

Center For International Education A Cambridge Associate School



2017-18 Schoolwide Improvement Plan

Center For International Education A Cambridge Associate School

900 NE 23RD AVE, Homestead, FL 33033

www.centerforinternationaleducation.net

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 9-12 | Yes | 84% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 92% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|
| Grade | A | A | A* |

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Center For International Education A Cambridge Associate School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Center for International Education: A Cambridge Associate School is dedicated to working with all stakeholders in providing the highest levels of education to its learners. Our mission is to deliver a world-class education through the provision of high-quality curricula, assessments and services. We aim to develop learners who are confident, responsible, reflective, innovative and engaged. Our graduates will position themselves as models of academic excellence in a global community and will be equipped for success in this fast-changing modern world.

b. Provide the school's vision statement.

Our Vision is to create confident, responsible, reflective, innovative and engaged learners.

2. School Environment

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

The Center for International Education: A Cambridge Associate School (CIE) which has been declared a Title 1 school for the 2017-2018 school year, takes every opportunity to understand the students' cultural backgrounds and to build meaningful relationships between students and teachers. For us, this means building a relationship with parents as well. Thus, parental involvement must be included in this conversation. We begin getting to know our students from the first time we meet them as potential applicants to our school during numerous recruitment events. At these meetings, we provide opportunities to meet and greet students, parents and staff. We gather initial information about our students through the application process. Once students are officially accepted into our magnet program, we continue our relationship by inviting students and parents to an orientation prior to the school year starting and offer incoming students the opportunity to participate in our Summer Readiness Institute which allows students to become more familiar with the school programs, policies and procedures, teachers/counselors and the leadership team. We also have students participate in an interest survey which provides us with a picture of the student's interest relating to future clubs, activities and career aspirations.

Other demographic information is acquired through free and reduced lunch forms and emergency data cards. Early on, teachers help students feel comfortable by using ice breakers and daily classroom discussions that would break down barriers that might impact student achievement. Teachers also collect demographic information through the detachable forms from their course syllabus which collects email addresses, additional phone numbers and student internet options at home. Throughout the year, we meet with students and parents to discuss college goals and aspirations and college requirements. After our Title 1 Parent Information Meeting, and before Open House, we showcase our classrooms and have a/an club/activities Club Rush in the cafeteria. Additionally, we will host a College Night for sophomores/juniors which provides staff the opportunity to discuss with parents and students information important to student success on Florida State Assessments, high school graduation requirements and college-bound prep requirements, as well as a senior night to review senior activities and FAFSA/SAT/ACT/Bright Futures and the college application process. Parent/teacher/student conferences allow us to communicate interventions for academic success. Our counselor and CAP Advisor will meet with students to construct an individualized four-year academic plan that is entirely based on student career/college goals and

academic interests. This academic road map will outline the necessary courses and pathways to graduation and beyond. Counselor/CAP Advisor will also sign-up students with ConnectEDU/College Board, a system for helping students to maintain a college bound path and My Career Shines. We will continue to survey students throughout the year using on-line surveys and the school climate survey.

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

The Center for International Education: A Cambridge Associate School (CIE) encourages students to inform us of any event or individual which diminishes their sense of safety and respect before, during or after school. We provide options for anonymous reporting using our bully box, reporting incidents to adults, and seeking counseling from our counselor. Students are always supervised by adults when on school grounds whether before or after school, at lunch, or during class changes. Safety drills are held with our students; drills include tornado, lock down, and fire drills. Student Government Association (SGA) reports student input at the monthly Educational Excellence School Advisory Council (EESAC) meetings. EESAC also receives all updates from the school's Safety Committee.

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

The Center for International Education: A Cambridge Associate School (CIE) believes that good disciplinary measures start with good planning. Our classroom teachers provide lesson plans which maximizes classroom time for learning and minimizes any down time which could lead to student misconduct. Supervision is a strong deterrent of misconduct; furthermore students are supervised at all times before school, during class change, at lunch, and after school. The same progressive discipline plan has been written into each teacher's syllabus and enforces the Miami-Dade County Public Schools' Secondary Student Code of Conduct. The progressive discipline plan begins with redirecting the student when an incident occurs. If that misconduct persists, parents will be made aware of the issue through phone call, email or in-person discussion. Subsequent instances of the same or related misconducts will require a parent teacher conference, which is documented on a student service form. Finally, if the issue continues to occur after the parent conference, an administrative referral will be written and administration will be requested to assist with behavior re-direction and the student will be placed on probation.

