

Miami-Dade County Public Schools

# Coral Gables Preparatory Academy



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (79%) 2018-19: A (76%) 2017-18: A (79%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	50%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

### School Board Approval

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### SIP Authority

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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**

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

Name	Position Title	Job Duties and Responsibilities
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.
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.
Napoles-Quintero, Yanet	Teacher, K-12	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.

## Demographic Information

### Principal start date

Thursday 2/1/2018, Jeanette Sierra Funcia

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

60

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

102

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

59

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

836

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

0

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

0

### Demographic Data

### Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	84	108	114	123	114	81	91	83	0	0	0	0	898
Attendance below 90 percent	3	4	1	3	3	3	6	4	4	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	4	0	7	2	0	0	0	0	0	20
Course failure in Math	0	3	1	2	9	5	3	1	0	0	0	0	0	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	12	11	9	9	5	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	8	12	21	4	9	0	0	0	0	77
Number of students with a substantial reading deficiency	0	6	5	25	14	13	26	17	13	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	16	11	10	12	4	3	0	0	0	0	59

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	11	1	1	3	1	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	1	0	1	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Friday 7/15/2022

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

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

**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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	62%	55%				84%	63%	61%
ELA Learning Gains	82%						73%	61%	59%
ELA Lowest 25th Percentile	76%						63%	57%	54%
Math Achievement	77%	51%	42%				82%	67%	62%
Math Learning Gains	80%						74%	63%	59%
Math Lowest 25th Percentile	81%						55%	56%	52%
Science Achievement	79%	60%	54%				75%	56%	56%
Social Studies Achievement	82%	68%	59%				96%	80%	78%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	60%	20%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	85%	64%	21%	58%	27%
Cohort Comparison		-80%				
05	2022					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-85%				
06	2022					
	2019	79%	58%	21%	54%	25%
Cohort Comparison		-81%				
07	2022					
	2019	85%	56%	29%	52%	33%
Cohort Comparison		-79%				
08	2022					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	78%	69%	9%	64%	14%
Cohort Comparison		-78%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-78%				
06	2022					
	2019	80%	58%	22%	55%	25%
Cohort Comparison		-77%				
07	2022					
	2019	82%	53%	29%	54%	28%
Cohort Comparison		-80%				
08	2022					
	2019	67%	40%	27%	46%	21%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-69%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	72%	43%	29%	48%	24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	73%	22%	71%	24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	37	50	55	41	60	69	63				
ELL	65	80	77	63	74	72	60	62	40		
ASN	77			77							
HSP	79	82	78	76	77	79	79	81	74		
WHT	81	80	64	84	92	91	79	81			
FRL	69	79	77	66	73	78	71	75	63		
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		

## ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	784
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0

Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

Based on data trends from PowerBi Science Proficiency shows to be the area of greatest increases from 62% to 79% proficiency in 2021 to 2022, with a total gain of 17 percentage points. Based on data trends from PowerBi Social Studies shows to be the area with the least increases from 82% to 83% proficiency in 2021 to 2022.

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

Based on data found on PowerBi the area demonstrating the greatest need for improvement is Social Studies. This area had the least amount of increase from 2021 to 2022. This area also had a major

decrease from 2019 to 2020 decreasing by 13 percentage points from 95% proficiency to 82% proficiency.

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

The teacher was on a leave of absence and a daily substitute was secured to implement the lesson plans left behind by the Civics teacher. A new Civics teacher has been hired.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on data found on PowerBi the area demonstrating the most improvement is Science. This area had the most amount of proficiency increase from 62% in 2021 to 79% in 2022, a total increase of 17 percentage points.

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

Science teachers began using Gizmos, Instructional Focus Calendars, and Pearson elevate Training Videos.

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

In order to accelerate learning Coral Gables Preparatory Academy will continue to use the following strategies: data-driven instruction, differentiated instruction, standards-based collaborative planning, and Interventions/Response to Intervention.

**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 Professional Learning Support Team and Synergy Leadership Team will develop teacher led Professional Development on Wednesday's, after student early release, once a month. Sessions will include, using data to drive instruction, aligning resources to small group instruction (Differentiated Instruction), 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.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus****Description and Rationale:**

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

Coral Gables Preparatory Academy will implement the targeted element of Standards-Aligned Instruction based on our findings that Social Studies Proficiency has decreased from 2019 to 2021 (95% to 82%) and again from 2021 to 2022 (82% to 83%), according to PowerBi. Teachers are not executing lessons based learning targets, as well as consistent depth of standards instruction, and ensuring all student products and teaching techniques are aligned to the intended standards.

**Measurable****Outcome:**

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

If we successfully implement Standards-Aligned Instruction, then our Social Studies Proficiency scores will increase by a minimum of 7 percentage points as evident on the 2023 State Assessment for an overall Social Studies Proficiency rate of 90%.

**Monitoring:**

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

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. Administration will also meet with newly hired Civics teacher in order to ensure teacher is following district pacing guides and providing students with quality standards-based instruction.

**Person responsible for monitoring outcome:**

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

**Evidence-based****Strategy:**

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

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.

