

Miami-Dade County Public Schools

Center For International Education A Cambridge



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Positive Culture & Environment	27
Budget to Support Goals	28

Center For International Education A Cambridge Associate School

900 NE 23RD AVE, Homestead, FL 33033

www.centerforinternationaleducation.net

Demographics

Principal: Jennifer Rodriguez Ledesma C

Start Date for this Principal: 1/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (81%) 2016-17: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	28

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Center for International Education: A Cambridge Associate School (CIE) is dedicated to collaborative relationships with all stakeholders to provide 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.

Provide the school's vision statement.

Our vision is to create confident, responsible, reflective, innovative & engaged learners.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Ledesma, Jennifer	Principal	<ul style="list-style-type: none"> -Establishes and maintains an effective learning and culturally sensitive climate designed to meet the needs of all learners. -Oversees all personnel within school building to ensure smooth operation of all instructional and non-instructional activities. -Implements, with fidelity, policies, procedures, and protocols established for students, staff, and visitors. -Collaborates and works effectively as a member of the administrative team to ensure consistency across the district with regard to the implementation of programs, policies, and procedures.
Bush, Michele	Assistant Principal	<ul style="list-style-type: none"> -Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. -Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. -Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.
Clavell, Gabriel	Teacher, K-12	Social Studies Department Chair and SIP team member

Demographic Information

Principal start date

Thursday 1/21/2021, Jennifer Rodriguez Ledesma C

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

6

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

4

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

345

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

0

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	94	81	93	77	345	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	3	1	2	10	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	2	5	7	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	5	5	13	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	0	1	1	4	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	3	6	13	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	8	0	0	0	8	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	79	97	79	70	325
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	1	2	4	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	2	5	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	1	6	5	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	3	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	3	6	3	13

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				87%	59%	56%	91%	59%	56%
ELA Learning Gains				63%	54%	51%	76%	56%	53%
ELA Lowest 25th Percentile				61%	48%	42%	74%	51%	44%
Math Achievement				77%	54%	51%	84%	51%	51%
Math Learning Gains				64%	52%	48%	67%	50%	48%
Math Lowest 25th Percentile				38%	51%	45%	68%	51%	45%
Science Achievement				89%	68%	68%	96%	65%	67%
Social Studies Achievement				99%	76%	73%	91%	73%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	84%	55%	29%	55%	29%
Cohort Comparison						
10	2021					
	2019	91%	53%	38%	53%	38%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	68%	21%	67%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	71%	28%	70%	29%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	54%	22%	57%	19%

Grade Level Data Review - Progress Monitoring Assessments

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

9th grade - I Ready

10th Grade - Fair Data

9th and 10th Grade - Performance Matters

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	87	0
	Economically Disadvantaged	0	85	0
	Students With Disabilities	0	0	0
	English Language Learners	0	100	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	91	0
	Economically Disadvantaged	0	87	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	71	0
	Economically Disadvantaged	0	67	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	14	0
Biology	Economically Disadvantaged	0	17	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	80	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	80	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	57	43								100	100
HSP	85	59	57	64	32	42	89	90		100	100
WHT	94	50						100			
FRL	82	56	54	60	32		88	89		100	100

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	55										
BLK	68	60		67	50		82				
HSP	90	65	70	76	64	33	89	98		100	100
WHT	92	62									
FRL	86	63	57	73	63	36	86	98		100	100
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	82	40									
BLK	64	40									
HSP	93	80	85	85	69	73	94	92			
WHT	100										
FRL	90	74	74	83	67	68	95	90			

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	727
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

In comparing the 2018-19 and 2020-21 school year District Assessment Data, there was a noted trend in our data either going downwards or achieving slight improvements in proficiency percentage ratings. Comparing 2019 and 2021, ELA data saw slight percentage drops, with our overall proficiency rating declining from an 87% to 86%, learning gains dropping from 63% to 59%, and a two point decrease from 61% to 59% for L25 proficiency. In Math, proficiency ratings saw a 12 point decrease from 77% to 65%, with a severe decline in learning gains going down from a 64% to 31%. The proficiency ratings of our L25 students saw an increase of 8 points from 38% to 46%. Finally, EOC data resulted in a 1% increase for Science (89% to 90%) and an 8 point decrease in Social Studies, seeing our 99% go down to a 91%. The emerging trend is one in which we find our school experiencing broad reductions in achievement proficiency for end-of-year district assessments, regardless of subject area.

