

Miami-Dade County Public Schools

# CENTER FOR INTERNATIONAL EDUCATION



2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

## I. School Information

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### A. School Mission and Vision

#### Provide the school's mission statement

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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

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

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Rodriguez-Ledesma, Jennifer

jrodriguezledesma@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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- 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.

## **Leadership Team Member #2**

### **Employee's Name**

Garcia, Ideal

igarcia22@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- 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.

## **Leadership Team Member #3**

### **Employee's Name**

Bouza-Kaufman, Angela

abouzakaufman@dadeschools.net

### **Position Title**

School Assessment Coordinator

### **Job Duties and Responsibilities**

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- Plans, schedules, and oversees all standardized, state-mandated, Advanced Placement, and Advanced International Certificate of Education (AICE) testing, ensuring that assessments are conducted efficiently and in compliance with district and state regulations.
- Gathers, manages, and analyzes student performance data from assessments, providing insights to inform instructional decisions and school improvement efforts.
- Trains teachers and staff on testing procedures, data interpretation, and the use of assessment tools, ensuring they are prepared to administer assessments accurately and effectively.

## Leadership Team Member #4

### Employee's Name

Aponte, Aitana

aaponte@dadeschools.net

### Position Title

Magnet Lead Teacher

### Job Duties and Responsibilities

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- Refines specialized curriculum so that it aligns with the magnet program's focus, ensuring that it meets district standards and supports the program's unique goals.
- Leads outreach efforts to attract prospective students to the magnet program, and works with staff and families to maintain high levels of student engagement and success.
- Mentors and collaborates with other teachers, offering guidance and resources to enhance instruction within the magnet program and ensuring alignment with its educational vision.

## Leadership Team Member #5

### Employee's Name

Vliet, Christina

333962@dadeschools.net

### Position Title

Science Department Chair

### Job Duties and Responsibilities

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- Guides the development and implementation of the science curriculum, ensuring it meets district and state standards while promoting inquiry-based and hands-on learning experiences.
- Provides mentorship and professional development for science teachers, fostering collaboration and improving instructional practices to enhance student achievement in science.
- Coordinates the acquisition and maintenance of lab equipment, materials, and technology, ensuring that all science classrooms are well-equipped for experiments and investigations.
- Editor of the School Improvement Plan (SIP); assists in the collaboration between administration and instructional leadership members to identify SIP goals that are relevant and attainable to the current school year.

## Leadership Team Member #6

### Employee's Name

Espinosa, Natasha

nepinosa2@dadeschools.net

**Position Title**

Social Studies Department Chair

**Job Duties and Responsibilities**

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- Provides curricular and leadership support to members of the Social Studies department at the school while also encouraging communication and interdepartmental collaboration.
- Coordinates and plans in-house professional learning training sessions that are meaningful and relevant to the instructional needs of the teachers at the school.

**Leadership Team Member #7**

**Employee's Name**

Morales, Antonio

327575@dadeschools.net

**Position Title**

Math Department Chair

**Job Duties and Responsibilities**

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- Oversees the design, implementations, and evaluation of the math curriculum, ensuring alignment with state standards and fostering high-quality instruction across all grade levels.
- Supports and mentors math teachers by offering guidance, observing classroom instruction, and facilitating professional development to enhance teaching effectiveness and student outcomes.
- Coordinates the allocation of materials, textbooks, and technology for the math department, ensuring that teachers have the necessary tools to support student learning and achievement.

**Leadership Team Member #8**

**Employee's Name**

Goodman, Kara

334003@dadeschools.net

**Position Title**

Language Arts Department Chair

**Job Duties and Responsibilities**

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- Leads the design and alignment of the language arts curriculum with state standards, ensuring a comprehensive approach to reading, writing, literature, and language skills.
- Mentors and provides professional development opportunities for language arts teachers, encouraging collaboration and the implementation of best practices in literacy instruction.
- Monitors student performance on language arts assessments, analyze data to inform instruction, and manage the distribution of materials and resources to support effective teaching and learning.

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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The main avenue in which stakeholders' input will be solicited for the SIP development process will come from our 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.