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

The Center for International Education: A Cambridge Associate School (CIE) believes that in order for students to be successful in the classroom and on standardized exams, their social emotional needs must be met. We aid them through counseling services, provided by an in-house school counselor. Students have the opportunity to apply for a mentorship/internship programs that focuses on fostering student's entrepreneurial skills and teaches them how develop work ethics. During the Summer Readiness Institute, we survey students to see which extracurricular activities and goal aspirations they desired to experience while at the CIE. We now offer Chess, Mu Alpha Theta, Science Honor Society, Model UN, Yearbook, Bible, Rho Kappa Honor Society, Sociedad Honoraria Hispanica, National Honor Society, and eSports Clubs, as well as a Student Government Association. Students also have the ability to express their needs through their Student Government representatives, two of which participate in the Educational Excellence School Advisory Council.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Center for International Education: A Cambridge Associate School (CIE) early warning system concerns students who have been identified, based on academic data, may struggle with the FSA/EOC/AICE examinations. The early warning system begins with a student's academic progress in class and work ethics. Should a student miss assignments or perform poorly on an exam he/she will be notified and interventions/differentiated instruction will be put into place to ensure that the student is remediated. In the event that a student continues such behavior, a parent will be notified in order to further aid the student and assist with the monitoring process. If a student's academic shortcomings persist through interim progress reports, the student will be placed on academic probation. At which point, his/her progress will be reviewed weekly by a counselor who will recommend additional interventions such as after the After School Title 1 Academic Assistance Program/Saturday school. Early warning indicators of students who might not meet the state standards/graduation requirements for the AICE diploma are monitored closely. Students with a level 1 or 2 on the FSA in reading are required to take an intensive reading class and are a part of the progress monitoring system and referred to the Title 1 Academic Assistance Program. Additionally, students with a level 1 or 2 in mathematics/language arts are also referred to the After School Title 1 Academic Assistance Program/Saturday School. SPED and ELL students are also accommodated based on their IEP and LEP Plan objectives.

Attendance is monitored daily and personal phone calls are made when students are absent and recorded with District iAttendance Procedures on a monthly basis. All instructors use a web-based program such as Google classroom to post assignments so all students may use their assigned tablets for make-up work and on-going communication with individual instructors. Attendance is also monitored through the District iAttendance Program to ensure that chronic absences are monitored regularly and that all necessary interventions are relevant and effective.

Since the CIE is a rigorous college preparation program for which students chose and apply to get accepted to, discipline issues are not a factor. Students may, however, be placed on academic/behavior contracts if the need arises.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | |

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

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

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

Students enrolled at the Center for International Education: A Cambridge Associate School (CIE) who have been identified as exhibiting one or more of the warning indicators listed above are monitored closely. The interventions provided to students displaying the early warning indicators are: Title 1 Academic Assistance Program, Saturday School, pull-out tutoring through electives, student EOC/ FSA/College Board/AICE testing meetings, probationary meetings, and parent informational meetings. Classroom instructors also provide bell to bell instruction to minimize incidences and address individual student learning needs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/536262>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

The Center for International Education: A Cambridge Associate School (CIE) is a Title 1 all magnet Cambridge high school that reaches out to local businesses through the Homestead Chamber of Commerce, Homestead Air Reserve Base, community outreach programs, local colleges such as Miami Dade College and universities, and local middle and elementary schools. Our students are granted real world work experience through summer internships and with our business partners and our partnership with Homestead Air Reserve Base and Baptist Hospital of Homestead. Our students build community service with community feed organizations, and participate in local community events such as the Veteran's Day Parade, and doing collections for local homeless shelters.

CIE accepts teacher local university interns with Miami Dade College and Florida International University. We foster relationships with local elementary and middle schools by providing resources and materials. Our forum for working with the community, the Educational Excellence School Advisory Council meets monthly.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Pizzimenti, Lisa | Principal |
| Bush, Michele | Assistant Principal |

b. Duties

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

CIE is starting its forth academic year and is comprised of 9th, 10th, 11th and 12th graders for the 2017-2018 school year. Every member of the leadership team takes on numerous roles and responsibilities. The leadership team consists of the principal, assistant principal, lead teacher, counselor and CAP/Activities Director/Test Chairperson. This team meets weekly to discuss briefings and due dates, create the school's testing/academic calendars for students and facilitates the recruitment schedule. It is the philosophy of the principal to ensure that the staff is equipped with all the necessary supplies needed to ensure student safety and academic success.

