Center For International Education A Cambridge Associate School

2023-24

Schoolwide Improvement Plan (SIP)

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Center For International Education A Cambridge Associate School

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School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
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	-Provide vital administrative assistance to the school principal, helping manage day-to-day operations, coordinating schedules, and overseeing school facilities. - Assists in maintaining a positive school environment by addressing disciplinary issues, implementing behavior management strategies, and collaborating with teachers, parents, and students to ensure a safe and conducive learning atmosphere. -Supports curriculum implementation by observing classroom instruction, providing feedback to teachers, and participating in professional development initiatives to enhance teaching quality and student learning outcomes.

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

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

The main avenue in which stakeholder input will be solicited for the SIP development process will come, naturally, from our monthly Educational Excellence School Advisory Council (EESAC) Meetings. During these meetings, an update on the status of the SIP and its various phases will be shared and afterwards a Q & A feedback session will be held in which we will take into consideration the input provided by all stakeholder members.

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

The SIP will undergo consistent monitoring through regular assessments, data analysis, and stakeholder feedback to gauge its effectiveness in elevating student achievement in alignment with State academic standards. Emphasizing inclusivity, the school will iteratively refine the plan based on identified strengths and weaknesses, adapting strategies to narrow the achievement gap and fostering continuous enhancement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A

	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	24

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	82	55	50	84	54	51	86		
ELA Learning Gains				68			59		
ELA Lowest 25th Percentile				59			59		
Math Achievement*	55	43	38	75	42	38	65		
Math Learning Gains				64			31		
Math Lowest 25th Percentile				62			46		
Science Achievement*	85	62	64	87	41	40	90		
Social Studies Achievement*	84	69	66	94	56	48	91		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	99	70	65	100	67	67	100		
ELP Progress		49	45						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	84
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	793
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	66			
ELL	64			
AMI				
ASN				
BLK	84			
HSP	84			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL	84			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	60			
ELL	66			
AMI				
ASN				
BLK	64			
HSP	81			
MUL				
PAC				
WHT				
FRL	80			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	82			55			85	84		100	99	
SWD	70			50			77				3	
ELL	55			55			82				3	
AMI												
ASN												
BLK	78			60			91			93	5	
HSP	82			53			83	85		100	6	
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	81			55			83	85		98	6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	84	68	59	75	64	62	87	94		100	100	
SWD	60											
ELL	69	71		50			75					
AMI												
ASN												
BLK	64	64										
HSP	85	69	65	71	56		89	93		100	100	
MUL												
PAC												
WHT												
FRL	80	70	59	75	66	67	87	94		100	100	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	86	59	59	65	31	46	90	91		100	100	
SWD												
ELL	57	43								100	100	
AMI												
ASN												
BLK												
HSP	85	59	57	64	32	42	89	90		100	100	
MUL												
PAC												
WHT	94	50						100				
FRL	82	56	54	60	32		88	89		100	100	

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	80%	54%	26%	50%	30%
09	2023 - Spring	84%	51%	33%	48%	36%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	56%	2%	50%	8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	52%	4%	48%	8%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	65%	20%	63%	22%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	66%	18%	63%	21%

III. Planning for Improvement

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

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

The lowest data performance came from our Math Proficiency data, and more specifically from Geometry state test scores. In comparing the 2021-22 and 2022-23 school year, our Geometry proficiency rating decreased from 80 percentage points to 56 points. Contributing factors include students entering the Geometry class with inherent deficiencies in foundational mathematics skills as well as assigning a teacher from the Math department to teach Geometry this year who did not have as much subject area experience as the previous year's teacher (our school is small enough that usually one teacher covers an entire subject area for the school). There are overall decreasing trends across the board when it comes to Math as well, so this data decrease is in line with other data points generated from this past year.

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

Once again, the Math department saw the biggest hit to their performance data when it came to FAST assessments. In comparing the 2021-22 and 2022-23 school year, the school's overall Math score decreased from 75 percentage points to 57 percentage points overall. Once again, students entering these Math classes, especially Freshman who come in from various Middle School sources, are beginning these classes with inherent deficiencies in foundational mathematical knowledge and skillsets, meaning that their teachers must add extra instructional time to account for these deficiencies instead of increasing the pace and rigor of the main subject area content.

