Coral Gables Preparatory Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Coral Gables Preparatory Academy

105 MINORCA AVE, Coral Gables, FL 33134

http://gablese.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

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

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
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 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 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, 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 elementary school, with a common purpose, to set goals, make decisions and share resources and responsibilities as they pertain to student success.

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

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

School leadership team, along with grade level chairs and members of the school's EESAC (including students, parents and community leaders), discuss and provide input of the school's data, and areas of focus for the SIP, with the common goals of student success and student achievement.

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

Coral Gables Preparatory Academy's Synergy Leadership Team will meet regularly in order to discuss the progress of the action steps listed on the School Improvement Plan. The team will also monitor and discuss school data such as student attendance and student achievement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	5	5	3	5	5	5	3	3	44
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	2	6	7	0	7	0	0	23
Course failure in Math	0	4	2	1	3	5	2	1	0	18
Level 1 on statewide ELA assessment	0	0	0	18	17	20	14	14	9	92
Level 1 on statewide Math assessment	0	0	0	17	16	24	17	4	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	11	25	26	20	32	19	31	19	198

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	2	16	12	16	12	3	1	65

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	4	1	3	3	3	6	4	4	31
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	4	0	7	2	0	20
Course failure in Math	0	3	1	2	9	5	3	1	0	24
Level 1 on statewide ELA assessment	0	0	0	22	12	11	9	9	5	68
Level 1 on statewide Math assessment	0	0	0	23	8	12	21	4	9	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	5	25	14	13	26	17	13	119

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

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

The number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	4	1	3	3	3	6	4	4	31
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	3	4	0	7	2	0	20
Course failure in Math	0	3	1	2	9	5	3	1	0	24
Level 1 on statewide ELA assessment	0	0	0	22	12	11	9	9	5	68
Level 1 on statewide Math assessment	0	0	0	23	8	12	21	4	9	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	5	25	14	13	26	17	13	119

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	61	53	79	62	55	76		
ELA Learning Gains				82			60		
ELA Lowest 25th Percentile				76			53		
Math Achievement*	76	63	55	77	51	42	66		
Math Learning Gains				80			44		
Math Lowest 25th Percentile				81			51		
Science Achievement*	76	56	52	79	60	54	63		
Social Studies Achievement*	84	77	68	82	68	59	83		
Middle School Acceleration	67	75	70	76	61	51	58		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	74	62	55	72	75	70	72		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	784
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	66			
AMI				
ASN	80			
BLK				
HSP	75			
MUL				
PAC				
WHT	77			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	55			
ELL	67			
AMI				
ASN	77			
BLK				
HSP	78			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	81			
FRL	73			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			76			76	84	67			74
SWD	26			38			47				5	55
ELL	60			63			61	70			6	74
AMI												
ASN	67			92							2	
BLK												
HSP	75			74			72	83	67		7	77
MUL												
PAC												
WHT	78			78			89		69		6	64
FRL	67			66			57	86	44		7	69

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	79	82	76	77	80	81	79	82	76			72
SWD	37	50	55	41	60	69	63					61
ELL	65	80	77	63	74	72	60	62	40			72
AMI												
ASN	77			77								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	79	82	78	76	77	79	79	81	74			72
MUL												
PAC												
WHT	81	80	64	84	92	91	79	81				73
FRL	69	79	77	66	73	78	71	75	63			76

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	76	60	53	66	44	51	63	83	58			72
SWD	26	43	35	28	45	50	7					60
ELL	56	64	57	50	50	60	44	72				72
AMI												
ASN												
BLK												
HSP	73	60	52	64	46	54	60	83	56			71
MUL												
PAC												
WHT	88	63		76	29		80					
FRL	62	57	53	51	44	55	51	76	48			71

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	68%	56%	12%	54%	14%
07	2023 - Spring	66%	50%	16%	47%	19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	74%	51%	23%	47%	27%
04	2023 - Spring	68%	58%	10%	58%	10%
06	2023 - Spring	75%	50%	25%	47%	28%
03	2023 - Spring	67%	52%	15%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	72%	58%	14%	54%	18%
07	2023 - Spring	66%	48%	18%	48%	18%
03	2023 - Spring	68%	63%	5%	59%	9%
04	2023 - Spring	73%	64%	9%	61%	12%
08	2023 - Spring	92%	59%	33%	55%	37%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	79%	40%	39%	44%	35%
05	2023 - Spring	64%	50%	14%	51%	13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	56%	44%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	68%	14%	66%	16%

III. Planning for Improvement

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

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

Based on data found on PowerBi ELA proficiency is the data component showing the lowest performance. ELA proficiency had a decrease of 9 percentage points from 79% in 2022 to 70% in 2023. Student attendance is a contributing factor and fidelity with Reading Intervention Programs.