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

During summer planning, data analysis takes place and student schedules are created based upon student learning needs and the State of Florida Graduation and AICE diploma requirements. On going student academic monitoring is implemented by the Student Services Department. Teacher professional development is generated based upon teacher needs, as well as subject content taught. A school-wide recruitment calendar, professional development plan and a 4-Year Academic Student Plan will be utilized by the Leadership Team to guide the initiatives set forth for the new academic school year. Information will be shared by all stakeholders on a regular basis through PTSA, EESAC, student assemblies, parent/teacher conferences, faculty meetings, and articulation sessions.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------------|----------------------------|
| | Parent |
| Lisa Pizzimenti - Bradshaw | Principal |
| Patrice Bledsoe | Education Support Employee |
| Norie Glickman | Business/Community |
| Katherine Burns | Parent |
| Antonio Labadie | Teacher |
| Rosa Edgar | Parent |
| Kimberly Erreguin-Vega | Student |
| Karen Salwerowicz | Teacher |
| Alejandra Camargo | Student |
| Janet Mantecon | Teacher |
| Luis Madruga | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

All interventions in last year's school improvement plan were implemented. Preliminary interim assessment data reflected that the CIE performed exceptionally well when compared to other District high schools.

2014-2015 FSA scores reflect the following:

ELA with a T Mean Score of 57 and Median Percentile Rank of 73

Algebra 1 with a T Mean Score of 53 and Median Percentile Rank of 75

Algebra 2 with a T Mean Score of 65 and Median Percentile Rank of 92

Geometry with a T Mean Score of 57 and Median Percentile Rank of 75

Algebra 1 EOC 80% proficiency

Biology EOC 97% proficiency

2015-2016 FSA/EOC scores reflect the following:

ELA 79% Proficient

Algebra 1-44% Proficient

Geometry -77% Proficient

Algebra 2-65% Proficient

Biology-80% Proficient

U.S. History-95 Percent Proficient

Lowest 25% ELA learning gains=53%

ELA learning gains=64%

Lowest 25% Mathematics learning gains=39%

Mathematics learning gains=48%

2016-2017 FSA/EOC scores reflect the following:

ELA 81% Proficient

Algebra 1-81% Proficient
Algebra 2-67% Proficient
Geometry -69% Proficient
Algebra 2-65% Proficient
Biology-89% Proficient
U.S. History-85 Percent Proficient

Lowest 25% ELA learning gains=60%
ELA learning gains=67%
Mathematics Lowest 25% =47%
Mathematics learning gains=65%

b. Development of this school improvement plan

All stakeholders will be involved in the development of the 2017-2018 School Improvement Plan (SIP). Teachers will have the opportunity to give input and create strategies for the Action Plan, as well as the SIP, during faculty and magnet meetings. EESAC will have the opportunity to give input and review the SIP throughout the development process in order to achieve consensus on the plan for the entire school year.

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

The school's annual budget and plan is presented to the EESAC where it is reviewed by the members. Members give input and feedback while reviewing the budget and plan. These items are voted into use by the EESAC.

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

The school improvement funds were allocated for the end of the year awards ceremony. Student trophies were purchased to reward students for their attendance, service and academic achievements.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|--------------------|------------------------|
| Pizzimenti, Lisa | Principal |
| Bush, Michele | Assistant Principal |
| Lopez, Denise | Teacher, K-12 |
| Ellis, Hanna | Teacher, K-12 |
| Friedberg, Estelle | School Counselor |
| Gonzalez, Jessica | Teacher, K-12 |
| Mantecon, Janet | Administrative Support |
| Labadie, Antonio | Teacher, K-12 |

b. Duties

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

The LLT works with the Language Arts department to assign textbooks that promote higher order and critical thinking skills, reinforce the use of vocabulary to promote more sophisticated oral and written language skill and to aid in the development of SAT/ACT test prep skills that prepare students for college.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are encouraged to participate in professional learning communities within the school. The purpose of these professional learning communities is to confer with each with regards to strategies, resources, and pacing. Teachers discuss ideas for plans and help each other in order to produce stronger goal-oriented lessons to better meet the Florida State Assessments and AICE academic needs of the students. A comfortable working environment is promoted through teacher breakfasts and luncheons which encourage staff socialization. Faculty meetings and school-based workshops promote employee collaboration through employee activities aimed at exploring the curriculum.