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

According to the data, Math FSA proficiency ratings indicated an overall decrease of 12 percentage points, dropping from a rate of 77% to 65%, and a reduction in learning gains proficiency rating of a 64% to a 31%. This is the most aberrant data point amongst all proficiency ratings outlined in question a., and therefore constitutes the greatest need for improvement.

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

A significant learning loss occurred due to the learning conditions COVID placed us in, and its effect on student motivation. This led to a concerted difficulty in maximizing student engagement due to the technical difficulties of teaching via online platforms such as Google Classroom and Zoom. To combat these negative factors, increased emphasis on differentiated instruction, more direct instruction, and more time for students to collaborate with each other will be priority steps taken by all instructional staff.

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

Considering the nature of the data trends described above, as well as the detailed learning losses due to COVID, the maintaining of proficiency percentage ratings in ELA would constitute the most improvement.

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

A strong cohort that was able to produce satisfactory data results in spite of the effects placed upon them by COVID and the entire distance-learning experience. Tutoring sessions and Saturday sessions were well attended, which lead to high engagement. The school targeted specific sub groups of students that were most in need of remediation. We also expanded Saturday school.

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

Continue with the Saturday and afterschool targeted tutoring sessions. Identify educational software that will supplement classroom instruction tailored to student deficiencies.

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

During department meetings, teachers will have the opportunity to share best practices, in addition to teachers being encouraged to attend all district sponsored professional development opportunities. As well, an in-house professional development session was offered to instructional staff with the goal and outcome of informing teachers about these new SIP initiatives the school is implementing.

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

We will continue to provide Saturday and afterschool tutoring tailored to address deficiencies. We will continue to provide professional development opportunities for teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	According to the 2021 PD Needs Assessment Survey, 33% of respondents cited a priority need for peer observation, in addition to a top-ranking PD need on how to effectively use data to identify student strengths and weaknesses. Based on these two-data findings we feel it necessary to focus on school-wide interdepartmental collaboration and communication.
Measurable Outcome:	Based on this increased inter- and intradepartmental collaboration, we expect to see an average of a 3% proficiency improvement across all applicable subject areas regarding the collection and grading of mock-Cambridge Exam Quarter 1 assessment data. This is in conjunction with the sustained practice from last school year wherein each instructional staff member is responsible for the collecting and maintaining of Cambridge-style assessment data generated for each academic grading quarter.
Monitoring:	Department meeting agendas and rosters will be used, as well as recording the number of peer observations conducted on a semester basis.
Person responsible for monitoring outcome:	Michele Bush (mbush@ciecambridge.org)
Evidence-based Strategy:	The primary strategy used to meet this goal will be through peer observations. Peer Observations refer to a teacher or other observer closely watching and monitoring a lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction.
Rationale for Evidence-based Strategy:	The main reason why we selected this strategy was because the staff expressed this need in the PD Assessment Survey. In addition, Center For International Education employs a diverse staff with a range of instructional experience with both District and Cambridge curricula. While some teachers may be more well versed in these curricula others are in need of additional support which the veterans may provide.

Action Steps to Implement

8/26 - Provide in-house Professional Development for teachers on how to engage in intra- and interdepartmental collaboration. As a result, teachers will be able to identify best practices that will promote further collaboration between each other that will yield increased academic progress data.

Person Responsible Gabriel Clavell (gclavell@dadeschools.net)

9/9 - By this date, each academic department will have met at least twice, where department chairs will have disseminated information and initiatives discussed at preceding Curriculum Leadership meetings. Each department chair will be responsible with providing an agenda and minutes which explicitly covers and discusses each teachers' student data and how to effectively analyze said data. The result will be an increase in teachers using data to inform and modify their instructional planning through departmental collaboration.

Person Responsible Michele Bush (mbush@ciecambridge.org)

9/9 - By this date, each academic department will have met at least twice, where department chairs will have disseminated information and initiatives discussed at preceding Curriculum Leadership meetings. Each department chair will be responsible with providing an agenda and minutes which also explicitly discusses best practices on appropriate instructional strategies for each teachers' respective subject area. Each academic department at the school has teachers with a wide range of general and Cambridge-specific experience, so the result of this action step will to identify any instructional strategy deficiencies of

department members, and use that information to guide said teachers to appropriate professional development opportunities.

