative planning. Administration will also ensure that instruction is scaffolded and addressing the needs of all learners, as well as consistent and more in-depth.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Administration will continue to provide professional development (October 29, 2021) pertaining to standards-based instruction, allowing teachers the opportunity to learn more pertaining to the new standards (B.E.S.T.).

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

8/30/21-10/11/21 - During planned curriculum meeting, teachers will unpack the standards and discuss district pacing guide resources. Teachers will also plan for lessons that are more in-depth and aligned to the new standards (B.E.S.T.).

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

11/1/21-12/21/21 - Teachers will attend ELA iCADS and will then present to grade level the information learned at the iCAD.

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

11/1/21-12/21/21 - During collaborative planning sessions it is important to increase the teacher's knowledge of using i-Ready and Performance Matters to ensure debriefing and reviewing data are consistent.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

1/31/22-4/29/22 - Administration will conduct teacher data chats with a focus pertaining to the students participating in the Early Bird Tutoring Sessions. As a result, administration will ensure that interventions are in place for low-performing subgroups.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

1/31/22-4/29/22 - Teachers will continue to vertically plan in order to ensure B.E.S.T Standards are being aligned to instruction. As a results, students will better be supported for student outcomes.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

According to our school data from the Power BI SIP Dashboard, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the increase of student absences from 2019-2020 to 2020-2021. In addition many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families to ensure attendance is consistent.

Measurable Outcome:

If we successfully implement the Targeted Element of Student Attendance, then our students will receive quality instruction that will contribute improved student learning and outcomes. Coral Gables Preparatory Academy will increase student attendance by 3 percentage points by June 2022.

Monitoring:

School counselors and attendance coordinator will work closely with students and families who struggle with attendance, in order to identify the cause for excessive tardies and absences. Support will be provided to the families, as counselors will support individual students who have been consistently truant and connect them with them bi-weekly to encourage attendance efforts. Teachers will also monitor student daily attendance and report to the counselors and administration the names of students who are consistently tardy or absent.

Person responsible for monitoring outcome:

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of attendance initiatives. Attendance initiatives will assist in decreasing the absence gap amongst students who are consistently absent and or tardy to school. Student absences will be monitored daily via attendance bulleting in order to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy:

Attendance initiatives will assist in decreasing the number of student absences, as it will provide a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/30/21-10/11/21 - School counselors will call parents of students who are consistently tardy or absent to school and provide individual student counseling in order to address and support individual student needs.

Person Responsible

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Administration will ensure teachers are checking attendance bulletin daily and reporting excessive student tardies and or absences to the school counselors, in a timely manner.

Person Responsible

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

8/30/21-10/11/21 - Coral Gables Preparatory Academy will use student incentives in order to promote student attendance. Such incentives include: recognition during morning announcements and certificates.

Person Responsible

Andrea Abrantes (avabrantes@dadeschools.net)

8/30/21-10/11/21 - School counselors will call parents of students who are consistently tardy or absent to school and provide referrals to outside agencies such as, district provided mental health coordinators.

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

11/1/21-12/21/21 - Administration will ensure that Attendance Review Committee are checking attendance bulletin and reporting the students who have excessive absences or tardy to the school counselors.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

11/1/21-12/21/21 - Administration will collaborate with instructional personnel to brainstorm different ways to incentivize and reinforce school attendance.

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

1/31/22-4/29/22 - Administration will continue to monitor the attendance bulletin and ensure school counselors are calling parents of students who are consistently tardy or absent to school and provide referrals to outside agencies such as, district provided mental health coordinators.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

1/31/22-4/29/22 - Administration will continue to provide student incentive opportunities to promote student attendance. As a results, student engagement and student academic outcomes will increase.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on data from the School Climate Survey found on the Power BI SIP Dashboard, we have decided to use the Targeted Element of Leadership Development. Leadership development suggests the need to develop leadership capacity among members of the school community. We would like to specifically develop teacher leaders by involving them in school-wide initiatives, thus promoting positive student impact.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide initiatives, thus promoting leadership development. Furthermore, the percentage of teachers in leadership roles will increase by 5 percent during the 2021-2022 school year.

Monitoring: The school Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By developing teacher leaders, we hope to create and foster more leadership within our school community. The School Leadership Team will monitor and meet with Teacher Leaders to provide support and track the development of the teacher leader.