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

Teachers are provided with a list of relevant professional development opportunities, geared towards facilitating teaching strategies that promote high expectations, effective resources, and collaborative opportunities in the teacher's content area. Flexibility is granted for teachers seeking Master's degrees. New teachers are paired with more experienced mentor teachers. New educators will also be required to complete the District's MINT program that focuses on assisting new teachers with achieving a higher level of success within their first year. Teachers are encouraged to become clinical educators in order to host and develop interns into highly qualified teachers.

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

The school site hosts monthly meetings for beginning teachers to review procedural guidelines throughout the year, introduce staff resource personnel such as the counselor, lead teacher and CAP advisor explaining their roles and service to the school and community. New teachers are paired with and supported by an experienced teacher who understands the curriculum and the resources within that

content area. New teachers, through the District's MINT program, will have ample opportunities to attend professional development meetings and trainings that will directly impact their ability to successfully implement best teaching and classroom management practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Each teacher must write lesson plans that meet the Florida State Assessments and are aligned with Cambridge International Examination's course scheme of work and with the District's Pacing Guide for a specific subject area. Summer planning and data analysis are also facilitated to ensure that the focus of lesson planning is data driven to a specific content area. Teachers will utilize CPALMS accounts to keep up-to-date with resources which address the Florida State Assessments in addition to Edgenuity, Khan Academy, GIZMOS, and Algebra Nation. Teachers will utilize the item specifications for the FSA and EOC assessments.

b. Instructional Strategies

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

Data from previous test scores, pre-tests, interim assessments, practice Cambridge examinations is used to target students in need of extra services. These services include pull-out tutoring, the Title 1 Academic Assistance Program and Saturday school. These data sources are used to drive the lesson planning process to ensure the use of differentiated instructional practices which groups students by student achievement data.

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

Strategy: After School Program

Minutes added to school year: 10,860

All students have the opportunity for additional instructional time an hour every day after school except for Early Release Days, Faculty Meeting days and Fridays. Tutoring is available in every subject area weekly. Tutoring started on August 23, 2017.

Strategy Rationale

The additional time allows students the opportunity to reflect on difficulties experienced in class, for the lessons of the day to be extended, and for students to have individual academic assistance with their home learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pizzimenti, Lisa, pr7021@dadeschools.net

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

Student will be monitored using Florida State Assessment Results, EOC's, Pre-AICE examinations and PSAT results.

Strategy: Extended School Year

Minutes added to school year: 350

Saturday school is available for all students to facilitate a final review prior FSA, EOC and Pre-AICE testing.

Strategy Rationale

The additional time allows students one last opportunity prior to testing to reflect on difficulties experienced in class. The focus is primarily review and test prep to ensure academic success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pizzimenti, Lisa, pr7021@dadeschools.net

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

Student will be monitored using Florida State Assessment Results, EOC's, Pre-AICE examinations and PSAT results.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming students are all invited to the Summer Institute Readiness Program which is a 3-day, 3-hour long program that provides an orientation for new students entering the CIE and reviews policies and procedures across all grade levels and content areas. Students are also presented with tutoring options and school resources such as access to the school's resource lab, media center and counseling/career services. Through counseling and career advisement, students will be provided with a four-year academic plan which meets the student's interests and satisfies the state's/AICE requirements for graduation and the college admission process. Outgoing students will have experienced college preparatory classes and SAT/ACT preparatory classes in order to make their transition to college and university smooth.

b. College and Career Readiness

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

CIE has developed internship programs with Baptist Hospital, and local businesses which involve our students in community leadership opportunities and internships.

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

Our students will be provided internship programs from a variety of careers. These internships will be granted through M-DCPS partnerships through the Office of Community Engagement . Additionally, CIE hosts a Coding Club for those students interested in the field of technology.

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

Advanced and Advanced Subsidiary Secondary Cambridge Courses will integrate real world applications illustrating possible career options as applicable.

