

Coral Gables Preparatory Academy



2014-15 School Improvement Plan

Coral Gables Preparatory Academy

105 MINORCA AVE, Coral Gables, FL 33134

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

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

41%

Alternative/ESE Center

No

Charter School

No

Minority

86%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

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

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

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

The school follows the Student Code of Conduct and provides incentives for compliance through the use of student incentives including the Elementary SPOT Success Recognition Program, the Student of the Month Program, and the Honor Roll Program. Furthermore, opportunities for students to be recognized for positive behavior are implemented, including Catch of the Day Program, Do the Right Thing Program.

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

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

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

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

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

Early Warning Systems

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

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

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

- Attendance - Students who miss more than 10% of instructional time
- Behavior - Students who have referrals that lead to suspension
- Performance - Students who score at FCAT (FSA) Level 1 in either ELA or Math
- Students who are not proficient in reading by Grade 3
- Students who are retained
- Students who fail either ELA or Math
- Students who fail 2 or more of any course

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

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	
Attendance below 90 percent	3	1	2	1	3	2	0	5	2	19
One or more suspensions	0	0	1	0	0	0	2	4	3	10
Course failure in ELA or Math	0	4	1	1	1	1	3	3	12	26
Level 1 on statewide assessment	0	0	0	9	4	16	14	12	16	71
Retained students	1	1	1	1	0	0	0	0	0	4

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

Indicator	Grade Level								Total
	1	2	3	5	6	7	8		
Students exhibiting two or more indicators	1	1	1	1	2	4	8	18	

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

Many intervention strategies are being implemented to improve academic and behavior performance identified by the Early Warning Systems. Students who are deemed as developing a pattern of non-attendance will continue to be referred to the MTSS/Rtl team and the Truancy Intervention Program Team. MTSS/Rtl will continue to monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. Students will continue to be recognized through a reward system for perfect attendance through the attendance lottery and outstanding citizenship through "Do the Right Thing", and Student of the Month Assemblies. The administrative team will monitor that these strategies are implemented and will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed using the FCIM process.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

The collaborative work between CGPA and Dade Partners has been beneficial to all parties and has provided enhanced services for students. Among the current Dade Partners are McDonald's, The Hyatt Coral Gables, Barnes & Noble, Books & Books, and BAC Florida Bank. Dade Partners make contributions to the school in a variety of ways, including valuable time and expertise, special programs, and goods and services.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Cerra, Graciela	Principal
Mendiola, Aylin	Assistant Principal
Martinez, Carlos	Assistant Principal
Gonzalez, Jill	SAC Member
Piedra, Grace	Teacher, K-12
Del Cerro, Ana	Guidance Counselor
Napoles-Quintero, Yanet	Teacher, ESE
Gonzalez, Adelaida	Teacher, K-12
Niebla, Grissel	Teacher, K-12
Stewart, Randall Trey	Teacher, K-12
Valdes-Diaz, Cibeles	Guidance Counselor
Ablanedo, Sophia	Teacher, K-12

Duties

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

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

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

Collaborate with the Principal to ensure adequate professional development to support the MTSS/Rtl implementation and assist in parent communication regarding school-based Rtl plans and activities. Grade Level/ Department Chairpersons-Ms. Mabel Arias, Ms. Sophia Ablanedo, Ms. Silvia Lopez, Ms.Lali Gonzalez, Ms. Barbie Calvino, Ms. Jill Gonzalez, Mr. Trey Stewart, Ms. Christina Velazquez-Colon, Ms. Veronica Da Silva, and Ms. Erica de los Rios provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.

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

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

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

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

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

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

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

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

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

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

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

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

implement the School Improvement Plan.

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

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

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

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

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

Career and Technical Education

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

Nutritional Program

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cheli Cerra	Principal
Ana Del Cerro, UTD Steward	Teacher
Raina Jacques	Teacher
Jill Gonzalez, Chairperson	Teacher
Randall T. Stewart	Teacher
Katie Buschmann	Teacher
Lali Gonzalez	Teacher
Nives Werner	Education Support Employee
Kiran Sharma	Parent
Ofelia Beltran	Parent
Jorge A. Diaz	Parent
Jamie Garcia	Parent
Dania Padron	Parent
Christine Rupp	Business/Community
Yoyi Rodriguez	Business/Community
Karen Pascual	Business/Community
Astrid Trasobares	Student
Bryan McFarland	Teacher
Karen Richburg	Education Support Employee
Angie Fridman	Parent
Julio de Armas	Parent
Isabella Gonzalez	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

The Coral Gables Preparatory Academy Educational Excellence School Advisory Council (EESAC) has a defined vision and goals for student achievement. The EESAC is dedicated to strengthening student achievement and school wide success. In fact, one of the EESAC's primary goals is to develop, implement, and monitor the SIP goals and to assist in assuring that all barriers are addressed and that all goals and objectives are achieved, and action steps are implemented. After

carefully evaluating last year's data and SIP, the EESAC, along with other school stakeholders, have recommended to continue strengthening our reading, mathematics, writing, and science, and civics programs.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cerra, Graciela	Principal
Mendiola, Aylin	Assistant Principal
Martinez, Carlos	Assistant Principal
Gonzalez, Adelaida	Teacher, K-12
Gonzalez, Jill	SAC Member
Napoles-Quintero, Yanet	Teacher, ESE
Niebla, Grissel	Teacher, K-12
Martinez, Alicia	Teacher, K-12
Valdes-Diaz, Cibeles	Guidance Counselor
Del Cerro, Ana	Guidance Counselor
Stewart, Randall Trey	Teacher, K-12
Piedra, Grace	Teacher, K-12
Ablanedo, Sophia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Data analysis of all district wide and state assessments will ensure proper implementation of differentiated instruction, intervention and enrichment. Furthermore, monitoring and assisting with the proper implementation of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS), Next Generation Sunshine State Standards where applicable, district pacing guides and resources will be paramount to making gains in the 2014-2015 school year.