## 3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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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. The school will iteratively refine the plan based on identified strengths and weaknesses, adapting strategies to narrow the achievement gap and fostering continuous enhancement. The school leadership team will ensure that all stakeholders are involved in the ongoing monitoring and revision of the school improvement plan, with regularly scheduled EESAC meetings and faculty meetings being the primary avenues for soliciting feedback.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH</b> <b>9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>79.7%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment	88	99	113	95	395
Absent 10% or more school days	5	6	6	6	23
One or more suspensions	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	2	2
Course failure in Math	0	3	1	3	7
Level 1 on statewide ELA assessment	0	1	0	0	1
Level 1 on statewide Algebra assessment	0	0	0	0	0

### Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators	0	2	1	1	4

### Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	5	10	15	2	32
One or more suspensions					0
Course failure in English Language Arts (ELA)				1	1
Course failure in Math			7	3	10
Level 1 on statewide ELA assessment	1	2	5		8
Level 1 on statewide Algebra assessment	3	20	14		37

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators		8	7	1	16

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times		1			1

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	90	62	59	91	60	55	82	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	71	60	58	80	58	57			
ELA Lowest 25th Percentile	74	55	56	78	55	55			
Math Achievement*	69	54	49	65	51	45	55	43	38
Math Learning Gains	58	50	47	50	50	47			
Math Lowest 25th Percentile	38	54	49	65	56	49			
Science Achievement	96	71	72	93	68	68	85	62	64
Social Studies Achievement*		78	75	83	73	71	84	69	66
Graduation Rate	99	93	92	100	92	90	100	89	89
Middle School Acceleration									
College and Career Acceleration	98	78	69	100	74	67	99	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		56	52		57	49	64	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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	693
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
77%	81%	84%	79%	73%		78%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	78%	No		
English Language Learners	82%	No		
Black/African American Students	83%	No		
Hispanic Students	76%	No		
White Students	92%	No		
Economically Disadvantaged Students	75%	No		

### D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	90%		71%	74%	69%	58%	38%	96%			99%	98%	
Students With Disabilities	82%		73%										
English Language Learners	83%				80%								
Black/African American Students	83%												
Hispanic Students	90%		72%	76%	69%	57%	29%	97%			99%	99%	
White Students	92%												
Economically Disadvantaged Students	90%		73%	77%	67%	50%	30%	95%			98%	96%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	91%		80%	78%	65%	50%	65%	93%	83%		100%	100%	
Students With Disabilities	75%		73%						80%				
English Language Learners	67%		76%	60%	53%	40%			79%				
Black/African American Students	89%		82%						92%				
Hispanic Students	90%		80%	81%	64%	51%	71%	92%	81%		100%	100%	
Economically Disadvantaged Students	89%		79%	75%	65%	47%	82%	94%	84%		100%	100%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	64%
Students With Disabilities	70%				50%			77%					
English Language Learners	55%				55%			82%					
Black/African American Students	78%				60%			91%			100%	93%	
Hispanic Students	82%				53%			83%	85%		100%	100%	
Economically Disadvantaged Students	81%				55%			83%	85%		100%	98%	

## E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	88%	60%	28%	58%	30%
ELA	9	92%	56%	36%	56%	36%
Biology		93%	74%	19%	71%	22%
Algebra		56%	59%	-3%	54%	2%
Geometry		63%	58%	5%	54%	9%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		38%	17%	21%	16%	22%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		30%	20%	10%	18%	12%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

---

In comparing the 2023-2024 and 2024-2025 school year, our school saw significant improvement in the area of Algebra 1 EOC. We raised the passing rate from 35% to 56%. In comparing the two years we had a teacher who went from his first year to his second year of teaching the subject area. We brought in district support in terms of a coach who mentored and regularly visited the Algebra 1 teacher's class, providing detailed feedback for improvement. Regular instructional walkthroughs were conducted by administration and the teacher went to other model teachers to observe their classroom. Targeted tutoring was offered as well. This led to improved classroom differentiation strategies and improved engagement.

##### **Lowest Performance**

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

---

Conversely, our greatest decline was in the Geometry EOC performance. In comparing the 2023-2024 and 2025-2026 school years, the Geometry EOC passing rates decreased from 69% to 63%. A key contributing factor to this is that the students entering the class was from the lower performing Algebra 1 cohort the year prior. The lack of foundational math skills greatly contributed to the lack of proficiency in the next course, as they still hadn't mastered the content from the course before.