Person Responsible Michele Bush (mbush@ciecambridge.org)

10/28 - By this date, each department will have documented evidence of peer observations conducted by each teacher. Department chairs will coordinate efforts to schedule each department member into a time-slot where they will observe a specific departmental peer and write down observations on key instructional strategies employed by the observed teacher. The goal of this action step is to increase our teachers' exposure to new and unique best practices that they can carry into their own classroom instruction.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

11/4 - During our scheduled faculty meeting, the PLST will share our school's implementation plan that was formulated during the Saturday 10/23 PD. During this meeting, planning, coordinating, and organizing of the implementation plan will be covered by the respective PLST members, with a primary focus on introducing micro-PD sessions during future faculty meetings. These micro-PD sessions will feature rotating instructional staff members sharing best practices that align with school SIP goals.

Person Responsible Michele Bush (mbush@ciecambridge.org)

12/20 - By this date, academic departments will continue to sustain the practice of holding monthly department meetings where information and initiatives discussed at Curriculum Leadership meetings will be disseminated. Each department chair will be responsible with providing an agenda and minutes which also explicitly discusses best practices on appropriate instructional strategies for each teachers' respective subject area. Each academic department at the school has teachers with a wide range of general and Cambridge-specific experience, so the result of this action step will to identify any instructional strategy deficiencies of department members, and use that information to guide said teachers to appropriate professional development opportunities.

Person Responsible Michele Bush (mbush@ciecambridge.org)

4/29 By this date, academic teams will continue inter and intradepartmental meetings after school monthly.

Person Responsible Michele Bush (mbush@ciecambridge.org)

4/29-By this date, a segment of the faculty meeting will be dedicated to sharing best practices as it relates to student engagement.

Person Responsible Gabriel Clavell (gclavell@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the 2021 Student Climate Survey Data, 43% of students responded in disagreement to the item statement: "My teachers make me want to learn," and 49% of students responded saying that they disagreed with the item statement: "My teachers give me meaningful homework." In addition, FSA data point decreases may correlate to a lack of student engagement with instruction and classroom activities. According to FSA data, Math learning gains dropped from a 64% to a 31% between 2019 and 2021, which may be attributed to learning losses experienced under the conditions of distance learning. Based on these findings, we feel it is of paramount importance to focus on an increase in student engagement at the school level.
Measurable Outcome:	Student engagement levels will be measured and monitored by correlating to their academic progress of their class grades, and their behavioral conduct standing. Teachers will include average grades in their respective subject areas as a part of their ongoing data collection efforts. By the end of the first quarter, instructional staff at the school should expect to see a 5% increase in average student grades in their classes compared to the 2020-21 Grading Quarter 1 data.
Monitoring:	Monitoring will be achieved through grade tracking, probation tracking, progress monitoring, measuring academically at-risk data, and data pulled from individual academic counseling.
Person responsible for monitoring outcome:	Michele Bush (mbush@ciecambridge.org)
Evidence-based Strategy:	Student Engagement: Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.
Rationale for Evidence-based Strategy:	We have selected this strategy in response to stakeholder feedback, as they expressed various concerns over the past school year. These concerns were felt to be heightened and emphasized through the challenges of distance learning. We want our returning students to feel confident that the school will meet their diverse educational needs, and that their voices are heard.

Action Steps to Implement

8/26 - Provide Professional Development for teachers on best practices for student engagement. Teachers will use information gained in this PD mini-session to incorporate unique and diverse activities, enabling them to more effectively conduct differentiated instruction that will yield increased student engagement.

Person Responsible Christina Vliet (3339621@dadeschools.ne)

9/14 and 9/15 - Students will receive scheduled grade-level orientation meetings, hosted by the administration team. During these meetings, the administrators of the school will provide critical information related to school operations relevant to students, while also providing guidance and advice on how to achieve academic success at the school, and what they can do to stay engaged and on top of their responsibilities. The expected result will be that every student enrolled in the school will have been informed of their academic duties and reminded of behavioral expectations aligned with the current school culture.

Person Responsible Gabriel Clavell (gclavell@dadeschools.net)

9/16 - During this Professional Development Day, the School Leadership Team will be responsible for coordinating and developing an in-house PD. This will be a follow-up to the best practices for student engagement covered during the 8/26 PD (listed as the first action step above). This in-house PD will focus on gauging instructional staff implementation of student engagement best practices, while also analyzing any potential threats to or downsides of attempts to implement these practices.