Public and Collaborative Teaching

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

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

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

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

1. Newly hired teachers will be provided a mentor teacher within their subject area and/or grade level.
(Principal, Assistant Principals)
2. Observations of and by highly qualified teachers to strengthen new teachers' teaching skills.
(Principal, Assistant Principals)
3. Professional Development will be scheduled and implemented at the school site to expand teaching, academic and leadership skills for the entire faculty.
(Principal, Assistant Principals)
4. Grade level meetings and monthly curriculum and faculty meetings, including vertical planning and

common planning time for all grade levels.

(Principal, Assistant Principals, Grade Level Chairs, Department Chairs, Counselors, School Psychologist)

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

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

Liliam Padron-K - Milene Del Rio - New to Kindergarten (former Media Specialist)

Barbie Calvino-Grade 4 - Melanie Fabian - New to school and Grade 4 (3100)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school monitors and assists teachers with the proper implementation of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS), Next Generation Sunshine State Standards where applicable, district pacing guides and resources that are paramount to increasing student achievement during the 2014-2015 school year. Teachers will develop and implement lesson plans that are aligned to the LAFS and MAFS, which include district pacing guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications during common planning time and curriculum meetings.

Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 900

Instruction in core academic subjects is provided during after school tutoring sessions. Tutoring is available to all students in 3rd-4th grades in preparation of state assessments. Enrichment activities including Math Club, Geography Club, Chorus, History Club, Art Club, Drama Club, and Journalism Club are provided once a week.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cerra, Graciela, pr0961@dadeschools.net

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

Data including District Interim Assessments, FSA results, student grades, student work, and Districtwide contest results are reviewed and monitored.

Student Transition and Readiness

PreK-12 Transition

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

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

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

An orientation for prospective families is held yearly to welcome parents and students to the school. Additionally, all incoming kindergarten parents and students were invited to attend an informative Orientation on August 14-15, 2014. Open House was held on September 16, 2014. Through these activities, parents and children will gain familiarity with the school as well as receive information related to the matriculation of students at the school. Students have many opportunities throughout the year to participate in various activities that allow them collaborate and team up with students from different grade levels. Furthermore, a myriad of parental involvement activities and special events are held throughout the school year including the Halloween Parade, the Halloween Carnival, Family Fun Day, Ronald McDonald Reading Challenge, and Pajama Reading Night that are designed to support the students as they transition into the next grade level. Teachers are participate in vertical planning meetings with teachers in the next and previous grade levels. Articulation meetings are held in school as students transition from one grade level to the next. Additionally, eighth grade students participate in high school field trips and attend magnet school presentations

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To utilize the EWS Indicators and Dashboard to identify at-risk students and provide support and intervention to increase achievement.
- G3.** Prepare students to be college and career ready by incorporating the STEM best practices and CTE opportunities so students are prepared to participate in STEM and CTE courses in the future.
- G4.** To increase the number of volunteers that participate in school related Volunteer Programs and activities that support student achievement.

Strategic Goals Detail

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

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

G045103

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Reading - White	93.0
AMO Reading - Hispanic	86.0
AMO Reading - ELL	79.0
AMO Reading - SWD	63.0
AMO Reading - ED	79.0
AMO Math - All Students	86.0
AMO Math - White	92.0
AMO Math - Hispanic	84.0
AMO Math - ELL	70.0
AMO Math - SWD	60.0
AMO Math - ED	75.0
FCAT 2.0 Science Proficiency	80.0
Math Gains	69.0
Math Lowest 25% Gains	66.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	78.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	85.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	48.0
CELLA Writing Proficiency	47.0
Middle School Participation in EOC and Industry Certifications	94.0
Middle School Performance in EOC and Industry Certifications	93.0

Resources Available to Support the Goal 2

- McGraw Hill Reading Wonders Series, McDougal Littell Language of Literature Series, Reading Plus, Accelerated Reader, District Pacing Guides, Success Maker, ELA Test Item Specifications, ELA Resources from Language Arts District website, leveled libraries, Grade Level Chairs, Curriculum Leaders, FCRR Resources, CPalms, Scholastic News, Time for Kids, Scope Magazines, Computer Lab and Active Media Center, Common Planning Time

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data chats, District Interim Assessments, FAIR-FS results, iReady reports, FSA and state assessments data, and classroom assessments

G2. To utilize the EWS Indicators and Dashboard to identify at-risk students and provide support and intervention to increase achievement. 1a

G050269

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	2.0
One or More Suspensions	1.0
Level 1 - All Grades	10.0

Resources Available to Support the Goal 2

- Counselors
- Truancy Reports
- Attendance Agreements
- Student Case management Reports
- District Code of Student Conduct
- District Student Progression Plan
- Behavior Contracts
- District Healthy Relationships and Youth Empowerment Morning Announcements.