##### **Greatest Decline**

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

---

Math learning gains in Geometry had the greatest decline from the year prior. As previously mentioned, because the Algebra 1 EOC scores in 2023-2024 were significantly lower than prior cohorts, the students were already lacking in math skills and further fell behind when in Geometry for the 2024-2025 school year. A recurring issue is that students, especially freshmen from various middle schools, often start these math classes lacking foundational knowledge. This forces teachers to spend extra time on remedial instruction, which slows down the pace and rigor of the main curriculum.

**Greatest Gap**

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 data components exceeded the average for the state in the 2024-2025 school year. The area that was closest to state average and slightly lower than the district average is the Algebra 1 EOC scores. Although there was a large increase in proficiency from the year prior, Algebra 1 EOC continues to be the lowest performing area in overall proficiency. The primary cause of this gap is that students are entering the school with insufficient foundational mathematical skills that require remediation. Despite this, the trend is positive, with a marked increase in proficiency from 35% in the 2023-2024 school year to 56% in the 2024-2025 school year.

**EWS Areas of Concern**

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

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Our main area of concern is that, according to our schools Early Warning System (EWS) data, 23 out of 395 recorded students have an attendance rate of below 90%. As a Cambridge Magnet school, attendance is extremely important to the success of our students. Additionally, due to our block schedule programming, a single missed day is the equivalent of missing two days of instructional time. The more the students are out of the building, the more likely it is they are to experience severe learning losses and gaps in content understanding which contributes to the gap in mathematics proficiency.

**Highest Priorities**

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

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1. Measurable improvements in academic data performance, related to FAST/EOC exams, with an emphasis on increasing Geometry scores.
2. Measurable improvements in academic data related to overall AICE exam proficiency.
3. An increase in communication with teachers regarding data and how to use it to improve instruction.
4. Increase students feeling of well-being and resiliency skills.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Based on the data results of the 2023-2024 school year, the 2024-2025 School Improvement Plan had a priority focus on improving Mathematics FAST proficiency rating by at least 3 percentage points in both Algebra and Geometry. We were fortunate to see a dramatic improvement in Algebra proficiency ratings, going from a 35% in 2024 to a 56% in 2025. Unfortunately, our Geometry proficiency rating has decreased from 69% in 2024 to 63% in 2025. Although these two combined proficiency ratings helped to increase our school-wide math proficiency from 59% in the 2023-2024 school year to 60% in 2024-2025, the downward trend in Geometry proficiency needs to be addressed.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Restore Geometry proficiency back to 69% in 2026 to reverse the downward trend from the 2024-2025 school year.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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The implementation of this Area of Focus will be consistently monitored through instructional walkthroughs by the administrative team. These frequent, brief visits to classrooms will provide direct observation of new strategies and practices being used. This method ensures that the planned actions are actively happening, allowing for immediate feedback and support for teachers

We will also use the administration of topic tests and mid-year assessments to not only directly measure student impact but also as a tool to ensure that the implementation of standards aligned instruction is taking place.

**Person responsible for monitoring outcome**

Jennifer Rodriguez-Ledesma, Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

**Rationale:**

By improving instructional practices in Geometry, the Instructional Support/Coaching intervention will directly contribute to overall school improvement. The intervention is aligned with our data findings which show a decline in Geometry proficiency, a trend that is holding back our school wide math proficiency. By focusing on targeted improvements in Geometry, the intervention will help reverse this negative trend and drive progress toward our school wide goal of increasing math proficiency. The improved Geometry proficiency, combined with the strong performance in Algebra, will result in a greater overall math proficiency for the school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

August 12th Professional Development on Data Reflection

**Person Monitoring:**

Natasha Espinosa, Social Science Department Head

**By When/Frequency:**

August 12th, 2025/Once

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During the in-house professional development, there will be an agenda item directly relating to data reflection and feedback. Teachers will be given their Advanced International Certificate of Education (AICE) data to reflect on and meet together in small groups, sharing best practices and participating in group discussions on student outcomes on the 2025 exams. This will be monitored by soliciting feedback forms from teachers at the end of the professional development (PD) and at future interdepartmental meetings.