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

All of our FAST/EOC data was above the district/state averages for each subject area of Math, Science, ELA, and Social Studies.

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

When looking at overall subject area proficiency ratings for FAST/EOC data generated for the 2022-23 school year and comparing it to the 2021-22 year, unfortunately every subject area experienced some level of decrease. That being said, ELA Grade 9 data did see a 5 percentage point increase when comparing the aforementioned school year, as we were able to raise our 79% in 21-22 to an 84% proficiency rating in 22-23. New actions our school took in this area mainly involved hiring a new teacher to the building who had a dedicated role in teaching the 9th grade Language Arts classes and Intensive Reading courses as well while implementing more consistent reading comprehension strategies within his classroom.

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

Our main area of concern would be that, according to our school's Early Warning System (EWS) data, 34 out of 412 recorded students have an attendance rate of below 90%. As a Cambridge Magnet school, maximum attendance is extremely important to the potential success of our students. As well, due to our block schedule programming, a single missed day is the equivalent of missing two days of instructional time, so the more students out of the building, the more likely it is they are to experience severe learning losses and gaps in content understanding. To ensure our students are mastering content standards, we will be looking into attendance incentive initiatives so that they may be encouraged to attend school as much as possible and limit slow downs in their subject area mastery progress.

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

1. Measurable improvements in academic data performance related to FAST/EOC exams, with an emphasis on increasing Math scores.

2. Measurable improvements in academic data related to overall AICE exam proficiency.
3. An increase in climate survey data from students related to the integrity and safety of the school building.
4. Increased parental/family engagement in terms of afterschool activity attendance.

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

#1. Instructional Practice specifically relating to Math

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

According to our 2022-2023 FAST data, our school achieved a 58% proficiency rating in the Algebra 1 and Geometry assessments, a decrease from our 2021-2022 proficiency rating of 75%. Some of the identified contributing factors included an increased number of students entering these classes with inherent deficiencies, changes in teaching personnel and teachers new to the subject, and the changes made to the tests themselves as we transition from FSA to FAST.

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

Our planned measurable outcome will be to see improvements to the Math scores for Algebra 1 and Geometry assessments by at least 5 percentage points, increasing our proficiency rating from 58% to 63% for the 2023-24 school year.

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

Monitoring of the desired outcome will come from evidence collected through our planned action steps: Professional Development training session agenda from our in-house PD that will be focusing on data utilization. As well, faculty and departmental meeting agenda and minutes that will explicitly include time for discussions on data chats and best practices related to benchmark-aligned instruction

Person responsible for monitoring outcome:

Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

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

Data-driven decision making is our evidence-based intervention strategy for this area of focus. By collecting and analyzing relevant data from various assessments, such as standardized tests, formative assessments, and classroom evaluations, educators can identify areas of weakness and target interventions accordingly. This data allows for the development of tailored instructional strategies, individualized support, and differentiated learning experiences. Ongoing monitoring of student progress and frequent data analysis help educators make informed adjustments to their teaching approaches, ensuring that students receive the necessary support and resources to succeed.

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

Data-driven decision making is a natural fit for this area of focus because it will encourage teachers to utilize data that will already be generated for them regardless. By utilizing data to improve benchmark-aligned instruction, teachers will be able to provide more targeted interventions for students with deficiencies, a more clear ability to differentiate instruction based on student needs, and promote accountability and transparency within teachers to ensure their efforts are focused on improving student assessment proficiencies.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

On this date our school will have provided teachers with an in-house professional development training focused on data utilization and how to make better decisions on instructional planning through the usage of assessment data.

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

By When: 8/15

During this date range, Department chairpersons will have met for a curriculum council meeting in which discussion will take place focusing on FAST/EOC data generated for the 2022-23 school year. These discussions will be used to facilitate a plan of action by each department chairperson in how to provide guidance and interventions moving forward for their respective teachers within each department responsible for assessed subject areas.