Targeted Barriers to Achieving the Goal 3

- Number of students identified as demonstrating one or more EWS indicators.

Plan to Monitor Progress Toward G2. 8

Consistently monitor reports to ensure progress is being made in student achievement.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District Truancy Referral Reports, Attendance Reports, Social Worker Student Case Management Reports Data chats, classroom assessments, and formative assessments

G3. Prepare students to be college and career ready by incorporating the STEM best practices and CTE opportunities so students are prepared to participate in STEM and CTE courses in the future. 1a

G050307

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- MDCPS STEM District Website
- Teachers
- District Approved Textbooks for Math & Science
- Computer Labs
- Laptops
- SmartBoards
- Interactive Notebooks (IAN) Labs

Targeted Barriers to Achieving the Goal 3

- Time constraints for ensuring STEM & CTE standards are integrated and STEM & CTE practices are implemented in the classroom across the curriculum.

Plan to Monitor Progress Toward G3. 8

The administrative team will monitor that these strategies are implemented.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.

G4. To increase the number of volunteers that participate in school related Volunteer Programs and activities that support student achievement. 1a

G050320

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Teachers
- PTSA
- PTSA Office
- Connect Ed messages
- PTSA and school websites
- Monthly calendars
- School to home fliers

Targeted Barriers to Achieving the Goal 3

- Parents going back to work or taking on second jobs and unable to participate on a regular basis during school hours.

Plan to Monitor Progress Toward G4. 8

The administrative team will review sign in sheets and make adjustments as needed.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 9/24/2014 to 5/15/2015

Evidence of Completion

Maintain agendas, sign-in sheets, and logs

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G045103

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

2

 B111250

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

 S122724

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Graciela Cerra

Schedule

On 9/26/2014

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Action Step 2 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/1/2014

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/10/2014

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Action Step 4 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/24/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Action Step 5 5

Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.

Person Responsible

Graciela Cerra

Schedule

On 11/7/2014

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Action Step 6 5

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

Person Responsible

Graciela Cerra

Schedule

On 11/21/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

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

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

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

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

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

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student discourse, Teacher made tests, Chapter tests, Student work samples

G1.B1.S2 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S122727

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Graciela Cerra

Schedule

On 9/26/2014

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Action Step 2 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/1/2014

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/1/2014

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Action Step 4 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/24/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Action Step 5 5

Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.

Person Responsible

Graciela Cerra

Schedule

On 11/7/2014

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Action Step 6 5

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

Person Responsible

Graciela Cerra

Schedule

On 11/21/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse, Teacher made tests, Chapter tests, Student work samples

G1.B1.S3 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S122730

Strategy Rationale

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

Action Step 1 5

During common planning time, unpack the instructional focus standard and discuss District Pacing Guide resources. Plan for lessons that are aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications.

Person Responsible

Graciela Cerra

Schedule

On 9/26/2014

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Action Step 2 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/1/2014

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Schedule

On 10/10/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Action Step 4 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/24/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Student Work, Student Discourse

Action Step 5 5

Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.

Person Responsible

Graciela Cerra

Schedule

On 11/7/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Action Step 6 5

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

Person Responsible

Graciela Cerra

Schedule

On 11/21/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Student Work, Student Discourse

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Consistently monitor the implementation of developed lesson plans aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Consistently monitor the implementation of developed lesson plans aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications, as well as monitor formative assessment data.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse, Teacher made tests, Chapter tests, Student work samples

G1.B1.S4 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S122731

Strategy Rationale

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

Action Step 1 5

During common planning time, discuss District Pacing Guide resources and vertical and horizontal alignment to the Next Generation Sunshine State Standards (NGSSS.) Plan for lessons that are aligned to the NGSSS, and that include explicit instruction, technology resources, and rigorous instructional activities.

Person Responsible

Graciela Cerra

Schedule

On 9/26/2014

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Action Step 2 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/1/2014

Evidence of Completion

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

Action Step 3 5

During curriculum meetings and common planning time, develop and implement lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications.

Person Responsible

Graciela Cerra

Schedule

On 10/10/2014

Evidence of Completion

Lesson Plans, Science Journals, Student Discourse

Action Step 4 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/24/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Science Journals, Student Discourse

Action Step 5 5

Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.

Person Responsible

Graciela Cerra

Schedule

On 11/7/2014

Evidence of Completion

Lesson Plans, Science Journals, Student Discourse

Action Step 6 5

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

Person Responsible

Graciela Cerra

Schedule

On 11/21/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Science Journals, Student Discourse

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Consistently monitor the implementation of developed lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Lesson Plans, Science Journals, Student Discourse

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Consistently monitor the implementation of developed lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications, as well as monitor formative assessment data.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Lesson Plans, Science Journals, Student Discourse, Teacher made tests, Chapter tests, Student work samples

G1.B1.S5 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S122732

Strategy Rationale

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

Action Step 1 5

During common planning time, unpack the instructional focus standard and test item specifications for that standard, and discuss District Pacing Guide resources. Plan for lessons that are aligned to the LAFS, that include explicit instruction, technology resources, and rigorous instructional activities (ex. Document Based Questions.)

