Center For International Education A Cambridge Associate School

2022-23 Schoolwide Improvement Plan

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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: 1/14/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 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	2021-22: A (79%) 2018-19: A (78%) 2017-18: A (81%)
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	N/A
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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

Name	Position Title	Job Duties and Responsibilities
Ledesma, Jennifer	Principal	-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.
Clavell, Gabriel	Teacher, K-12	Social Studies Department Chair and SIP team member
Vliet, Christina	Teacher, K-12	Science Department Chair
	Assistant Principal	(name does populate)

Demographic Information

Principal start date
Thursday 1/14/2021, Jennifer Rodriguez Ledesma C

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

0

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

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

415

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

6

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

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	134	113	84	87	418
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	8	2	7	25
One or more suspensions	0	0	0	0	0	0	0	0	0	2	2	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	8	4	12
Course failure in Math	0	0	0	0	0	0	0	0	0	0	3	9	3	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	6	1	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	12	10	0	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	6	6	8	4	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	6	6	3	20

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

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

Date this data was collected or last updated

Thursday 9/8/2022

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

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

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	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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	84%	54%	51%				87%	59%	56%
ELA Learning Gains	68%						63%	54%	51%
ELA Lowest 25th Percentile	59%						61%	48%	42%
Math Achievement	75%	42%	38%				77%	54%	51%
Math Learning Gains	64%						64%	52%	48%
Math Lowest 25th Percentile	62%						38%	51%	45%
Science Achievement	87%	41%	40%				89%	68%	68%
Social Studies Achievement	94%	56%	48%				99%	76%	73%

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

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
2022					
2019	89%	68%	21%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	71%	28%	70%	29%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	54%	22%	57%	19%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	60										
ELL	69	71		50			75				
BLK	64	64									
HSP	85	69	65	71	56		89	93		100	100
FRL	80	70	59	75	66	67	87	94		100	100

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
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	793
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	80
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

When looking at the past several years of data, there was a trend in sustaining passing rates for the EOC assessment data. Social Studies EOC held a 2021 passing rate of 91% and saw a small increase to 93% for the 2022 school year, while Science data saw a small decrease from 90% in 2021 to 85% for 2022. In the area of Mathematics, 2022 data saw a significant 10 percentage point increase from 2021, with that year's 65% passing rate going up to 75% and aligning more closely to 2019's 76% proficiency rating. ELA test results also saw a decrease in passing proficiency, with 2021's 92% going down to an 83%, however this is more in line with 2019's passing rate of 87%. Overall, when comparing these data points from the last 3 years, every subject area sustained minor decreases to average passing rates in comparison to the school's own passing rates.

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

The greatest need for improvement continues to concern the department of Mathematics. Although Mathematics EOC scores saw a proficiency percentage increase, our school is still moderately underperforming in terms of learning gains when compared to the district average (60% and 66%, respectively).

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

Math scores saw an improvement from 2021 to 2022, there is still room for improvement to continue to stay ahead of the curve when compared to District proficiency averages as well as bring our school more in line with district average learning gains in Mathematics. New actions that would need to be taken to address the need for improvement will involve exploring further best practices and instructional strategies related to targeted content revision, and increased tutoring efforts for remedial purposes.

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

Math proficiency rate saw the most improvement, with an increase of 10 percentage points from 2021 to 2022 and bringing up our proficiency rating from 65 to 75%.

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

Based on observational evidence gathered by the Math department, our staff found that Saturday school tutoring sessions with explicit focus and content goals contributed highly and positively to the increased data finding. Data findings

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

Student-centered and differentiated instructional practices will be prioritized to ensure individual student needs are being met for Mathematics mastery. As well, the school will make efforts to create a Professional Learning Community comprised of staff members who will be tasked with finding and sharing research-based evidence of highly effective Mathematics strategies.

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.

CIE will provide multiple professional development opportunities to support instructional staff. The opening of Schools PD will focus on sharing effective data collection and analysis strategies and will allow the school to set the tone and expectation moving forward for the year. As well, we plan to provide time to discuss student engagement strategies, sharing of best practices at faculty meetings, shadowing of veteran teachers, and monthly departmental collaboration and support.