**Action Step #2**

Department Meeting Identifying the Area of Targeted Improvement

**Person Monitoring:**

Antonio Morales, Math Department Head

**By When/Frequency:**

August 30th, 2025/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

By August 30th, Mr. Antonio Morales will conduct a department meeting with the math department to discuss data and solicit feedback from teachers in the department. They will also use this time to share resources to provide additional support to our Geometry and Algebra teachers. Teachers will participate in monthly department meetings to continue sharing resources and collaborating together to provide support to Algebra and Geometry teachers. This will be monitored by analyzing data from topic tests throughout the school year.

**Action Step #3**

Identify L25 Students

**Person Monitoring:**

Angela Bouza Kaufman, School Assessment Coordinator

**By When/Frequency:**

September 26th, 2025/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The lowest 25 percent (L25) students in the Geometry classes will be identified for future targeted intervention. The performance of the L25 students will be monitored over the year through topic tests and the mid-year assessment to assess the impact of targeted interventions.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Benchmark-aligned instruction****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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As the only full Cambridge magnet program in the district, our focus is on having as many students successfully complete the Advanced International Certificate of Education (AICE) Diploma as possible. According to the 2023-24 school year, 61% of the graduating cohort earned their AICE diploma and obtained college credits and scholarship opportunities in the process. This is a decrease from the 2022-23 school year wherein 78% of that graduating cohort earned their AICE diploma. When evaluating this goal, we've determined that focusing only on graduating seniors' diploma acquisition doesn't fully capture our ambitions regarding AICE exam proficiency ratings, therefore we want to increase the total amount of college credits that the students are actually earning upon graduation. This in turn should increase the amount of students receiving their AICE Diploma. According to the June 2025 AICE Examination Series data results, 64 percentage of exams administered at our school resulted in students earning a passing score. This appears to be a better indicator of the overall student performance and preparedness in achieving their end goal: the AICE

diploma when they graduate from our school.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Increase the overall AICE Exam passing rate percentage from 64% to 67% when comparing the 2024-25 and 2025-26 school year. We hope to achieve this outcome through targeted intervention for students as evidenced on their benchmark aligned quarterly assessments that are given every quarter in every AICE course. The students will be targeted specifically for tutoring sessions, Saturday School instruction, and differentiated instruction.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Monitoring will take place through implementation of progress monitoring quarterly assessments conducted by teachers in AICE-tested subject areas. The quarterly assessment data generated by the teachers will then be used to modify instructional planning and reinforce content areas in need of support for mastery on exam standards. After quarterly assessments are reviewed, there will be an opportunity for small group analysis and reflection discussions held during inter and intra departmental meetings.

### **Person responsible for monitoring outcome**

Angela Bouza-Kaufman, School Assessment Coordinator

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

#### **Rationale:**

Ongoing Progress Monitoring (OPM) is a powerful tool to address the decline in AICE Diploma attainment by focusing on exam proficiency ratings. By implementing quarterly exams and data tracking, OPM allows us to measure student progress throughout the year, rather than just at the final exam. This data will be used during professional development to identify and support students who are not on track to pass their exams, ensuring more students earn college credits and are better prepared to obtain the AICE Diploma upon graduation. The continuous monitoring of student performance through OPM will help reverse the downward trend in diploma attainment.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

August PD Data Review

**Person Monitoring:**

Jennifer Rodriguez-Ledesma, Principal

**By When/Frequency:**

August 12th, 2025/Once

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During the professional development day on August 12th, teachers will analyze the June 2025 AICE exam series data and compare with forecast and quarterly data from the previous year to see if there are any discrepancies and identify factors where to see if there are any discrepancies. Additionally, teachers will be given an opportunity to reflect and share with their grade level teams and with the school staff. For accountability, the reflection sheets from each team will be turned in at the August department meetings.

**Action Step #2**

Establishing expectations of Quarterly Exam Implementation

**Person Monitoring:**

Angela Bouza Kaufman, School Assessment Coordinator

**By When/Frequency:**

August 12th, 2025/Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During the opening of school meeting and during the professional development PD on August 12th, the AICE coordinator will establish expectations and protocols for ongoing progress monitoring. This will be emphasized in discussion by the leadership team. Department chairs will follow up at the department meetings to reinforce accountability.