Person Responsible

Graciela Cerra

Schedule

On 9/26/2014

Evidence of Completion

Meeting Agendas and Sign-In Sheets

Action Step 2 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/1/2014

Evidence of Completion

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

Action Step 3 5

During curriculum meetings and common planning time, develop and implement lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions.)

Person Responsible

Graciela Cerra

Schedule

On 10/10/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Action Step 4 5

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

Person Responsible

Graciela Cerra

Schedule

On 10/24/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Student Work, Student Discourse

Action Step 5 5

Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.

Person Responsible

Graciela Cerra

Schedule

On 11/7/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Action Step 6 5

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

Person Responsible

Graciela Cerra

Schedule

On 11/21/2014

Evidence of Completion

Classroom Observation notes, Lesson Plans, Student Work, Student Discourse

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Consistently monitor the implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions.)

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Student Work, Student Discourse

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Consistently monitor the implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions), as well as monitor formative assessment data.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Observation notes, Lesson Plans, Student Work, Student Discourse, Teacher made tests, Chapter tests, Student work samples

G2. To utilize the EWS Indicators and Dashboard to identify at-risk students and provide support and intervention to increase achievement. 1

G050269

G2.B1 Number of students identified as demonstrating one or more EWS indicators. 2

B125910

G2.B1.S1 Utilize the EWS Indicators and Dashboard to identify students who miss 10 percent or more of available instructional time. 4

S137795

Strategy Rationale

Increase student achievement by reducing the number of students who are absent from school 10 percent or more of available instructional time.

Action Step 1 5

The administrative team will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed.

Person Responsible

Graciela Cerra

Schedule

On 10/13/2014

Evidence of Completion

District Truancy Referral Reports and Attendance Reports

Action Step 2 5

Students who are deemed as developing a pattern of non-attendance will be referred to the school's Social Worker and the Truancy Intervention Program Team.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

Attendance Review Committee Meeting Logs, Social Worker Student Case Management Reports

Action Step 3 5

The administrative team will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

District Truancy Referral Reports and Attendance Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Consistently monitor reports, including Attendance Reports to ensure progress is being made in overall attendance.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District Truancy Referral Reports, Attendance Reports, Social Worker Student Case Management Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Consistently monitor reports, including Attendance Reports to ensure progress is being made in overall attendance.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District Truancy Referral Reports, Attendance Reports, Social Worker Student Case Management Reports

G2.B1.S2 Utilize the EWS Indicators and Dashboard to identify students who receive two or more behavioral referrals. 4

 S137824

Strategy Rationale

Increase student achievement by reducing the number of students who two or more behavioral referrals.

Action Step 1 5

The administrative team will review Student Case Management Referrals to monitor student behavior and adjust strategies and interventions as needed.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

Student Case Management Referrals, Behavior Contracts

Action Step 2 5

Students who are deemed as developing a pattern of behavior referrals will be referred to the MTSS/RtI Team.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

Student Case Management Referrals, Behavior Contracts

Action Step 3 5

The administrative team will review reports and forms to ensure improvement in behavior is being made and adjust strategies and interventions as needed.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

Student Case Management Referrals, Behavior Contracts

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The administrative team will monitor these strategies as implemented.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Case Management Referral forms, Behavior Contracts, Report Cards

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The administrative team will monitor these strategies as implemented.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Case Management Referral forms, Behavior Contracts, Report Cards

G2.B1.S3 Utilize the EWS Indicators and Dashboard to identify students who scored FCAT (FSA) Level 1 in ELA and/or Mathematics and students who were retained. 4

 S137835

Strategy Rationale

Increase student achievement by reducing the number of students who scored FCAT (FSA) Level 1 in ELA and/or Mathematics and students who were retained.

Action Step 1 5

The administrative team will review data to monitor student achievement and adjust strategies and interventions as needed.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook

Action Step 2 5

Students who are deemed as academically at-risk will participate in established intervention programs.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook

Action Step 3 5

The administrative team will review data to ensure improvement in academics is being made and adjust strategies and interventions as needed.

Person Responsible

Graciela Cerra

Schedule

On 11/26/2014

Evidence of Completion

WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor implementation of identified strategies. Assessment data reports will be reviewed and instruction will be adjusted, as needed.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monitor implementation of identified strategies. Assessment data reports will be reviewed and instruction will be adjusted, as needed.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook

G3. Prepare students to be college and career ready by incorporating the STEM best practices and CTE opportunities so students are prepared to participate in STEM and CTE courses in the future. 1

G050307

G3.B1 Time constraints for ensuring STEM & CTE standards are integrated and STEM & CTE practices are implemented in the classroom across the curriculum. 2

B126017

G3.B1.S1 Increase the participation rate in STEM and CTE related events and activities including the District Science Fair, the South Florida Regional Science Fair, the District Math Bowl, and the Fairchild Challenge, Career Day, field trips, and School to Career KAPOW and Dade Partner-McDonald's Corporation activities and presentations. 4

S137908

Strategy Rationale

Increase student success by integrating STEM/CTE practices across the curriculum and prepare students to participate in STEM/CTE courses in the future.