Person Responsible Michele Bush (mbush@ciecambridge.org)

10/28 - By the end of the first grading period, each teacher will be responsible for providing evidence of the completion of individual data chats with their students. These data chats will primarily consist of providing personalized feedback to each student after the successful completion of either a practice Cambridge-style exam or a District topic test. The result will be proof of instructional staff's efforts to engage students on their academic performance and provide meaningful guidance on how to improve and/or sustain successful results.

Person Responsible Michele Bush (mbush@ciecambridge.org)

12/2 - Implementation of practices proposed at our 11/4 faculty meeting: incorporating micro-PD best practice sessions into our regular faculty meeting agendas. The faculty meeting on 12/2 will feature two instructional staff sharing their best practices for both data chats and evidence collection of formative and summative assessments. These practices will be taught to instructional staff to create a more consistently adopted school-wide approach to data analysis for the purpose of improved planning and student engagement in subject area content.

Person Responsible Christina Vliet (3339621@dadeschools.net)

12/21 - In continuation with our 1st grading quarter's practice of teachers submitting evidence of data chats based on quarterly assessments, we will sustain this practice for the following grading quarter. These data chats will primarily consist of providing personalized feedback to each student after the successful completion of either a practice Cambridge-style exam or a District topic test. The result will be proof of instructional staff's efforts to engage students on their academic performance and provide meaningful guidance on how to improve and/or sustain successful results.

Person Responsible Michele Bush (mbush@ciecambridge.org)

4/29 - Teachers will create more project-based and activity-filled learning to facilitate content delivery will be helpful towards accomplishing the intended outcome.

Person Responsible Christina Vliet (3339621@dadeschools.net)

4/29- CIE counselors and staff will continue to support students emotional needs through monthly SEL seminars.

Person Responsible Joann Garcia (259170@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	According to our enrollment numbers, only 5 parents are involved in our school's PTSA out of a student population of 342. This number indicates to us a significant lack of parental involvement as the number of PTSA members only represents 1.5% of the student body. Because of these findings, we feel it pertinent to provide greater incentives for parental involvement and awareness of the nature of the program our school provides. We hope that in strengthening our relationship and engagement with parents we will be able to further achieve our shared vision and mission of the school by fostering a sense of academic and socio-emotional well-being for their children.
Measurable Outcome:	Our desired goal is to see an increase in PTSA membership by 50% of our current enrollment by the end of the first grading quarter. We will document achievement of this goal via attendance logs of all PTSA meetings held within Quarter 1 of the school year.
Monitoring:	Monitoring of this Area of Focus will be achieved via attendance logs for parent-centered activities and events hosted by the school such as Open House, Honor Roll, FAFSA Night, Awards Ceremonies. Agendas and logs from PTSA/EESAC meetings will be used as well.
Person responsible for monitoring outcome:	Michele Bush (mbush@ciecambridge.org)
Evidence-based Strategy:	Family Engagement: Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved. Examples of Family Engagement activities include, but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events. The most important elements of a Family Engagement program are (1) creating genuine and collaborative relationships with families, (2) creating interactive sessions between staff and families, and (3) linking all interactions to learning to help build families' capacities in supporting their students' academic growth.
Rationale for Evidence-based Strategy:	Parent involvement correlates strongly to increased student achievement while fostering positive school culture and critical skills that students will carry into their post-secondary education.

Action Steps to Implement

8/26 - Provide Professional Development for teachers on how to increase level of parent contact and communication. This will result in teachers keeping a more consistent line of communication with parents/guardians, enabling them to better understand how to address the needs of their students while fostering at-home support.

Person Responsible Joann Garcia (259170@dadeschools.net)

9/14 and 9/21 - Junior and Senior Parent Night will be held on the designated dates. These two nights will be used to get parents involved and participating with key milestone events and actions needed to be taken by the Juniors and Seniors of the school. For Junior Night, parents/guardians will get information and understanding on their child's college application process and general advice on how to apply for scholarships and financial aid. For Senior Night, parents/guardians will be briefed on potential financial expenses, a calendar of Senior events for the year, graduation preparation, and what early action steps can be taken to ensure a smooth graduation process. Both events are designed around the express

purpose of giving parents/guardians information on how to orient their children towards the successful completion of their 11th and 12th grade experiences.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/27 - On this date we will host our school's Open House night, where parents/guardians will be invited to meet the staff of the school building face-to-face. On this night, teachers will host brief information orientations for each of their class periods, where they will have an opportunity to better engage and communicate with the parents/guardians of their students. The expected result will be an increase in communication and correspondence between teachers and parents/guardians and better the chances of their ongoing involvement throughout the school year.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