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

Continued support in locating and bringing attention to Professional Development opportunities related to the new B.E.S.T. Standards being implemented for the new school year. As well, there will always be a continual year-long effort to provide targeted trainings to individual staff members that will serve their specific departmental and professional needs to further grow as an educator.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2022 Cambridge Examination Assessment Data, the leadership team at the school has identified a need for increased accountability of AICE teachers in collecting and analyzing formative assessment data related to Cambridge Examination content. An increase in consistency of teachers performing ongoing progress monitoring will contribute towards highly positive academic achievement goals for students, including an expected 3% increase in AICE Diploma recipients, more acceleration points for the School Grade calculation, and greater access to Bright Futures scholarship opportunities for the student body.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We hope to increase passing rates on the Cambridge exam by closely monitoring student progress and analyze data throughout the school year. We will make comparisons between proficiency data generated for Quarter 1 and Quarter 3 Cambridge exam-style practice assessments, and expect to see an average increase of 3 percentage points across all AICE courses.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of this Area of Focus will be achieved through the collection of quarterly Cambridge practice examination assessment data. The assessments will be administered by respective subject area instructors who teach tested AICE content, and they will be responsible for organizing their classroom data for submission to our school's Cambridge Coordinator, Ms. Kaufman.
Person responsible for monitoring outcome:	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ongoing Progress Monitoring (OPM). OPM will involve instructional staff collecting student data demonstrating developmental mastery over key standards related to Cambridge syllabi. Instructional staff will collect both summative and formative data with particular focus on quarterly assessments modeled after their class' Cambridge exams to ensure adequate OPM.
Rationale for Evidence-based Strategy: Explain the rationale for	Implementing ongoing progress monitoring will allow us to effectively achieve our goal of using data to inform instructional decision-making. Teachers will use this formative assessment data to inform their own instructional strategy implementation within their respective AICE classes, and modify curriculum content accordingly.

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

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

8/12 - 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)

8/15 - Provide in-house Professional Development on data analysis strategies and modeling systems for ongoing progress monitoring. As a result, teachers will be able to identify best practices that will promote further data collection and using data to make informed decisions on instructional/curricular planning.

Person Responsible	Gabriel Clavell (gclavell@dadeschools.net)

9/16 - On or by this date, Curriculum council will have had their 2nd meeting for the school year. During this meeting, a key agenda item will be included regarding ongoing progress monitoring. A discussion will take place in which department chairs will review findings from their department's collection of action plans and whether adequate OPM is built into each teachers' instructional plans.

Person Responsible	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/30 - On or by this date each instructional staff member with an AICE course in their schedule will have administered at least 1 summative assessment based on content and skills taught thus far. Data will be collected to assist teachers in modifying curriculum plans and provide appropriate remediation for students in need. Data findings and insights will be shared at the next possible department meeting afterwards.

Person Responsible	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

10/17-10/21 - Teachers who teach AICE or pre-AICE courses will administer quarterly assessments based on past Cambridge exam material. As a result, teachers will have a portfolio of student assessment data to perform progress monitoring and data analysis of student performance.

Person Responsible	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

12/16 - On or before this date, teachers will have graded/scored and recorded the data points of students who were administered a Cambridge standards-aligned quarterly assessment. The teachers will use this data to make better-informed decisions on instructional lesson planning as related to the standards designed for each of their curricula.