Action Step 1 5

Provide opportunities for teachers to implement integrated curriculum.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.

Action Step 2 5

Establish more opportunities and a plan/timeline for the development of student projects and increase the participation in STEM/CTE activities and competitions.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

School Science Fair projects, student notebooks, student folders, lesson plans, participation logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The administrative team will monitor that these strategies are implemented.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The administrative team will monitor that these strategies are implemented.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.

G4. To increase the number of volunteers that participate in school related Volunteer Programs and activities that support student achievement. 1

G050320

G4.B1 Parents going back to work or taking on second jobs and unable to participate on a regular basis during school hours. 2

B126040

G4.B1.S1 Provide parents with more opportunities to become school volunteers in volunteer tutorial programs including the Parents Altogether Improve Reading (P.A.I.R.) Tutorial Program, the Kinder-Klub Tutorial Program, and the Kindergarten and First Grade Arts Program and provide strategies for parents to play an integral role in assisting student learning that supports student achievement through parent workshops, school and PTSA website, monthly calendars, Connect-Ed messages, and parent meetings.

4

S137942

Strategy Rationale

Provide additional opportunities for parents to participate in school volunteer programs on a regular basis during school hours to increase student achievement.

Action Step 1 5

Provide Tutorial Program training for parents every grading period(P.A.I.R. , Kinder Klub, Writing Club, K/1 Art) to increase parental involvement.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 9/24/2014 to 5/15/2015

Evidence of Completion

Tutorial Program Meeting Agendas and Sign-In Sheets, School Volunteer Sign In Log

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The administrative team will review sign in sheets and make adjustments as needed.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 9/24/2014 to 5/15/2015

Evidence of Completion

Maintain agendas, sign-in sheets, and logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The administrative team will review sign in sheets and make adjustments as needed.