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

By When: Between 08/15 and 9/29

Between this date range, departments will have conducted internal meetings in which at least one agenda item will include time to discuss best practices related to data-drive decision making. These best practice discussions will be used to generate conversation between department members in which they share strategies they felt directly and positively affected the FAST/EOC data generated for the 2022-23 school year, as well as provide insight into the types of learning modalities featured within their respective classrooms.

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

By When: Between 08/15 and 9/29

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Since our school is exclusively a Cambridge Magnet program, it is our priority to ensure that our teachers are being given appropriate guidance on how best to facilitate mastery and success for our students so that they may earn their AICE Diploma. According to the June 2023 Cambridge International Examinations assessment data and based on all exams taken, our school achieved a passing rate of 56%, compared to 62% for the 2021-2022 school year. Some factors which contributed to these data findings include the hiring of several new teachers who were unfamiliar with Cambridge content and AICE assessment skills as well as a lack of accountability in the domain of data collection and analysis that would have helped teachers identify revision strategies to improve outcomes.

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

Our goal for this year largely remains the same as years previous: to see a 3 percentage point increase of the total passing rate, so that our school's passing rate goes from a 56% to a 59% when comparing the 2022-23 and 2023-24 school year.

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

Accountability measures will have to be cemented as part of staff academic culture related to ongoing progress monitoring within AICE classes taught at the school. The main method of accountability will come from teachers having action plans reflecting intentions to implement quarterly mock-exam assessments that will provide teachers with benchmarks on their development over content mastery as the school year progresses. These quarterly assessment data findings will then be relayed to department chairs and then shared with administration.

Person responsible for monitoring outcome:

Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

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

By consistently monitoring progress, educators can identify trends, measure growth, and make data-informed decisions to support student learning. Ongoing progress monitoring promotes personalized instruction, early intervention, and continuous improvement, ultimately enhancing student achievement and ensuring that instructional approaches align with students' evolving needs.

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

This specific strategy provides valuable insights into individual student performance, allowing educators to identify specific areas of strength and weakness. This data-driven approach enables personalized instruction and targeted interventions, ensuring that students receive the support they need to succeed. Additionally, ongoing progress monitoring facilitates early identification of learning gaps or challenges, allowing for timely intervention and remediation. It also promotes a culture of continuous improvement by enabling educators to track student growth, evaluate the effectiveness of instructional strategies, and make informed decisions based on evidence. Ultimately, the use of ongoing progress monitoring enhances student achievement, facilitates instructional differentiation, and supports data-informed decision making in education.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

As previously stated, CIE will host an in-house professional development training session on the date of 8/15 that will focus on assessment data for FAST/EOC as well as AICE achievement data. for the portion of the training dedicated to AICE assessment data, we will provide teachers with insights into how to interpret the data provided to make changes and improvements to their year-long instructional action plans and provide a foundation for what to expect this school year when it comes to teaching strategies. As well, we will brief teachers on how to best utilize this data to establish ongoing progress monitoring initiatives that will allow their students to track their development within their respective classes.

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

By When: 8/15

While the administering of quarterly assessments will naturally take place at the end of each grading quarter, between these dates teachers will be expected to have created their first round of mock-exams ready to be administered within their AICE classes. These mock-exam quarterly assessments will be detailed within each teachers' year-long action plans and submitted to each department chair for accountability purposes. As well, during these date ranges each teacher will have expressly outlined the content, scope, and expectations associated with the administering of these quarterly mock exams, with a rationale providing the purpose of this data collection for ongoing progress monitoring purposes.

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

By When: Between 8/17 and 9/29

During this time at least 1 departmental meeting will have taken place in which an agenda and minutes will reflect time allotted to data chat conversations taking place within each respective department. Teachers within these meetings will share the Cambridge exam data associated with their classes while requesting feedback from fellow department members on what they felt were factors contributing to the specific data findings. Once again, the goal here will be to set up a foundation of knowledge and understanding for teachers in how best to interpret the data generated from last school year to better implement progress monitoring strategies for this new school year.