10/28 - By this date, each teacher will have reached out to the parents/guardians of their students and sent an email invite to be a part of their child's Google Classroom. Google Classroom is an online platform that each teacher at the school uses to post updates, announcements, materials, resources, and assignments related to their class, and which all students are required to enroll in as a part of being in the physical classes of their teachers. By inviting guardians, they will have access to their child's class stream so they may assist in keeping their child on top of all class-related responsibilities and expectations.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

11/19 - On this date the school will hold a Principal Honor Roll recipient breakfast for students and their parents/guardians will be invited and encouraged to attend. The initiative will allow parents and guardians to celebrate the success of some of our most outstanding students while also enabling them to build deeper connections with our school culture.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

11/30 - On this day CIE will be hosting a community fundraiser sponsored through the school's Science National Honor Society. This is an opportunity to build community relationships while enhancing the culture of the school, while supporting our clubs and organizations. Communication for this event will be done through social media and through parent pick-up/drop-off. Increased parental involvement leads to increased connectedness with the school, improving student outcomes.

Person Responsible Christina Vliet (3339621@dadeschoools.ne)

4/29- CIE will continue utilizing social media platforms to show case, announce, and inform the community of all CIE events.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

4/29- CIE will invite parents to schoolwide functions

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

According to the school's SIP survey category on developing others, only 11% of respondents felt that they were being given guidance in using data to plan for their instruction on a weekly basis, 53% said they receive this guidance monthly, 32% quarterly, and 5% stated they never received such guidance. In addition, only 74% of respondents felt that they were supported by teacher leaders on a weekly basis, whereas 16% felt supported on a monthly basis and 10% on a quarterly basis. Based on these statistics we feel it necessary to increase the level of structured and measurable support that our teachers should be receiving from mentors and leadership personnel. This in turn will enable our teaching staff to feel empowered to take on leadership roles themselves in the future.

Measurable Outcome:

The measurable outcome will come from departmental feedback surveys generated and administered by Department Chairs. By the end of Quarter 1, we expect to see the statistic that says 53% of staff say they only receive monthly guidance to increase to at least 75%.

Monitoring:

Monitoring of this target goal will be collected through monthly departmental meetings, faculty meetings, weekly email check-ins by department chairs.

Person responsible for monitoring outcome:

Michele Bush (mbush@ciecambridge.org)

Evidence-based Strategy:

Empower Teachers and Staff: Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Rationale for Evidence-based Strategy:

By implementing strategies for teachers to increase their professional capacity, we empower our staff to feel confident in successfully executing all tasks and responsibilities required of them. This will also help in preparing them for future leadership roles they may take on.

Action Steps to Implement

8/25 - Opening of Schools meeting will include agenda items and discussion on SIP goals, multiple of which focus on increasing support for instructional staff members. Our Principal, Jennifer Ledesma, will conduct this meeting and establish expectations of teachers for the school year moving forward, including a responsibility of understanding and adhering to the aforementioned goals outlined in this document.

Person Responsible

Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/8 - By this date, each department chair and the administration team will have conducted at least two Curriculum Council meetings. The primary purpose of these meetings is to brief department chairs on ongoing school operations and also disseminate critical information, initiatives, and practices to each academic department. These meetings also act as a way to foster leadership skills and responsibilities within each department chair. The result will be the successful empowerment of each department chair by promoting a growth mindset so they may be able to continue providing appropriate leadership to the departments they helm.

Person Responsible

Michele Bush (mbush@ciecambridge.org)

9/6 - By this date, the School Leadership Team will have met at least two times, with the expectation of continuing to meet every Monday in the Principal's office to discuss ongoing school operations. The School Leadership Team, comprised of the building administrators, Lead Teacher, Activities Coordinator,

Guidance Counselors, and Testing Chair will participate in these meetings to ensure smooth continuity of all academic programs and school culture goals. In addition, these meetings help to empower staff in maintaining a positive role and influence as a leadership figure within the school building. This in turn will help us achieve our SIP goal of ensuring instructional staff feel appropriately supported by leadership personnel.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

10/28 - By this date, all new teachers will be assigned a mentor via the Mentoring and Induction for New Teachers (MINT) program. While the primary purpose of the MINT program is to help guide new teachers into programmatic fidelity of all school operations, it also helps the designated mentors to develop their own personal leadership skills through active assistance of their mentees.