Person Responsible

Graciela Cerra

Schedule

Quarterly, from 9/24/2014 to 5/15/2015

Evidence of Completion

Maintain agendas, sign-in sheets, and logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	During common planning time, unpack the instructional focus standard and discuss District Pacing Guide resources. Plan for lessons that are aligned to the LAFS, that include explicit instruction, technology resources, and rigorous instructional activities.	Cerra, Graciela	9/22/2014	Meeting Agendas and Sign-In Sheets	9/26/2014 one-time
G1.B1.S2.A1	During common planning time, unpack the instructional focus standard and discuss District Pacing Guide resources and writing rubric. Plan for lessons that are aligned to the LAFS, that include explicit instruction, technology resources, and rigorous instructional activities.	Cerra, Graciela	9/22/2014	Meeting Agendas and Sign-In Sheets	9/26/2014 one-time
G1.B1.S3.A1	During common planning time, unpack the instructional focus standard and discuss District Pacing Guide resources. Plan for lessons that are aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications.	Cerra, Graciela	9/22/2014	Meeting Agendas and Sign-In Sheets	9/26/2014 one-time
G1.B1.S4.A1	During common planning time, discuss District Pacing Guide resources and vertical and horizontal alignment to the Next Generation Sunshine State Standards (NGSSS.) Plan for lessons that are aligned to the NGSSS, and that include explicit instruction, technology resources, and rigorous instructional activities.	Cerra, Graciela	9/22/2014	Meeting Agendas and Sign-In Sheets	9/26/2014 one-time
G1.B1.S5.A1	During common planning time, unpack the instructional focus standard and test item specifications for that standard, and discuss District Pacing Guide resources. Plan for lessons that are aligned to the LAFS, that include explicit	Cerra, Graciela	9/22/2014	Meeting Agendas and Sign-In Sheets	9/26/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruction, technology resources, and rigorous instructional activities (ex. Document Based Questions.)				
G2.B1.S1.A1	The administrative team will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed.	Cerra, Graciela	8/18/2014	District Truancy Referral Reports and Attendance Reports	10/13/2014 one-time
G2.B1.S2.A1	The administrative team will review Student Case Management Referrals to monitor student behavior and adjust strategies and interventions as needed.	Cerra, Graciela	8/18/2014	Student Case Management Referrals, Behavior Contracts	11/26/2014 one-time
G2.B1.S3.A1	The administrative team will review data to monitor student achievement and adjust strategies and interventions as needed.	Cerra, Graciela	8/18/2014	WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook	11/26/2014 one-time
G3.B1.S1.A1	Provide opportunities for teachers to implement integrated curriculum.	Cerra, Graciela	8/18/2014	Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.	5/15/2015 quarterly
G4.B1.S1.A1	Provide Tutorial Program training for parents every grading period(P.A.I.R. , Kinder Klub, Writing Club, K/1 Art) to increase parental involvement.	Cerra, Graciela	9/24/2014	Tutorial Program Meeting Agendas and Sign-In Sheets, School Volunteer Sign In Log	5/15/2015 quarterly
G1.B1.S1.A2	During planned curriculum meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss integration of literacy standards across all content areas.	Cerra, Graciela	9/24/2014	Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections	10/1/2014 one-time
G1.B1.S2.A2	During planned curriculum meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss integration of writing standards across all content areas.	Cerra, Graciela	9/24/2014	Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections	10/1/2014 one-time
G1.B1.S3.A2	During planned curriculum meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss integration of literacy standards across all content areas.	Cerra, Graciela	9/24/2014	Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections	10/1/2014 one-time
G1.B1.S4.A2	During planned curriculum meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss integration of literacy standards across all content areas.	Cerra, Graciela	9/24/2014	Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections	10/1/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S5.A2	During planned curriculum meeting, conduct a professional inventory and discuss authentic instruction with real world application and how to embed this instruction within lesson plans. Additionally, discuss integration of literacy standards across all content areas.	Cerra, Graciela	9/24/2014	Professional Inventory, Meeting Agendas, Sign-In Sheets, and Reflections	10/1/2014 one-time
G2.B1.S1.A2	Students who are deemed as developing a pattern of non-attendance will be referred to the school's Social Worker and the Truancy Intervention Program Team.	Cerra, Graciela	10/13/2014	Attendance Review Committee Meeting Logs, Social Worker Student Case Management Reports	11/26/2014 one-time
G2.B1.S2.A2	Students who are deemed as developing a pattern of behavior referrals will be referred to the MTSS/ RtI Team.	Cerra, Graciela	8/18/2014	Student Case Management Referrals, Behavior Contracts	11/26/2014 one-time
G2.B1.S3.A2	Students who are deemed as academically at-risk will participate in established intervention programs.	Cerra, Graciela	8/18/2014	WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook	11/26/2014 one-time
G3.B1.S1.A2	Establish more opportunities and a plan/timeline for the development of student projects and increase the participation in STEM/CTE activities and competitions.	Cerra, Graciela	8/18/2014	School Science Fair projects, student notebooks, student folders, lesson plans, participation logs	5/15/2015 quarterly
G1.B1.S1.A3	During curriculum meetings and common planning time, develop and implement lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.	Cerra, Graciela	10/1/2014	Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	10/10/2014 one-time
G1.B1.S2.A3	During curriculum meetings and common planning time, develop and implement lesson plans aligned to the LAFS which include District Pacing Guide resources, the use of the writing rubric, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.	Cerra, Graciela	10/1/2014	Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	10/1/2014 one-time
G1.B1.S3.A3	During curriculum meetings and common planning time, develop and implement lesson plans aligned to the MAFS which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.		10/1/2014	Lesson Plans, Student Work, Student Discourse	10/10/2014 one-time
G1.B1.S4.A3	During curriculum meetings and common planning time, develop and implement lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications.	Cerra, Graciela	10/1/2014	Lesson Plans, Science Journals, Student Discourse	10/10/2014 one-time
G1.B1.S5.A3	During curriculum meetings and common planning time, develop and implement lesson plans aligned to the LAFS which include District Pacing	Cerra, Graciela	10/1/2014	Lesson Plans, Student Work, Student Discourse	10/10/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions.)				
G2.B1.S1.A3	The administrative team will review reports and forms to ensure progress is being made and adjust strategies and interventions as needed.	Cerra, Graciela	11/17/2014	District Truancy Referral Reports and Attendance Reports	11/26/2014 one-time
G2.B1.S2.A3	The administrative team will review reports and forms to ensure improvement in behavior is being made and adjust strategies and interventions as needed.	Cerra, Graciela	8/18/2014	Student Case Management Referrals, Behavior Contracts	11/26/2014 one-time
G2.B1.S3.A3	The administrative team will review data to ensure improvement in academics is being made and adjust strategies and interventions as needed.	Cerra, Graciela	8/18/2014	WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook	11/26/2014 one-time
G1.B1.S1.A4	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.	Cerra, Graciela	10/13/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	10/24/2014 one-time
G1.B1.S2.A4	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.	Cerra, Graciela	10/13/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	10/24/2014 one-time
G1.B1.S3.A4	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.	Cerra, Graciela	10/13/2014	Classroom Observation notes, Lesson Plans, Student Work, Student Discourse	10/24/2014 one-time
G1.B1.S4.A4	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.	Cerra, Graciela	10/13/2014	Classroom Observation notes, Lesson Plans, Science Journals, Student Discourse	10/24/2014 one-time