Person Responsible	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Collaborative Spaces	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 staff climate survey, 45% of respondents agreed that staff morale was high at the school. This is a prominent decrease from the 2021 climate survey, which stated that 77% of staff members felt that staff morale was high at the school. Other response questions related to leadership and relationships were positive so this is the main factor we want to focus on for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We hope to measure and compare the results of historical staff climate survey data to achieve this outcome. We expect to see increases of at least 5% in terms of agreeableness towards the staff survey items mentioned in the area of focus description.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of this area of focus will have to be achieved through various sources and throughout the school year. We plan on developing a Professional Learning Community (PLC) focused on finding ways to increase collaboration opportunities between instructional staff. We will be collecting feedback through departmental meeting minutes as well as faculty meetings with explicit agenda items focused on furthering collaboration. As well, a concerted effort to increase the amount of peer observations taking place at the school will be implemented as well.
Person responsible for monitoring outcome:	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative Spaces refers to creating more opportunities for instructional staff to engage in both inter and intradepartmental interactions. These kinds of collaborative opportunities will allow teachers to expand their horizons on what they believe to be their own best practices as compared to others within the school building. As well, collaborative spaces encourage a sense of comfort, camaraderie, and teamwork to be fostered among school staff.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	We feel that the more collaboration takes place at the school between staff members, the tighter the sense of unity, morale, and support will be felt across stakeholders, affecting the school culture in a positive manner.

**selecting this
strategy.**

8/12 - Opening of Schools meeting will include agenda items and discussion on SIP goals, multiple of which focus on increasing support for instructional staff members. As well, cultural norms and expectations of staff conduct and behavior as members of the school will be reinforced, with special emphasis on the level of support and open communication that will be made available between instructional, administrative, and building personnel.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

8/12 - First departmental meetings will take place, where each Department Chair will be responsible for disseminating key information to the rest of their department on important SIP goals. As well, each department chair will be responsible for submitting minutes and an agenda in which there is a topic of focus on departmental collaborative practices that will ensure adherence to the SIP goal, such as briefings on appropriate communication channels.

**Person
Responsible**   Gabriel Clavell (gclavell@dadeschools.net)

9/6 - First official EESAC meeting will have been conducted and will involve representatives from all stakeholders meeting to discuss SIP goals for the year, new disciplinary and safety policies, general academic achievement data information and expectations for this year moving forward.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/8 - Faculty meeting will take place in which teachers will get an opportunity to share best practices and engagement experiences generated in the year thus far.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

11/3 - Faculty meeting will take place in which teachers will get an opportunity to share best practices and engagement experiences generated in the year thus far. The purpose of conducting these kinds of discussions at faculty meetings is to allow an opportunity for further inter-departmental collaboration since all instructional staff will be present.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

11/10 - Departmental meetings will take place in which an agenda item will be required which encourages a collaborative discussion between department members. The discussion topics will be chosen at the discretion of each department head but will touch upon a specific best practice related to the entire needs of the department, such as differentiated instruction, assessment strategies, classroom management, etc. The result of this agenda item inclusion will be an opportunity for teachers to share effective strategies with their peers while generating feedback on practices which they wish to see improvements in implementation.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 Staff Climate Survey, 26% of respondents stated they receive and used data to guide their instruction on a less than monthly basis. As well and according to the same survey, 20% of respondents are either felt neutral or disagreed with the statement that their evaluations were used to improve teacher performance. We feel these data points indicate a necessity to raise the support level for instructional staff at the school from both the administrative and teacher leader side of personnel.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We hope to measure this outcome once again through staff climate survey responses. Primarily, we hope to see a decrease in the amount of respondents who said they are given guidance on data analysis less than monthly. We are aiming to reduce that number from 26% to no more than 15% by the issuing of the next staff climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of the area of focus will be achieved through minutes and agenda items documented during Curriculum Council meetings, with additional follow-up and dissemination of these support strategies through departmental meetings.
Person responsible for monitoring outcome:	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Consistent, Developmental Feedback involves administration and teacher leaders providing adequate support to both veteran and developing staff members. Expectations are clearly expressed, goals are measurable and achievable, and accountability measures are well-justified to ensure that staff growth is prioritized and effectively contributing towards a positive school culture.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The evidence-based strategy directly ties back to the idea of fostering further support and growth of our teachers and teacher leaders in the school. Developmental feedback is crucial for teachers to be able to successfully perform course-correcting behavior, and better align their best practices with the shared vision of the school and its academic programs.