Person responsible for monitoring outcome: Jeanette Sierra-Funcia (jsierra@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating Teacher Leaders, or "Experts in the Building" and involving teachers in the decision making process, we hope to increase Leadership Development. By increasing Leadership Development, we hope to increase the teacher to teacher support in the building.

Rationale for Evidence-based Strategy: By creating Leadership Development and integrating staff in the decision making process of identifying "experts in the building" we hope to integrate the talents of current teachers in order to promote teacher to teacher support in the building.

Action Steps to Implement

8/30/21-10/11/21 - Leadership Team will meet with grade levels and school committees monthly to generate ideas and set goals, offer choices, and implement change, through teacher leaders in the building.

Person Responsible Jeanette Sierra-Funcia (pr0961@dadeschools.net)

8/30/21-10/11/21 - Administration will survey the staff on a quarterly basis, in order to acquire feedback and survey the needs of the building pertaining to staff development and support with the assistance and knowledge of the "experts in the building."

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

8/30/21-10/11/21 - During faculty meetings principals will engage staff in problem solving conversations in order to engage the team and create an engaging school climate that fosters student learning.

Person Responsible Jeanette Sierra-Funcia (pr0961@dadeschools.net)

8/30/21-10/11/21 - The PLST will engage in conversations in order to create a list of staff needs in the building, who will then be supported through staff members that have been identified as "experts in the building" through the process of leadership development.

Person Responsible Andrea Abrantes (avabrantes@dadeschools.net)

11/1/21-12/21/21 - Teachers will continue to be given the opportunity to lead school committees, where collaboration amongst all staff members will continue to foster a positive school culture and build teacher capacity.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

11/1/21-12/21/21 - During faculty meetings teachers will be given the opportunity to share classroom instruction successes, share lessons, strategies, and best practices. This will allow for the continued leadership development in the building.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

1/31/22-4/29/22 - Administration will continue to survey the staff, in order to acquire feedback and survey the needs of the building pertaining to staff development and support with the assistance and knowledge of the "experts in the building."

Person Responsible Jeanette Sierra-Funcia (pr0961@dadeschools.net)

1/31/22-4/29/22 - The school's SLT will continue to provide support to teacher leaders in the building, as a result teachers leaders capacity will increase.

Person Responsible Jeanette Sierra-Funcia (jsierra@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Coral Gables Preparatory Academy will continue to monitor Early Warning Indicators, particularly in reference to attendance and referrals. When compared to the district we are 1 percent behind the districts 3 percent average of students receiving at least one referral in 2021. In particular our school has had an increase of referrals in the sixth grade in 2021. When compared to the district our school is also showing an increase in staff absences in 2021, which affects student performance. The interdisciplinary team leader will meet with teacher leaders, school counselor and administration in order to develop ways to better identify and assist students. Such support for the students include: individual counseling sessions, parent conferences, behavior progress monitoring, and access to the mental health coordinator provided by the district. School administration will continue to monitor staff absences and provide support.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within School Culture are in relationships and connections. Our school creates experiences throughout the year to engage parents and families, as well as to ensure they are equipped with relevant information to support their children. Students are given the opportunity to participate in mentorship programs, such as our Galaxy Program, to further enhance staff-student connections. Opportunities to take part in team-building activities where staff unite to share celebrations of success during informal gatherings. Staff and students participate in ongoing collaborative feedback sessions with school leaders. Stakeholders are provided continuous information through the school website, School Messenger (weekly), teacher communication platforms, and the PTSA newsletter. Coral Gables Preparatory Academy continues to ensure classrooms are highly engaging and motivating for all learners.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee the school's initiatives and respond to concerns with morale by planning Team-building activities. The Assistant Principals, Counselors, and Teacher Leaders will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0961 - Coral Gables Preparatory Academy	School Improvement Funds	880.0	\$1,600.00

						<i>Notes: Student incentives for academic achievement</i>
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0961 - Coral Gables Preparatory Academy	School Improvement Funds	880.0	\$1,000.00
						<i>Notes: Student incentives to promote student attendance.</i>
			0961 - Coral Gables Preparatory Academy	School Improvement Funds	880.0	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development				\$0.00
					Total:	\$2,600.00