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

Based on data found on PowerBi ELA proficiency showed the greatest decline from 2022-2023, with a decrease of 9 percentage points from 79% in 2022 to 70% in 2023. Student attendance is a contributing factor and fidelity with Reading Intervention Programs.

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

Our data component with the greatest gap compared to the state average was 8th grade Mathematics. The state average was 55% proficient compared to our students who scored 97%, a difference of 42 percentage points. Factors include teachers consistently meeting during common planning, and Early Bird Tutoring being offered for the 2022-2023 school year.

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

Based on data found on PowerBi Middle School Acceleration showed the most improvement from 96% in 2022 to 100% in 2023. Actions taken by the middle school teachers include, data driven instruction, early bird tutoring, and data chats.

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

Substantial Reading Deficiency and Attendance Below 90%.

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

1. Student Achievement, 2. Student Attendance, 3. Staff Attendance, 4. Professional Development, 5. Teacher Leadership Capacity

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

#1. Instructional Practice specifically relating to Small Group Instruction

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

According to the 2023 FAST PM 3 data, 70% of our students in grades 3-8 were proficient in ELA as compared to our 2022 ELA proficiency data which was 79%. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students and the lack of common planning times, we will implement the Targeted Element of Small Group Instruction.

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

With the implementation of Small Group Instruction, ELA Proficiency in grades 3-8 will increase by 9 percentage points as evidenced on the FAST PM3 by June 2024.

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

Coral Gables Preparatory Academy's PD Liaison, Ms. Suarez, will assist teachers with professional development opportunities related to small group instruction, thus ensuring maximum student achievement success. Administration will conduct regular walkthroughs to ensure quality instruction is taking place and that teachers are using using data to coordinate small group instruction. Extended learning opportunities will be provided to those students who are not showing growth, through small group instruction in the classroom.

Person responsible for monitoring outcome:

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

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

Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating ELA Proficiency. Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery, which can be implemented during small group instruction.

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

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

During common planning teachers will discuss the instructional focus standards and District Pacing Guide resources in order to plan for small group instruction. As a result, teachers will identify resources that are appropriate for student success during small group instruction.

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

By When: 8/14/23 - 9/29/23

Administration will conduct weekly walkthroughs to ensure instruction is standard-based, on pace, engaging, data-driven, addressing the diverse needs of students, and targeted for small group instruction, as evident during common planning. As a result, students will be given maximized learning opportunities during small group instruction.

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

By When: 8/14/23 - 9/29/23

Professional development opportunities will be facilitated pertaining to small group instruction. As a result, teachers will have all the resources needed in order to implement small group instruction.

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

By When: 8/14/23 - 9/29/23

#2. Instructional Practice specifically relating to Differentiation

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

According to the 2023 Statewide Science Assessment, 65% of our students were proficient in 5th grade Science as compared to our 2022 Science proficiency data of 76%, the state proficiency of 51% and the district proficiency of 50%. This shows a decrease of 11 percentage points. Based on the data and the identified contributing factors of: the lack of common planning times and an increase of Level 1 and 2 ESOL students new to the country and their ability to master grade level tasks, we will implement the Targeted Element of differentiation.

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

With the implementation of differentiation, Science proficiency in grade 5 (for a total of 70%) will increase five
percentage points as evidenced on Statewide Science Assessment by June 2024.

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

The grade level chair for 5th grade, Ms. Gonzalez, will ensure teachers in her grade level are administering topic assessments with fidelity. Administration will conduct quarterly data chats with Science teachers in order to ensure district pacing guides are being used with fidelity and the results of the Topic Assessments will be discussed during data chats.

Person responsible for monitoring outcome:

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based intervention of: Scaffolding. Scaffolding will assist with gradually building the students' knowledge of the subject matter by meeting students where they are. Topic Assessment results will be monitored by teachers and students through the usage of data trackers found inside the student science notebooks.

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

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Administrators will continue to conduct weekly walkthroughs to ensure differentiated instruction is being implemented in the classroom. As a result, students will be given maximized opportunities and resources for success.