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

8/12 - 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 Gabriel Clavell (gclavell@dadeschools.net)

9/14 - 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 Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/14 - By this date, the administration team will have used the 2 curriculum council meetings conducted thus far to provide feedback and set expectations for Department Chairs at the school. Mainly, conversations will have taken place and agenda items addressed regarding Department Chairs' assistance in ensuring all instructional staff are adhering to academic and cultural SIP goals while establishing the expectations for ongoing progress monitoring, data collection, data chats, etc.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/30 - Administration team will have conducted several informal walkthroughs/class observations of all instructional staff.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

12/15 - On or before this date, the administration team and the curriculum council leadership team will have conducted the first phase of our Impact Review. In this time, the aforementioned employees will conduct formal observations of all teachers who teach courses with state exams to provide analysis and feedback on their instructional practices. The result will be that teachers will use the feedback generated to make better decisions in terms of instructional strategies and formal lesson planning to reach targeted assessment data points.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

12/16 - By this date, the Principal and Assistant Principal will have continued to provide feedback to all instructional personnel through informal walkthroughs and observations of their classes. The expected result will be, with particular focus on teachers new to the school building, that best practices and instructional strategies are being implemented in classrooms which align with the standards and rigor of each respective course taught.

Person Responsible Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 Cambridge Examination achievement data, there is a need to adhere to enhance both the frequency of collaboration between department members as well as the level of exposure that instructional staff have to each other's best practices and successful experiences in the classroom. Accountability measures should be in place to ensure that teachers are not teaching in isolation, nor should they feel lacking the support their department are meant to provide. The key focus here will be to use collaboration time to increase the amount of data analysis and general data chats taking place at the school between instructional staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will be using quarterly exam data, prepared and administered by teachers, to compare proficiency between Quarter 1 and Quarter 3 of the school year. We hope to see an average improvement of 3 percentage points indicating increased mastery over Cambridge assessment objectives between Quarter 1 and Quarter 3. By the time of the release of Cambridge exam scores, we expect to see an average increase of 2 percentage points on Cambridge exam data across all departments in comparison to the 2022 school year's findings.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Departments will continue the sustained school culture from the previous 2 years in which the administration of the school meets with Department Chairs from Social Sciences, Mathematics, Science, and Language Arts followed by individual departmental meetings. These Curriculum Council and departmental meetings will mandatorily have agenda items related to departments conducting collaborative data chats that will lead to more best practices shared between teachers. Besides these monthly meetings, the school will provide in-house PD opportunities for further collaboration possibilities while continuing to recommend targeted PD's to meet individual instructor needs.
Person responsible for monitoring outcome:	Jennifer Ledesma (jrodriguezledesma@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative Data Chats involve instructional staff engaging in conversations focused on analyzing data and using that data to make better-informed decisions on instructional practices. These data chats can lead to teachers gaining new insights on their own instructional and classroom practices, as well as the progression of their students in mastering their class's content and skills. These kinds of staff interactions may help teachers feel adequately supported in their teaching endeavors while also allowing them to make appropriate adjustments to their curriculum plans to ensure student academic success.
Rationale for Evidence-based	By engaging in more collaborative data chats, teachers at CIE will gain a greater understanding over their own students' strengths and weaknesses as well as instructional blind spots which may need addressing as the school year unfolds.

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

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

8/12 - Opening of schools PD will have a breakout session focused on each department using 2022
Cambridge/FSA/EOC achievement data to conduct a thorough analysis of departmental strengths and
weaknesses. The teachers will use this time to share with each other what practices proved effective and
contributed towards positive data and what areas of concern could be identified as the cause for negative
data trends.