**Action Step #3**

Provide support to staff on progress monitoring process

**Person Monitoring:**

Jennifer Rodriguez Ledesma, Principal

**By When/Frequency:**

September 26th, 2025/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Department leaders will provide support to teachers on progress monitoring plans including helping new teachers to develop their own. Evidence of planning of progress monitoring will be in the form of action plans turned in to the department chairs by September 5th, which will then be turned in to Ms. Bouza-Kaufman and Ms. Ledesma for review.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Other: Well Being of All Students

### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

This Area of Focus was identified as an area of growth following a detailed review of last year's student climate survey data. 11% of student respondents disagreed with the statement "My school cares about my well being".

This data suggests that while students are not unhappy, there is a significant opportunity to move from a passively positive environment to a proactively supportive one. Low morale and unaddressed stress can act as invisible barriers to learning, impacting everything from attendance and class participation to motivation and cognitive function. Therefore, focusing on the well being of all students is not just a supplementary goal but a foundational strategy to unlock greater academic potential.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Decrease negative overall student feedback on the student survey indicator " My school cares about my well being" from 11% in the 2024-2025 school year down to 5% in the 2025-2026 school year.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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We will monitor our Area of Focus on student wellness using a multi-faceted approach that combines both quantitative participation data and qualitative feedback. This comprehensive strategy allows us to continuously assess the effectiveness of our initiatives and make data-driven adjustments to directly and positively impact student achievement. Student participation in wellness activities and resources such as the mentoring program, wellness club, yoga club, relaxation week, and Health Information Project (HIP) will be monitored through upkeep of student attendance rosters in these programs. Our aim is that in reducing stress and increasing students' sense of belonging, we will improve their overall morale. By addressing these non-academic barriers, we create the conditions necessary for learning. A student who feels supported, connected, and equipped to handle stress is better able to focus in class, persist through challenges, and engage with the curriculum. By consistently monitoring and refining our wellness initiatives, we ensure they are effectively supporting the whole child, which will be reflected in improved grades, better attendance, and a more positive and productive learning environment for everyone.

### **Person responsible for monitoring outcome**

Jennifer Rodriguez Ledesma, Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

**Rationale:**

To foster a proactively supportive environment and address the 11% of students who feel the school doesn't care about their well being, we will implement Mindfulness practices. The establishment of a CAP wellness lounge directly supports this intervention by providing a dedicated, calming space for students to focus on their college process with reduced stress. The Yoga club will further integrate mindfulness by offering consistent opportunities for both students and faculty to engage in these beneficial practices. These action steps are designed to mitigate the "invisible barriers" of stress and build morale, thereby improving student well being and unlocking greater academic potential.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Communication of Events for Students' Well Being

**Person Monitoring:**

Jennifer Rodriguez Ledesma, Principal

**By When/Frequency:**

August 19th, 2025/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Events and opportunities for students to improve their well being will be communicated during the opening of schools grade level assemblies and ongoing on the Center for International Education social media platforms and webpage. These activities include a new yoga club, a new wellness room, participation in wellness club, participation in HIP, and the student lounge available to students during lunch.

**Action Step #2**

Establishment of Yoga Club

**Person Monitoring:**

**By When/Frequency:**

Jennifer Rodriguez Ledesma, Principal

August 29th, 2025/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Yoga club will be advertised to students in the school through social media posts and flyers. The first meeting will be held during the first month of school. This club will provide an additional avenue for students to engage in positive wellbeing exercises. Administration will monitor the impact of this by having the sponsor keep an attendance log and a student membership roster to see how many students are being impacted by this.

**Action Step #3**

Establishment of CAP Lounge Wellness Center

**Person Monitoring:**

Jennifer Rodriguez Ledesma, Principal

**By When/Frequency:**

September 26th, 2025/Once

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A new student wellness center in Ms. Garcia's room is to be established with lounge chairs and ample space for students to work quietly on assignments or relax in a supportive environment during lunch. This helps to create additional positive sense of community for students outside of the classroom. The impact of this wellness space will be monitored through attendance logs kept by Ms. Garcia. Ms. Garcia is the College Assistance Program (CAP) advisor and Trust Counselor for the school.