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

Students will earn the Advanced International Certificate of Education. Students will also be required to take online SAT and ACT preparatory courses through Edgenuity and Khan Academy. Students will develop college and career plans though in school counseling services.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers collaborate across all content areas, then student achievement will increase on the FSA and EOC examinations.

Strategic Goals Detail

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

G1. If teachers collaborate across all content areas, then student achievement will increase on the FSA and EOC examinations. 1a

G096728

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| FSA ELA Achievement | 80.0 |
| Algebra I EOC Pass Rate | 80.0 |
| Geometry EOC Pass Rate | 80.0 |
| Bio I EOC Pass | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Infusion of Cambridge Curriculum into the Florida Standards Assessment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Topic Tests for Mathematics/US History/Biology on the G2D Platform
- Test Preparation materials purchased
- CIE website resource materials
- CPALMS Science assessments
- CPALMS Mathematics assessments
- Released CIE examinations
- Student textbooks
- Tablets
- CPALMS English Language Arts resources
- Cambridge International Examinations (CIE) Website
- Professional Development Blueprint
- Student on-line textbook access through the use of the tablets
- Google Classroom
- Achieve 3000
- Reading Plus
- Khan Academy

Plan to Monitor Progress Toward G1. 8

Student data will be aggregated quarterly by benchmark. Using District assessments and state assessments (FSA, and EOC exams).

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The aggregated scores by benchmark will demonstrate if the students as a whole are achieving at least 80 percent proficiency with a benchmark. Progress is made as a student's proficiency is tested to reflect an achievement of at least 80 percent proficiency with each benchmark.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers collaborate across all content areas, then student achievement will increase on the FSA and EOC examinations. 1

 G096728

G1.B1 Infusion of Cambridge Curriculum into the Florida Standards Assessment. 2

 B260176

G1.B1.S1 Social Studies: 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

 S275617

Strategy Rationale

Only through effective planning can all the material be covered effectively.

Action Step 1 5

Teachers will create an annual action plan that will align with District Pacing Guides and the Cambridge course syllabi for respective classes in preparation for EOC/AICE examinations.

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

At least 80 percent of students are proficient on the AICE/EOC US History examinations.

Action Step 2 5

Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Michele Bush

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Daily lesson plans will kept on file by each teacher and annual Action Plans will be developed for each course taught to include objectives, resources and timelines.

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

Student achievement data on District Assessments will be used to monitor effectiveness.

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The percentage of students scoring at a proficient level will be recorded from each examination. Those students in need of academic assistance will receive differentiated instruction during class or in tutoring.

G1.B1.S2 Science: Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences. Based on mid-year student data, science teachers will engage in collaborative instructional practices to include co-teaching. 4

 S275618

Strategy Rationale

Students experience the hands on approach necessary to master the science benchmarks.

Action Step 1 5

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Person Responsible

Claudette Gedime

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

At least 80 percent of students are proficient on the Biology EOC.

Action Step 2 5

Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Michele Bush

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student achievement on topic tests, interim assessments and state assessments.
Student rosters indicating student participation and data analysis.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Daily lesson plans will kept on file by each teacher and annual Action Plans will be developed to include goals, resources and timelines.

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S3 Math: Increase Rigor and Higher Order Thinking Skills. With a development of an intervention plan based on mid-year student data, science teachers will engage in collaborative instructional practices to include co-teaching. 4

 S275619

Strategy Rationale

Students who view material with a focus on depth and rigor will develop higher order thinking skills and will be more likely to achieve proficiency on state assessments

Action Step 1 5

Teacher will be receiving professional development strategies that will transition mathematics from the IGCSE (Pre-AICE) examination level to the AICE level.

Person Responsible

Lisa Pizzimenti

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

At least 80 percent of students are proficient on the Algebra 1 and Geometry EOC.

Action Step 2 5

Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student achievement on topic tests, interim assessments and state assessments.
Student rosters indicating student participation and data analysis records.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Daily lesson plans will kept on file by each teacher along with data binders and assessments.

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S4 Reading: Implement questioning strategies and activities in reading and writing. 4

 S275620

Strategy Rationale

By utilizing level 3 and 4 depth of knowledge questioning strategies in analyzing texts and in writing prompts students will be encouraged to engaged deeper within the text, tie in outside and prior information, and use effective evidence to support thesis statements in writing.