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

By When: 8/17-09/29

#3. Positive Culture and Environment specifically relating to Other

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

According to the 2022-2023 school climate survey data taken by our students, there were notable downward trends when students were asked questions about the school building conditions, cleanliness, safety, etc. when compared to the 2021-2022 student climate survey. For example, in the 21-22 survey, 61% of student respondents agreed or strongly agreed that their school building is kept clean and in good condition, whereas in the 22-23 survey the number of students who agree/strongly agreed with the statement dropped to 43%. Using the same year-to-year comparison, we see that the number of students who agreed they felt safe at our school dropped from 91% to 77%. When students were asked if they felt the student body usually follow school rules, we see a decrease year-to-year of those who agreed with the statement drop from 77% to 56%. Based on these data findings, we find it important to focus this year on maintaining consistent protocols for a safe and healthy environment.

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

Our measurable outcomes will be to try and reverse the negative trend of school climate survey items regarding school safety, health, and security. Specifically, we hope that the aforementioned survey items related to school building cleanliness will increase from 43% to at least 50%, the item dealing with school safety rise back up to a 90%, and that at least 70% of students feel that the student body usually follows school rules. These measurable outcomes will come from the 2023-24 school climate survey given to the students towards the end of the school year.

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

Monitoring of the desired outcome will be taken from the results of the mid-year school climate survey that gauges student feelings about safety, security, health, academic programs, culture, etc. mid-way through the school year, as well as the eventual collection of the end of year climate survey.

Person responsible for monitoring outcome:

Jennifer Ledesma (jrodriguezledesma@dadeschools.net)

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

By adhering to consistent protocols to maintain a healthy and safe school environment, schools create a sense of security and trust among students, parents, and staff. Protocols for emergencies, such as fire drills and lockdown procedures, ensure swift and organized responses to potential threats. Consistent protocols promote fairness, equity, and inclusivity, fostering an environment where every student feels valued and supported. Overall, these steps towards a cultural shift will serve as the foundation for a conducive learning environment that prioritizes the well-being of all stakeholders present within the building.

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

Consistent protocols in schools are essential because they provide a clear and structured framework for managing various aspects of safety and well-being. By establishing and following these protocols, schools create a sense of stability and trust among students, parents, and staff.

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During the first 2 weeks of the school year, grade level assemblies will be held in the auditorium and will address specific academic expectations and important information pertinent and specific to each grade level. During each of these assemblies, cultural expectations will be explicitly outlined to each grade level pertaining to maintaining consistent protocols of school safety and health, especially discussing the importance of the sense of security that should be present at the school.

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

By When: Between 8/17 and 8/25

Between these dates at least 1 fire drill and 1 code red lockdown drill will take place that will remind students how to behave and act during emergency situations so that students are aware of the appropriate protocols.

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

By When: 8/17-9/29

During this period, an additional security guard will be hired at the school and posted to various locations for monitoring purposes, especially key hallways with high foot traffic and the student bathrooms as well.

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

By When: 8/17-9/29

#4. Positive Culture and Environment specifically relating to Other

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

In analyzing school climate data findings for the 2022-2023 school year, we have come to notice a severe lack of engagement coming from the parents and family members of our students. Although we are a small school with just over 400 students, according to the 2022-2023 school climate survey for parents, a mere 5 respondents were recorded to have completed the survey. While it is always understandable that the number of parents expected to respond to these surveys will be far lower than the total number of students, this small number demonstrates to us a lack of visibility and presence of our school within the minds of the parent stakeholders. Even though the survey advises caution when interpreting survey results from such a small number of respondents, the responses themselves still were less than stellar, as 2 out of 5 of these parent respondents said they would not recommend our school to others while also awarding the school a 'grade' of D or F. Based on this seemingly limited perception of the school on behalf of our parents, we find it necessary to promote an area of focus on family engagement that will serve to better our image and prominence within the local community.