**Area of Focus #2**

Other: School Culture Related to a Focus on Sustainability

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Although the collection and analysis of data falls into an academic category, a shift in the school's instructional staff culture related to the consistent and strategic utilization of data is of the utmost importance for ensuring sustainable improvements in educator's practice and student outcomes. According to the 2024-25 School Climate Survey taken by instructional staff, 25% of respondents said that they are never comfortable with using data to plan for instruction and 18% said they never use progress monitoring data to ensure students receive appropriate remediation/enrichment. There is a crucial need to deepen the embeddedness and application of this data within daily instructional frameworks and collaborative professional learning

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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We aim to improve the School Climate Survey results for teacher respondents related to the section on Focus on Sustainable Results. Specifically, we want to ensure that there are 0% of teachers who respond that they are never comfortable with using data to plan for instruction in the 2025-2026

school year, and that 100% of teachers are always using progress monitoring to ensure students receive appropriate remediation/enrichment, up from 82% in the 2024-25 school year results.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Monitoring for this Area of Focus will be a continuous, multi-layered process that combines teacher feedback with direct observation to ensure our data-driven practices translate into measurable student success. We will administer quarterly surveys following each major assessment cycle. These surveys and the debriefing that follows at department meetings, will go beyond a simple checklist. They will confidentially gauge teachers' comfort levels with the assessment, identify challenges they face when analyzing student data, and pinpoint needs for targeted professional development (PD). This transforms the survey from an accountability tool into part of a feedback mechanism. Surveys will be turned in to Ms. Bouza-Kaufman, our Advanced International Certificate of Education (AICE) assessment coordinator. Follow up debriefs will take place during quarterly interdepartmental meetings where we focus on breaking down data.

To address the finding that 31% of staff see administrators infrequently, the leadership team will conduct frequent, non-evaluative walkthroughs. The specific "look fors" will be evidence of data driven instruction, such as differentiated small groups, remediation activities, and enrichment tasks directly linked to recent assessment results. The goal of these walkthroughs is to provide supportive feedback, not evaluation.

Through these methods we will identify instructional gaps, provide targeted and timely support to those in need, enhance daily instruction, and boost student performance.

### **Person responsible for monitoring outcome**

Angela Bouza Kaufman, School Assessment Coordinator

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

**Rationale:**

Collective Efficacy will be used to enhance our school's culture of sustainability by fostering a shared belief among staff that they can directly influence student success. The interdepartmental collaborations initiated during August PD directly contribute to this by creating a forum for teachers to analyze and reflect on data together. Department meetings will further solidify this process by establishing data collection protocols and providing teachers with provisional AICE results, enabling them to collectively identify areas for instructional improvement. This collaborative approach will empower teachers and strengthen our school's commitment to continuous improvement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

August PD Agenda Item on Data Collection Practices

**Person Monitoring:**

Jennifer Rodriguez Ledesma, Principal

**By When/Frequency:**

August 12th, 2025/Once

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will conduct a professional development in August focused on reinforcing consistent data collection practices to build teacher comfort in collecting and analyzing the data. We will validate that teachers reflected on their data by collecting the data reflection paper from each department after the professional development.

**Action Step #2**

Department Meetings that Establish Data Collection and Protocols

**Person Monitoring:**

Jennifer Rodriguez Ledesma, Principal

**By When/Frequency:**

August 12th, 2025/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During the first department meeting of the school year, a clear data cycle protocol will be established and communicated. This meeting will include the importance of the submission of survey responses aggregating data and reinforcing accountability. When teachers are reminded of the importance of this survey data, they are more likely to fill out the surveys with fidelity. Department chairs along with administration will monitor the impact of this action step by reviewing how many staff responses there are in data surveys this year versus the year prior.

**Action Step #3**

Provide Provisional AICE Results

**Person Monitoring:**

Angela Bouza Kaufman, School Assessment Coordinator

**By When/Frequency:**

September 26th, 2025/Once

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The AICE Coordinator will provide teachers the access to AICE assessment data from the 2024-2025 school year. This data will include overall scores and broken down component data. This will enable teachers to analyze their data thoroughly. The impact of providing AICE assessment data is not measured by teachers simply receiving it, but by how they use it to refine their instructional practices. Therefore, our monitoring plan focuses on observing the application of this data analysis and measuring its effect on the current school year's student performance. This includes members of the leadership team being present for data discussions and reflections and classroom walkthroughs to review if this reflection has led to changes in classroom instruction.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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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 plans, 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/>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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There are a litany of ways our school plans on building positive relationships with parents, family members, and the community at large. First, we will provide 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 1 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 to their children at home and within the school building. Finally, besides continued and consistent implementation of multiple modalities for parent contact (social media, email, 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.