Action Step 1 5

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Person Responsible

Michele Bush

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

At least 80 percent of students are proficient on the FSA Reading

Action Step 2 5

Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Daily lesson plans will kept on file by each teacher along with Fair data for 9/10 graders and interim assessment data.

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S5 Reading: Encourage rigorous reader interactions with text to deepen understanding. 4

 S275621

Strategy Rationale

Encouraging readers to engage in rigorous interactions with texts develops a deeper sense of understanding about how the text was developed, what the text's purpose is, what the central idea of the text is, how to react or respond the text, and provides students with a better foundation on which to write about the text with insight and confidence.

Action Step 1 5

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Person Responsible

Michele Bush

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

At least 80 percent of students are proficient on the FSA Reading.

Action Step 2 5

Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Michele Bush

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Daily lesson plans will kept on file by each teacher

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

Student achievement with regards to efficiency will be monitored on each exam

Person Responsible

Michele Bush

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S6 Reading: Teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. 4

 S275622

Strategy Rationale

By teaching students how to form their own questions about texts, students will be able to engaged deeper within the text and formulate predictions, opinions, and statements about the text. Using these predictions, opinions and statements, students can focus their own responses to support their independent and unique point of views about a reading topic.

Action Step 1 5

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Person Responsible

Michele Bush

Schedule

On 6/7/2018

Evidence of Completion

At least 80 percent of students are proficient on the FSA Reading

Action Step 2 5

Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased student achievement on interim and state assessments. Student rosters indicating student participation.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Daily lesson plans will kept on file by each teacher

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Student achievement data on District Assessments will be used to monitor effectiveness.