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement**

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

8/22/22 - 10/14/22 - 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. Teachers will work collaboratively during planning in order to incorporate a greater focus on the standards and standards-based resources provided by the district.

**Person Responsible** Andrea Abrantes (avabrantes@dadeschools.net)

8/22/22 - 10/14/22 - 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)

8/22/22 - 10/14/22 - Administration will continue to provide professional development (November 8, 2022) 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)

8/22/22 - 10/14/22 - 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** Andrea Abrantes (avabrantes@dadeschools.net)

10/31/22 - 12/16/22 - 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)

10/31/22 - 12/16/22 - 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)

**#2. Instructional Practice specifically relating to Differentiation****Area of Focus****Description and****Rationale:**

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

Coral Gables Preparatory Academy will implement the targeted element of Differentiation based on our findings that ELA Proficiency decreased from 2019 to 2021 from 82% to 73% by 9 percentage points, and did not increase significantly from 2021 to 2022 from 73% to 79% by 6 percentage points, therefore continuing to show a critical need.

**Measurable Outcome:****State the specific**

**measurable outcome the school plans to achieve.**

**This should be a data based, objective outcome.**

If we successfully implement Differentiation, then ELA Proficiency will increase by a minimum of 5 percentage points as evident on the 2023 State Assessment, with an overall proficiency rate of 84%.

**Monitoring:**

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

Administration will conduct regular walkthroughs to ensure quality instruction is taking place and that teachers are using data to coordinate DI groups. Extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:**

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

**Evidence-based Strategy:**

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

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 ELA Proficiency.

**Rationale for Evidence-based Strategy:**

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

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

8/22/22 - 10/14/22 - 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**

Andrea Abrantes (avabrantes@dadeschools.net)

8/22/22 - 10/14/22 - Administration will continue to provide professional development (November 8, 2022), 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**

Andrea Abrantes (avabrantes@dadeschools.net)

8/22/22 - 10/14/22 - 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)

8/22/22 - 10/14/22 - 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** Jeanette Sierra-Funcia (jsierra@dadeschools.net)

10/31/22 - 12/16/22 - 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)

10/31/22 - 12/16/22 - 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** Andrea Abrantes (avabrantes@dadeschools.net)

**#3. Positive Culture and Environment specifically relating to Student Attendance****Area of Focus**

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

According to our school data from the Power BI SIP Dashboard, our school will implement the Targeted Element of Positive Culture and Environment in order to increase Student Attendance. Through our data review, we noticed the increase of student absences in 2021-2022 school year. In addition many of our L25 students have had reoccurring attendance issues. In comparison to the District's 29% of students absent 0-5 days, Coral Gables Preparatory Academy was at 43%, in the 2021-2022 school year. We recognize the need to tailor our attendance initiatives and improve in making connections with families to ensure attendance is consistent.

**Measurable****Outcome:**

State the

specific

measurable

outcome the

school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Positive Culture and Environment in order to increase 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 5 percentage points by June 2023. Therefore bringing down the percentage of students with 0-5 absences from 43% in the 2021-2022 school year to 38% in the 2022-2023 school year.

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

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:

Andrea Abrantes (avabrantes@dadeschools.net)

**Evidence-based**

**Strategy:**

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

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 bulletin in order to prevent a pattern of excessive absences.

**Rationale for**

**Evidence-based**

**Strategy:**

Explain the

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.

**rationale for selecting this specific strategy.**

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

### **Action Steps to Implement**

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

8/22/22 - 10/14/22 - 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** Carlos Martinez (mrcmartinez@dadeschools.net)

8/22/22 - 10/14/22 - 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)

8/22/22 - 10/14/22 - 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)

8/22/22 - 10/14/22 - 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** Carlos Martinez (mrcmartinez@dadeschools.net)

10/31/22 - 12/16/22 - 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)

10/31/22 - 12/16/22 - Administration will collaborate with instructional personnel to brainstorm different ways to incentivize and reinforce school attendance.

**Person Responsible** Andrea Abrantes (avabrantes@dadeschools.net)

**#4. Transformational Leadership specifically relating to Leadership Development****Area of Focus**

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

Based on 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. The School Climate Survey from 2021-2022 reports 26% of teachers being supported by teacher leaders once a month, as opposed to School Climate Survey from 2020-2021 where 31% of teachers reported being supported by teacher leaders. We would like to specifically develop teacher leaders by involving them in school-wide initiatives, thus promoting positive student impact.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 7 percent during the 2022-2023 school year, with a goal of 33% of teachers being supported by teacher leaders once a month.

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

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

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:** Explain the

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.

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

### **Action Steps to Implement**

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

8/22/22 - 10/14/22 - 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 (jsierra@dadeschools.net)

8/22/22 - 10/14/22 - 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)

8/22/22 - 10/14/22 - 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 (jsierra@dadeschools.net)

8/22/22 - 10/14/22 - 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)

10/31/22 - 12/16/22 - 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)

10/31/22 - 12/16/22 - 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)

## **Positive Culture & Environment**

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

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

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 school culture and environment.**

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and Counselors (our School Leadership Team), and PTSA. 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.