### **Plans to Strengthen the Academic Program**

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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To strengthen our academic program for the 2025-2026 school year, we will implement a multi-faceted strategy centered on the systematic use of data to inform instruction, foster collaboration, and provide targeted student support. This plan directly aligns with our School Improvement Plan's (SIP) Area of Focus on building a sustainable culture of data driven instruction.

#### **1. Implementing a Systematic Data and Assessment Cycle**

To ensure our curriculum is consistently meeting the needs of our students, teachers will utilize quarterly mock AICE exams as a primary tool for progress monitoring. This formalizes our approach to data collection and analysis, moving beyond simple compliance to a proactive cycle of improvement. This process will allow educators to gain timely, actionable insights into student mastery of benchmark standards, identify learning gaps, and strategically adjust their instructional planning to address specific needs long before summative exams.

#### **2. Fostering Cross-Curricular Collaboration to Enrich Curriculum**

To break down departmental silos and enrich the curriculum, we will establish a formal protocol for sharing the results of these quarterly assessments. By analyzing this data collaboratively, teachers across different subjects can identify cross-curricular trends and reinforce critical skills such as analytical writing, evidence based reasoning, or data interpretation. This interdepartmental planning will create a more cohesive and enriched learning experience for students, demonstrating the interconnectedness of their coursework.

#### **3. Increasing Quality Learning Time Through Targeted Support**

To increase the amount and quality of learning time, we will offer weekly after school tutoring for all subject areas. This program provides targeted, small-group support for students needing remediation, allowing them to deepen their understanding and achieve mastery of course content. By addressing learning gaps in this dedicated setting, we protect core instructional time in the classroom for new content delivery. This ensures that all students have the foundational knowledge necessary to access an accelerated and more rigorous curriculum, ultimately leading to improved academic outcomes on all assessments.

#### **How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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Not Applicable

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Center for International Education ensures a multifaceted approach to support services and addresses various aspects of students' development beyond academics. We have dedicated counselors, mental health support staff, a mental health coordinator, peer mentoring services through National Honor Society and robust school programs like HIP which improve students' skills outside the main academic subject areas and provide ample student support and leadership opportunities.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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As a college preparation focused school, Center for International Education provides a plethora of post secondary opportunities for students. Primarily, our magnet program is under the Cambridge Advanced Program of studies where we offer ample courses for the students to earn their AICE Diploma. Students earn college credits upon the passing of these AICE examinations. Our robust program offers 15 specialized AICE courses for the students to earn college credit in. Upon receipt of the AICE Diploma students receive the Bright Futures Scholarship. We also offer dual enrollment to our students starting in the 9th grade through Miami-Dade College. Many seniors each year earn their Associates Degree alongside their high school diploma.

#### **Addressing Problem Behavior and Early Intervening Services**

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Center for International Education implements a progressive discipline plan to address problem behaviors and early intervention. All students are informed and regularly reminded of the student code of conduct, which is also posted on the CIE website. This is communicated to the students and

families on our website, through our social media, and through multiple student assemblies throughout the school year.

Our mental health coordinator, Ms. Duarte, provides a vital role in the early identification and management of problem behaviors, serving as a critical link between individuals, families, and a network of support services. Our ESE Coordinator, Ms. Fleischer, ensures with fidelity that all student services are carried out in line with the Individuals with Disabilities Education Act.

### **Professional Learning and Other Activities**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Professional learning takes place during district Professional Development days, during department meetings, and during interdepartmental meetings. Focus is given to high yield instructional strategies, instructional resources to help teachers run a dynamic and engaging differentiated experience for their students, and data analysis. Professional learning aligns directly with our SIP goals. We support our teachers with mentors, department chairs, and an open door policy by admin, and by fostering a culture of collaboration among staff. This helps teachers to feel supported and cared for at CIE.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Not Applicable

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00