G1.B1.S5.A4	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Debrief to determine teachers who need additional support.	Cerra, Graciela	10/13/2014	Classroom Observation notes, Lesson Plans, Student Work, Student Discourse	10/24/2014 one-time
G1.B1.S1.A5	Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.	Cerra, Graciela	10/27/2014	Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	11/7/2014 one-time
G1.B1.S2.A5	Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.	Cerra, Graciela	10/27/2014	Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	11/7/2014 one-time
G1.B1.S3.A5	Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.	Cerra, Graciela	10/27/2014	Lesson Plans, Student Work, Student Discourse	11/7/2014 one-time
G1.B1.S4.A5	Teachers in need of additional support will visit observational classrooms and	Cerra, Graciela	10/27/2014	Lesson Plans, Science Journals, Student Discourse	11/7/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will be partnered with a planning mentor.				
G1.B1.S5.A5	Teachers in need of additional support will visit observational classrooms and will be partnered with a planning mentor.	Cerra, Graciela	10/27/2014	Lesson Plans, Student Work, Student Discourse	11/7/2014 one-time
G1.B1.S1.A6	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.	Cerra, Graciela	11/10/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	11/21/2014 one-time
G1.B1.S2.A6	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.	Cerra, Graciela	11/10/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	11/21/2014 one-time
G1.B1.S3.A6	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.	Cerra, Graciela	11/10/2014	Classroom Observation notes, Lesson Plans, Student Work, Student Discourse	11/21/2014 one-time
G1.B1.S4.A6	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.	Cerra, Graciela	11/10/2014	Classroom Observation notes, Lesson Plans, Science Journals, Student Discourse	11/21/2014 one-time
G1.B1.S5.A6	Principal and Assistant Principals will conduct classroom walkthroughs to monitor the implementation of developed lesson plans for teachers who received additional support. Debrief to determine next steps.	Cerra, Graciela	11/10/2014	Classroom Observation notes, Lesson Plans, Student Work, Student Discourse	11/21/2014 one-time
G1.MA1	Monitor student progress to ensure progress towards mastery of the standards.	Cerra, Graciela	8/18/2014	Data chats, District Interim Assessments, FAIR-FS results, iReady reports, FSA and state assessments data, and classroom assessments	6/4/2015 quarterly
G1.B1.S1.MA1	Consistently monitor the effective implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications, as well as monitor formative assessment data.	Cerra, Graciela	10/1/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student discourse, Teacher made tests, Chapter tests, Student work samples	11/26/2014 quarterly
G1.B1.S1.MA1	Consistently monitor the implementation with fidelity of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	6/4/2015 quarterly
G1.B1.S2.MA1	Consistently monitor the implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, use of the writing rubric, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications, as	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse, Teacher made tests, Chapter tests, Student work samples	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	well as monitor formative assessment data.				
G1.B1.S2.MA1	Consistently monitor the implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, use of the writing rubric, technology, explicit instruction, and engaging rigorous instructional activities with real-world applications.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	6/4/2015 quarterly
G1.B1.S3.MA1	Consistently monitor the implementation of developed lesson plans aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications, as well as monitor formative assessment data.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse, Teacher made tests, Chapter tests, Student work samples	6/4/2015 quarterly
G1.B1.S3.MA1	Consistently monitor the implementation of developed lesson plans aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Reading Response Journals, Writing Notebook, Student Discourse	6/4/2015 quarterly
G1.B1.S4.MA1	Consistently monitor the implementation of developed lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications, as well as monitor formative assessment data.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Lesson Plans, Science Journals, Student Discourse, Teacher made tests, Chapter tests, Student work samples	6/4/2015 quarterly
G1.B1.S4.MA1	Consistently monitor the implementation of developed lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Lesson Plans, Science Journals, Student Discourse	6/4/2015 quarterly
G1.B1.S5.MA1	Consistently monitor the implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions), as well as monitor formative assessment data.	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Student Work, Student Discourse, Teacher made tests, Chapter tests, Student work samples	6/4/2015 quarterly
G1.B1.S5.MA1	Consistently monitor the implementation of developed lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions.)	Cerra, Graciela	8/18/2014	Classroom Observation notes, Lesson Plans, Student Work, Student Discourse	6/4/2015 quarterly
G2.MA1	Consistently monitor reports to ensure progress is being made in student achievement.	Cerra, Graciela	8/18/2014	District Truancy Referral Reports, Attendance Reports, Social Worker Student Case Management Reports Data chats, classroom assessments, and formative assessments	6/4/2015 quarterly
G2.B1.S1.MA1	Consistently monitor reports, including Attendance Reports to ensure progress is being made in overall attendance.	Cerra, Graciela	8/18/2014	District Truancy Referral Reports, Attendance Reports, Social Worker Student Case Management Reports	6/4/2015 quarterly
G2.B1.S1.MA1	Consistently monitor reports, including Attendance Reports to ensure progress is being made in overall attendance.	Cerra, Graciela	8/18/2014	District Truancy Referral Reports, Attendance Reports, Social Worker Student Case Management Reports	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	The administrative team will monitor these strategies as implemented.	Cerra, Graciela	8/18/2014	Student Case Management Referral forms, Behavior Contracts, Report Cards	6/4/2015 quarterly
G2.B1.S2.MA1	The administrative team will monitor these strategies as implemented.	Cerra, Graciela	8/18/2014	Student Case Management Referral forms, Behavior Contracts, Report Cards	6/4/2015 quarterly
G2.B1.S3.MA1	Monitor implementation of identified strategies. Assessment data reports will be reviewed and instruction will be adjusted, as needed.	Cerra, Graciela	8/18/2014	WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook	6/4/2015 quarterly
G2.B1.S3.MA1	Monitor implementation of identified strategies. Assessment data reports will be reviewed and instruction will be adjusted, as needed.	Cerra, Graciela	8/18/2014	WonderWorks Program Logs, iReady Reports, Reading Plus, Accelerated Reader, FAIR-FS Reports, STAR Reports, Interim Assessment Reports, Progress Reports, Report Cards, Electronic Gradebook	6/4/2015 quarterly
G3.MA1	The administrative team will monitor that these strategies are implemented.	Cerra, Graciela	8/18/2014	Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.	6/4/2015 quarterly
G3.B1.S1.MA1	The administrative team will monitor that these strategies are implemented.	Cerra, Graciela	8/18/2014	Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.	6/4/2015 quarterly
G3.B1.S1.MA1	The administrative team will monitor that these strategies are implemented.	Cerra, Graciela	8/18/2014	Teacher Made Tests, District Interim Assessments, School Science Fair Projects, student Interactive Notebooks(IAN), lab reports, student folders, lesson plans, student essays, Career Day Participants' surveys, Students' Participation with Dade Partners-KAPOW and McDonald's Corporation.	6/4/2015 quarterly
G4.MA1	The administrative team will review sign in sheets and make adjustments as needed.	Cerra, Graciela	9/24/2014	Maintain agendas, sign-in sheets, and logs	5/15/2015 quarterly
G4.B1.S1.MA1	The administrative team will review sign in sheets and make adjustments as needed.	Cerra, Graciela	9/24/2014	Maintain agendas, sign-in sheets, and logs	5/15/2015 quarterly
G4.B1.S1.MA1	The administrative team will review sign in sheets and make adjustments as needed.	Cerra, Graciela	9/24/2014	Maintain agendas, sign-in sheets, and logs	5/15/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Grade Level/Department Chairpersons