Person Responsible

Michele Bush

Schedule













Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|--------------------|
| 2018 | | | | | |
| G1.MA1 M398649 | Student data will be aggregated quarterly by benchmark. Using District assessments and state... | Bush, Michele | 8/21/2017 | The aggregated scores by benchmark will demonstrate if the students as a whole are achieving at least 80 percent proficiency with a benchmark. Progress is made as a student's proficiency is tested to reflect an achievement of at least 80 percent proficiency with each benchmark. | 6/7/2018 quarterly |
| G1.B1.S1.MA1 M398637 | Student achievement data on District Assessments will be used to monitor effectiveness. | Bush, Michele | 8/21/2017 | The percentage of students scoring at a proficient level will be recorded from each examination. Those students in need of academic assistance will receive differentiated instruction during class or in tutoring. | 6/7/2018 quarterly |
| G1.B1.S1.MA1 M398638 | Classroom visitations | Pizzimenti, Lisa | 8/21/2017 | Daily lesson plans will kept on file by each teacher and annual Action Plans will be developed for each course taught to include objectives, resources and timelines. | 6/7/2018 quarterly |
| G1.B1.S1.A1 A370261 | Teachers will create an annual action plan that will align with District Pacing Guides and the... | Bush, Michele | 8/21/2017 | At least 80 percent of students are proficient on the AICE/EOC US History examinations. | 6/7/2018 quarterly |
| G1.B1.S1.A2 A370262 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist... | Bush, Michele | 8/21/2017 | Increased student achievement on interim and state assessments. Student rosters indicating student participation. | 6/7/2018 weekly |
| G1.B1.S2.MA1 M398639 | Student achievement data on quarterly Assessments will be used to monitor effectiveness. | Bush, Michele | 8/21/2017 | The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness. | 6/7/2018 quarterly |
| G1.B1.S2.MA1 M398640 | Classroom visitations | Pizzimenti, Lisa | 8/21/2017 | Daily lesson plans will kept on file by each teacher and annual Action Plans will be developed to include goals, resources and timelines. | 6/7/2018 quarterly |
| G1.B1.S2.A1 A370263 | Teachers will be receiving professional development in utilizing subject-related data analysis to... | Gedime, Claudette | 8/21/2017 | At least 80 percent of students are proficient on the Biology EOC. | 6/7/2018 daily |
| G1.B1.S2.A2 A370264 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist... | Bush, Michele | 8/21/2017 | Increased student achievement on topic tests, interim assessments and state assessments. Student rosters indicating student participation and data analysis. | 6/7/2018 weekly |
| G1.B1.S3.MA1 M398641 | Student achievement data on quarterly Assessments will be used to monitor effectiveness. | Bush, Michele | 8/21/2017 | The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness. | 6/7/2018 quarterly |
| G1.B1.S3.MA1 M398642 | Classroom visitations | Pizzimenti, Lisa | 8/21/2017 | Daily lesson plans will kept on file by each teacher along with data binders and assessments. | 6/7/2018 quarterly |
| G1.B1.S3.A1 A370265 | Teacher will be receiving professional development strategies that will transition mathematics from... | Pizzimenti, Lisa | 8/21/2017 | At least 80 percent of students are proficient on the Algebra 1 and Geometry EOC. | 6/7/2018 monthly |
| G1.B1.S3.A2 A370266 | Implement a Title 1 Academic Assistance After School Tutorial | Pizzimenti, Lisa | 8/21/2017 | Increased student achievement on topic tests, interim assessments and state assessments. Student rosters indicating | 6/7/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|------------------|-------------------------------|--|--------------------|
| | Program and Saturday School to assist... | | | student participation and data analysis records. | |
| G1.B1.S4.MA1  M398643 | Student achievement data on quarterly Assessments will be used to monitor effectiveness. | Bush, Michele | 8/21/2017 | The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness. | 6/7/2018 quarterly |
| G1.B1.S4.MA1  M398644 | Classroom visitations | Pizzimenti, Lisa | 8/21/2017 | Daily lesson plans will kept on file by each teacher along with Fair data for 9/10 graders and interim assessment data. | 6/7/2018 quarterly |
| G1.B1.S4.A1  A370267 | Teachers will be receiving professional development in utilizing subject-related data analysis to... | Bush, Michele | 8/21/2017 | At least 80 percent of students are proficient on the FSA Reading | 6/7/2018 daily |
| G1.B1.S4.A2  A370268 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist... | Pizzimenti, Lisa | 8/21/2017 | Increased student achievement on interim and state assessments. Student rosters indicating student participation. | 6/7/2018 weekly |
| G1.B1.S5.MA1  M398645 | Student achievement with regards to efficiency will be monitored on each exam | Bush, Michele | 8/21/2017 | The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness. | 6/7/2018 quarterly |
| G1.B1.S5.MA1  M398646 | Classroom visitations | Pizzimenti, Lisa | 8/21/2017 | Daily lesson plans will kept on file by each teacher | 6/7/2018 quarterly |
| G1.B1.S5.A1  A370269 | Teachers will be receiving professional development in utilizing subject-related data analysis to... | Bush, Michele | 8/21/2017 | At least 80 percent of students are proficient on the FSA Reading. | 6/7/2018 daily |
| G1.B1.S5.A2  A370270 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist... | Bush, Michele | 8/21/2017 | Increased student achievement on interim and state assessments. Student rosters indicating student participation. | 6/7/2018 weekly |
| G1.B1.S6.MA1  M398647 | Student achievement data on District Assessments will be used to monitor effectiveness. | Bush, Michele | 8/21/2017 | The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness. | 6/7/2018 quarterly |
| G1.B1.S6.MA1  M398648 | Classroom visitations | Pizzimenti, Lisa | 8/21/2017 | Daily lesson plans will kept on file by each teacher | 6/7/2018 quarterly |
| G1.B1.S6.A1  A370271 | Teachers will be receiving professional development in utilizing subject-related data analysis to... | Bush, Michele | 8/21/2017 | At least 80 percent of students are proficient on the FSA Reading | 6/7/2018 one-time |
| G1.B1.S6.A2  A370272 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist... | Pizzimenti, Lisa | 8/21/2017 | Increased student achievement on interim and state assessments. Student rosters indicating student participation. | 6/7/2018 weekly |

V. Professional Development Opportunities

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

G1. If teachers collaborate across all content areas, then student achievement will increase on the FSA and EOC examinations.

G1.B1 Infusion of Cambridge Curriculum into the Florida Standards Assessment.

G1.B1.S1 Social Studies: 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

Teachers will create an annual action plan that will align with District Pacing Guides and the Cambridge course syllabi for respective classes in preparation for EOC/AICE examinations.

Facilitator

Gabriel Clavell, Alexander Douglas

Participants

The Social Studies Department

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

G1.B1.S2 Science: Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences. Based on mid-year student data, science teachers will engage in collaborative instructional practices to include co-teaching.