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

The measurable outcome will come from a notable increase in the number of respondents taking the parent climate survey. We hope to raise the number from a measly 5 to at least 15 respondents (though 20+ would be preferable) so that we may have a better gauge on the parental perceptions of our school. In addition, we hope to see a larger number of those parent respondents who would recommend our school to others to go up from 60% to at least 75%.

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

Monitoring will come in the form of feedback gathered from parent-centered events held at our school, as well as data gathered from parent climate surveys.

Person responsible for monitoring outcome:

[no one identified]

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

Family engagement encompasses various forms of participation, including attending parent-teacher conferences, volunteering in classrooms, supporting homework, and participating in school events. Family engagement goes beyond mere involvement; it emphasizes building strong partnerships between families and educators, fostering open lines of communication, and promoting shared decision-making. This collaborative approach recognizes the essential role of families in supporting student learning, creating a supportive home environment, and reinforcing the school's educational goals. Family engagement is crucial for student success, as it enhances academic achievement, social-emotional development, and overall school culture.

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

Family engagement plays a pivotal role in shaping school culture. When families actively participate in their children's education, it fosters a sense of collaboration and support within the school community. Family involvement strengthens communication between teachers and parents, creating a shared commitment to student success. It promotes a positive and inclusive atmosphere, where parents feel

valued and empowered to contribute to the educational process. By working together, families and schools can establish a culture of high expectations, trust, and mutual respect. Ultimately, family engagement enhances student motivation, academic achievement, and overall well-being, creating a vibrant and nurturing school environment.

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Between this date range (as the official date has not been selected yet) we will have hosted our school's annual Open House Night, providing an opportunity for families to connect, explore, and engage with the school community, fostering a sense of belonging and collaboration.

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

By When: 8/15-9/29

Between these dates the school will resume its ongoing and strengthening of our digital footprint through increased usage of social media platforms like Instagram, Facebook, and Twitter. The goal here will be to increase our social media presence as a way to better connect with parents and community members through more online visibility while also disseminating important information and dates pertaining to the school.

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

By When: 8/15-9/29

During this date range, a meeting will be held between the president of the PTSA and the school leadership team to establish a baseline of communication and expectations for the school year. We hope as well that we can use this meeting for the purpose of trying to increase the number of active relationships held between our school staff members and the parental community.

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

By When: 8/15-9/29

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP and SWP will be posted to the school's official website, and physical copies may be provided upon request. As continued work is completed with the passing of each SIP Phase, we will update the document on our website to keep it up to date with the developing plan, and any stakeholder who wishes for a physical copy of the updated plan may request so as well. A link to our school's website can be found here: https://ciecambridge.net/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

There are a litany of ways our school plans on building positive relationships with parents, family members, and the community at large. Firstly we will be providing families with a school-parent compact outlining academic and behavioral goals and responsibilities shared by all stakeholders involved in the development and future of our students. As well, we will be scheduling a Title I Orientation Meeting for families while also disseminating information through our Open House Night. Throughout the year, we plan on soliciting surveys to families to determine their specific needs that we as a school may be able to provide support their children at home and within the school building. Finally besides continued and consistent implementation of multiple modalities for parent contact (email, social media, written letters, etc.) we plan on coordinating workshops through the Parent Academy program that may continue to offer support to families in fostering their child's development.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We plan on strengthening our academic programs by focusing in on accountability in the domain of data collection, analysis, and subsequent instructional planning. Teachers this year will be requested to submit quarterly assessment data based on mock AICE exams that will serve as ongoing progress monitoring and gauging benchmark mastery for our AICE tested subjects (refer to our SIP's second academic area of focus for further information). In addition, a concerted effort will be made to not only record this progress monitoring data but also share it amongst teachers to support interdepartmental collaboration that may give teachers better insight into how they may improve their instructional planning for assessment results purposes. Lastly, remediation will be provided on a weekly basis for all subject areas in the form of after school tutoring for all students who may need it to increase their understanding and mastery of course content, which will in turn yield academic improvements as reflected on our assessment data.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

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

No