Participants

All Teachers

Schedule

On 9/26/2014

PD Opportunity 2

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

Facilitator

Principal and Assistant Principals

Participants

All Teachers

Schedule

On 10/1/2014

PD Opportunity 3

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

Facilitator

Principal, Assistant Principals, Grade Level/Department Chairpersons

Participants

All Teachers

Schedule

On 10/10/2014

G1.B1.S2 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

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

Facilitator

Grade Level/Department Chairpersons

Participants

All Teachers

Schedule

On 9/26/2014

PD Opportunity 2

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

Facilitator

Principal and Assistant Principals

Participants

All Teachers

Schedule

On 10/1/2014

PD Opportunity 3

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

Facilitator

Principal, Assistant Principals, Grade Level/Department Chairpersons

Participants

All Teachers

Schedule

On 10/1/2014

G1.B1.S3 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

During common planning time, unpack the instructional focus standard and discuss District Pacing Guide resources. Plan for lessons that are aligned to the MAFS, that include explicit instruction, technology resources, manipulatives and inquiry based learning with real world applications.

Facilitator

Grade Level/Department Chairpersons

Participants

Selected Teachers

Schedule

On 9/26/2014

PD Opportunity 2

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

Facilitator

Principal and Assistant Principals

Participants

Selected Teachers

Schedule

On 10/1/2014

PD Opportunity 3

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

Facilitator

Principal, Assistant Principals, Grade Level/Department Chairpersons

Participants

Selected Teachers

Schedule

On 10/10/2014

G1.B1.S4 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

During common planning time, discuss District Pacing Guide resources and vertical and horizontal alignment to the Next Generation Sunshine State Standards (NGSSS.) Plan for lessons that are aligned to the NGSSS, and that include explicit instruction, technology resources, and rigorous instructional activities.

Facilitator

Grade Level/Department Chairpersons

Participants

Selected Teachers

Schedule

On 9/26/2014

PD Opportunity 2

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

Facilitator

Principal and Assistant Principals

Participants

Selected Teachers

Schedule

On 10/1/2014

PD Opportunity 3

During curriculum meetings and common planning time, develop and implement lesson plans aligned to the NGSSS which include District Pacing Guide resources, technology, explicit instruction, and the use of scientific inquiry to highlight real-world applications.

Facilitator

Principal, Assistant Principals, Grade Level/Department Chairpersons

Participants

Selected Teachers

Schedule

On 10/10/2014

G1.B1.S5 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

During common planning time, unpack the instructional focus standard and test item specifications for that standard, and discuss District Pacing Guide resources. Plan for lessons that are aligned to the LAFS, that include explicit instruction, technology resources, and rigorous instructional activities (ex. Document Based Questions.)

Facilitator

Grade Level/Department Chairpersons

Participants

Selected Teachers

Schedule

On 9/26/2014

PD Opportunity 2

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

Facilitator

Principal and Assistant Principals

Participants

Selected Teachers

Schedule

On 10/1/2014

PD Opportunity 3

During curriculum meetings and common planning time, develop and implement lesson plans aligned to the LAFS which include District Pacing Guide resources, technology, explicit instruction, and rigorous instructional activities (ex. Document Based Questions.)

Facilitator

Principal, Assistant Principals, Grade Level/Department Chairpersons

Participants

Selected Teachers

Schedule

On 10/10/2014

Budget Rollup

Summary	
Description	Total
Goal 2: To utilize the EWS Indicators and Dashboard to identify at-risk students and provide support and intervention to increase achievement.	3,500
Grand Total	3,500

Goal 2: To utilize the EWS Indicators and Dashboard to identify at-risk students and provide support and intervention to increase achievement.		
Description	Source	Total
B1.S2.A1 - Security Personnel	School Improvement Funds	3,500
Total Goal 2		3,500