PD Opportunity 1

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Facilitator

Claudette Baptiste

Participants

The Science Department

Schedule

Daily, from 8/21/2017 to 6/7/2018

G1.B1.S3 Math: Increase Rigor and Higher Order Thinking Skills. With a development of an intervention plan based on mid-year student data, science teachers will engage in collaborative instructional practices to include co-teaching.

PD Opportunity 1

Teacher will be receiving professional development strategies that will transition mathematics from the IGCSE (Pre-AICE) examination level to the AICE level.

Facilitator

Christopher Campos and Karen Salwerowicz

Participants

The Mathematics Department

Schedule

Monthly, from 8/21/2017 to 6/7/2018

G1.B1.S4 Reading: Implement questioning strategies and activities in reading and writing.

PD Opportunity 1

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Facilitator

Hanna Ellis, Jessica Gonzalez, Antonio Labadie and Diana Sawal

Participants

The English, ELL and Foreign Language Departments

Schedule

Daily, from 8/21/2017 to 6/7/2018

G1.B1.S5 Reading: Encourage rigorous reader interactions with text to deepen understanding.

PD Opportunity 1

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Facilitator

Hanna Ellis, Jessica Gonzalez, Antonio Labadie and Diana Sawal

Participants

The English, ELL, and Foreign Language Departments

Schedule

Daily, from 8/21/2017 to 6/7/2018

G1.B1.S6 Reading: Teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies.

Facilitator

Hanna Ellis, Jessica Gonzalez, Antonio Labadie and Diana Sawal

Participants

The English, ELL and Foreign Language Departments

Schedule

On 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|--|--|-----------------|-------|-------------|
| 1 | G1.B1.S1.A1 | Teachers will create an annual action plan that will align with District Pacing Guides and the Cambridge course syllabi for respective classes in preparation for EOC/AICE examinations. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks. | | | | \$26,220.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1000 | 120-Classroom Teachers | 7021 - Center For International Education | Title I, Part A | 284.0 | \$26,220.00 |
| | | | Notes: Title 1 Academic Assistance Program | | | |
| 3 | G1.B1.S2.A1 | Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies. | | | | \$0.00 |
| 4 | G1.B1.S2.A2 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks. | | | | \$4,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 7021 - Center For International Education | Title I, Part A | 226.0 | \$4,200.00 |
| | | | Notes: Tutoring Funds | | | |
| 5 | G1.B1.S3.A1 | Teacher will be receiving professional development strategies that will transition mathematics from the IGCSE (Pre-AICE) examination level to the AICE level. | | | | \$0.00 |
| 6 | G1.B1.S3.A2 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks. | | | | \$1,050.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 7021 - Center For International Education | Title I, Part A | 226.0 | \$1,050.00 |
| | | | Notes: Tutoring Funds | | | |
| 7 | G1.B1.S4.A1 | Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies. | | | | \$0.00 |
| 8 | G1.B1.S4.A2 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks. | | | | \$0.00 |

Dade - 7021 - Center For International Education - 2017-18 SIP
Center For International Education A Cambridge Associate School

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|-----------|--------------------|---|---|-----------------|---------------|--------------------|
| | 5100 | 120-Classroom Teachers | 7021 - Center For International Education | Title I, Part A | 226.0 | \$0.00 |
| | | | <i>Notes: Tutoring Funds</i> | | | |
| 9 | G1.B1.S5.A1 | Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies. | | | | \$0.00 |
| 10 | G1.B1.S5.A2 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 7021 - Center For International Education | Title I, Part A | 226.0 | \$0.00 |
| | | | <i>Notes: Tutoring Funds</i> | | | |
| 11 | G1.B1.S6.A1 | Teachers will be receiving professional development in utilizing subject-related data analysis to guide lesson planning and classroom instructional strategies. | | | | \$0.00 |
| 12 | G1.B1.S6.A2 | Implement a Title 1 Academic Assistance After School Tutorial Program and Saturday School to assist students with meeting proficiency on interim and state assessments with regards to benchmarks. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 7021 - Center For International Education | Title I, Part A | 226.0 | \$0.00 |
| | | | <i>Notes: Tutoring Funds</i> | | | |
| | | | | | Total: | \$31,470.00 |