Person Responsible Michele Bush (mbush@ciecambridge.org)

12/2 - Implementation of first micro-PD session sharing best practices with instructional staff. This micro-PD session will feature a rotation of instructional staff discussing and potentially modeling best practices regarding student engagement, data analysis, classroom management strategies, etc. The key focus on rotating instructional staff who will present for each micro session is an example of vesting staff members with increased leadership responsibilities. This increase in responsibility will enable them to showcase the practices that have worked well for them already and may see usage as it gets adopted on a school-wide level, ultimately empowering said staff members.

Person Responsible Michele Bush (mbush@ciecambridge.org)

12/21 - 9/8 - By this date, each department chair and the administration team will have conducted at least two Curriculum Council meetings for the 2nd grading quarter, a continuation and sustaining of the same practice implemented during the 1st grading quarter of the school year. The primary purpose of these meetings is to brief department chairs on ongoing school operations and also disseminate critical information, initiatives, and practices to each academic department. These meetings also act as a way to foster leadership skills and responsibilities within each department chair. The result will be the successful empowerment of each department chair by promoting a growth mindset so they may be able to continue providing appropriate leadership to the departments they helm.

Person Responsible Michele Bush (mbush@ciecambridge.org)

4/29 - CIE will continue to build leadership among staff through pairings with mentors, shadowing and sharing best practices.

Person Responsible Gabriel Clavell (gclavell@dadeschools.net)

4/29 - CIE will utilize staff members who are pursuing an administrative career the opportunity to shadow and work with the school's administrative leadership team.

Person Responsible Michele Bush (mbush@ciecambridge.org)

Additional Schoolwide Improvement Priorities

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

Based on the data from SafeSchoolsforAlex.org, we have determined that Center for International Education's protocols and procedures relating to discipline and safety are proving to be highly effective. We are ranked #1 state-wide in regards to reported suspensions, violent incidents, property incidents, and drug/public order incidents. The data reflecting the school's significant lack of incidents indicate to us a high degree of success in implementing our policies and procedures. School culture and the sanctity of the established school environment will be monitored by adhering strictly to established norms and protocols. Instructional staff will continue to communicate with parents any concerns or early warning signs of aberrant student behavior in an effort to be more proactive than reactive to potential issues arising through the school year. The EESAC committee will continue to include Discipline as a meeting agenda item where ongoing disciplinary protocols will be discussed and reinforced by all stakeholder representatives present at said meeting. In addition, feedback by stakeholders will be considered and incorporated into any future decisions made which may impact our behavior or discipline data.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within our school culture come from clearly defined expectations, physical and emotional safety, and supporting care and connections. We strive to establish a rapport with all stakeholders from recruitment to enrollment and through graduation. We accomplish this via recruitment visits, school tours, orientations for new students, grade level assemblies, PA morning announcements, social media outlets and making connections through technology. Even beyond graduation, we continue to communicate with our alumni so that may be the part of the support network provide to our students. We encourage and emphasize our students to access mental health resources such as our Trust/Guidance Counselor and our mental health coordinator to ensure socio-emotional stability. All staff have an open door policy of communication with their students and are accessible at all times throughout the week, which helps our students to feel more comfortable in approaching their teachers with their concerns and needs.

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

The stakeholders involved are the admin team, department leads, all instructional staff, TRUST/Guidance Counselor, CAP Advisor, activities director, and support staff. Our school community lends itself to an individualized approach and attention amongst stakeholders. The administrative team provides clear and defined expectations and are expedient in the distribution of critical information. Department leads foster the unification of a collaborative team by sharing information from the leadership team. This provides two-way communication between admin and staff. Teachers fosters meaningful relationships with students while delivering effective standards based instruction. Teachers also encourage the grit necessary to excel in a rigorous magnet program. Our TRUST/ guidance counselor fills the essential role of establishing a constant academic and emotional support system for the students. Our CAP advisor and activities director help students establish postsecondary goals while providing and fulfilling a rounded and enjoyable high school experience through planned and organized activities. Support staff encourages a positive culture by ensuring consistent application of operational procedures. Furthermore, support staff assists in ensuring consistent high attendance.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00