**Person
Responsible**   Gabriel Clavell (gclavell@dadeschools.net)

8/15 - By this date, all departments will have had their first department meeting where each teacher will
discuss their own data findings for the classes taught last year. In addition, each department will have had
the opportunity at their meeting to discuss each teacher's curriculum action plans for their classes taught
this year

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/5 - By this date, all instructional staff will have had the time to discuss their respective curriculum action
plans with fellow department members and will have submitted these plans to their respective Department
Chairs. The department chairs will review and provide feedback as necessary.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

9/16 - By this date, all departments will have conducted the second curriculum council meeting and
second subsequent department meeting. These meetings will include agenda items focused on fostering
further collaborative data chats between instructional staff while also analyzing any data generated in the
year thus far as a group.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

10/13 - By this date, all departments will have met for their monthly department meeting to discuss and
disseminate information from the preceding curriculum council meeting. During this meeting, an agenda
item will be required to be addressed by department chairs asking teachers questions about the
implementation of their curriculum action plans for each of their classes taught. The goal will be to
generate a conversation of accountability between department members in terms of adhering to
curriculum content deadlines to ensure students are thoroughly prepared for their end-of-year exams in
Cambridge courses.

**Person
Responsible**   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

11/17 - During the November department meeting, another agenda item will be required for discussion between department members related to having collaborative conversations on the topic of data chats with students and how to provide appropriate feedback for learner progress. The goal will be to share best practices between teachers within their departments regarding the process of providing constructive feedback to students. The hope is that teachers will provide insight as to how they conduct feedback sessions with students and what may be the best kinds of approaches in dealing with the individual needs of students to ensure their feedback yields positive results and learner growth.

Person Responsible   Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

Positive Culture & Environment

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

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

CIE is committed to creating an implementing multiple actions affecting school culture and environment for all stakeholders who comprise the school. For instructional staff, we have made great efforts to create a stronger sense of unity and support while celebrating the success of our teachers. For example, we award a 'Golden Lion of the Month' recognizing staff members for their unique contributions to school culture and academics, encourage collaboration opportunities of staff members at formal and informal meetings and events, and create leadership opportunities with Curriculum Council that ensures everyone's voices are heard. For students we have strived to provide unique activities which demonstrate a strong school identity, such as our annual Turkey Bowl pep rally/sports competition, club rush and club shirt days to spread awareness of extra curricular activities, social media postings of student engagement during in-class activities, and many more. Besides high-quality standards in sanitary and cleanly appearances of all school facilities, we have consistently promoted further beautifying of the school building with new coats of interior paint and new wall-wraps that help CIE feel inviting and professional. Our streamlined mandatory uniform policy, which has defined expectations outlined to the students and thoroughly enforced, has contributed towards a stronger sense of student cohesion in their appearance and overall attitude of the school and its building operations. In short, CIE takes its academic programs as seriously as it does its need to promote a positive school culture and environment.

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

Our administration staff comprised of Principal Jennifer Ledesma-Rodriguez, Assistant Principal Ideal Garcia, and Lead Teacher Angela Bouza-Kaufman all provide a strong sense of leadership and direction towards the school's adherence to its mission and vision. As well, the office staff comprised of Patrice Bledsoe, Jacqueline Mena, and Blanca Osuna allow our school's daily operations to flow smoothly and with minimal disruption of the students' day-to-day activities. Our mental health coordinators Soraya Herran and JoAnn Garcia provide social-emotional support and counseling services that make our students feel listened to and advocated for, be it in times of crisis or otherwise. Our custodial staff contributes towards the

maintenance of high sanitation standards of the school building on a daily basis. Our instructional Department Chairs comprised of Gabriel Clavell, Christine Vliet, Kara Goodman, and Karen Salwerowicz are given ample opportunities to demonstrate exemplary leadership skills as they collaborate with each other and their respective departments to ensure that all instructional personnel best represent the school's mission, vision, and overall cultural expectations of the school. All of the instructional staff at the school help to create safe zones of openness, tolerance, inclusivity, and engagement across their class periods and help make the students enjoy the material they teach as much as possible. Lastly, our students who, in combination with their families, contribute the most to this positive school culture and environment. Because of their overall enthusiasm and desire to succeed in this program and beyond, we constantly are given opportunities to be a part of their individual stories as human beings striving for high levels of both academic and personal achievement.