Person Responsible: Carlos Martinez (mrcmartinez@dadeschools.net)

By When: 8/14/23 - 9/29/23

During common planning time teachers will discuss the instructional focus standards and District Pacing Guide resources, as well as scaffolding strategies that will be used with students. As a result, students will be given opportunities to connect foundational knowledge to new concepts and stay engages in learning.

Person Responsible: Carlos Martinez (mrcmartinez@dadeschools.net)

By When: 8/14/23 - 9/29/23

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. As a result, teachers can discuss the process of differentiation in depth during common planning.

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

By When: 8/14/23 - 9/29/23

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

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

According to the PowerBi dashboard, students with 6-10 absences increased to 47% during the 2022-2023 from 43% in 2021-2022. An increase of four percentage points. Based on the data and the identified contributing factors of: lack of parent knowledge on attendance compliance and parental choice of keeping students home for non emergency/medical reasons, we will implement the Targeted Element of Early Warning System.

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

With the implementation of Early Warning System, students with 6-10 absences will decrease by five percentage points as evidence on the daily attendance bulletin by June 2024.

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

Homeroom teachers will monitor student attendance and then refer the student to the school counselors, Ms. Valdes-Diaz and Ms. Del Cerro, after 3 absences. The counselors will meet with the student and contact parent. After 7 absences, the student will be referred to the Attendance Review Committee. Administration will meet with school counselors to ensure that Attendance Review Committee meetings are being conducted, and that if needed students are being referred to outside agencies.

Person responsible for monitoring outcome:

Andrea Abrantes (avabrantes@dadeschools.net)

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

Within the Targeted Element of Early Warning System, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

School counselors and teachers will review the attendance bulletin daily. As a result, after 2 unexcused absences the teacher will contact the parent to inquiry about the absence.

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

By When: 8/14/23 - 9/29/23

After 3 unexcused absences, the teacher will refer the student to the
school counselor. As a result, the counselor will meet with the student and parent to discuss importance of
school attendance.

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

By When: 8/14/23 - 9/29/23

During Meet & Greet and Open House, parents will be provided a copy of the district attendance policy. As a result, parents will be informed of the district's attendance expectations.

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

By When: 8/14/23 - 9/29/23

#4. Instructional Practice specifically relating to Collaborative Planning

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

According to the 2023 FAST PM 3 data, 70% of our students in grades 3-8 were proficient in ELA as compared to our 2022 ELA proficiency data which was 79%. Based on the data and the identified contributing factors of: high number of Level 1 and 2 ESOL students and the lack of common planning times, we will implement the Targeted Element of Collaborative Planning.

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

With the implementation of Collaborative Planning, ELA Proficiency in grades 3-8 will increase by 9 percentage points as evidenced on the FAST PM3 by June 2024.

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

Coral Gables Preparatory Academy's Assistant Principals, Ms. Abrantes and Mr. Martinez, along with grade level chairs, will ensure teachers are actively participating in collaborative planning sessions. Administration will review grade level collaborative planning meeting minutes and sign-in sheets, in order to ensure teachers are attending and actively participating during collaborative planning sessions.

Person responsible for monitoring outcome:

Jeanette Sierra-Funcia (jsierra@dadeschools.net)

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

Within the Targeted Element of collaborative planning, our school will focus on the evidence-based strategy of: Data-Driven Decision Making. Data-Driven Decision making will be used during collaborative planning. Data-Driven Decision Making will ensure that instruction is meeting the depth of the standards and addressing students' needs.

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

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Administrators will attend collaborative planning meetings. As a result, the lesson plans created and discussed during collaborative planning, will ensure instruction is standard-based, on pace, engaging, data-driven and addressing the diverse needs of students.

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

By When: 8/14/23 - 9/29/23

Teachers will submit grade level collaborative planning agendas, sign in sheets, and minutes to administration. As a result, administration will be made aware of what is being discussed and targeted during collaborative planning, and which resources are being used to plan instruction.

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

By When: 8/14/23 - 9/29/23

Teachers will attend ELA ICADs and will then present to grade level the information learned at the ICADs, during collaborative planning meetings. As a result, all teachers will be exposed to the districts initiatives and resources available for their grade level.

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

By When: 8/14/23 - 9/29/23

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
		Total:	$0.00

Budget Approval

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

No