Building a Culture of Equity for a Comprehensive Cambridge Program

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Date: June 23 & 24, 2023













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Welcoming Ritual













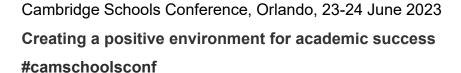
Summer Vibes



What is your "theme song" this summer?









Content

Building a Culture of Equity for a Comprehensive Cambridge Program:

- Why Equity and Access
- Cambridge Program through the lenses of:
 - Systems
 - Culture
 - Instruction



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John I. Leonard High School











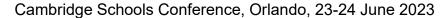


John I. Leonard High School

- Greenacres, FL
- Established in 1965
- Rated "B" by FLDOE
- > Total Population: 3,305
 - Hispanic: 71%
 - Black: 16%
 - White: 10%
 - Other: 3%
 - ELL: 25%
 - SWD: 14%
 - FRL: 90%









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- Closes the Opportunity Gap
- Provides Long-Term Empowerment to the Disenfranchised
- Leads to a More Just Society



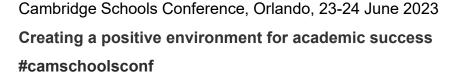
- Promotes a Culture of High Academic Expectations
- Attracts and Retains High Academic Students
- Attracts and Retains High Quality Teachers
- Increases School Prestige



The answer to all your questions is money.

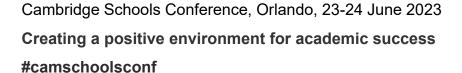
Don Ohlmeyer (late NBC exec)







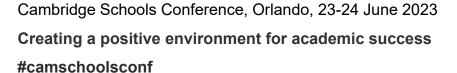


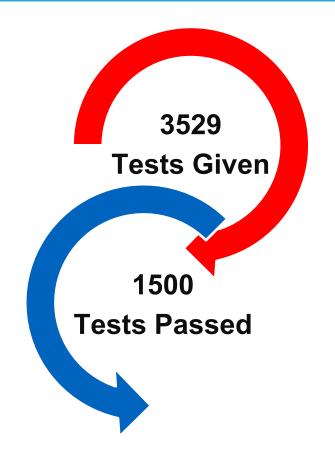




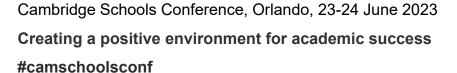




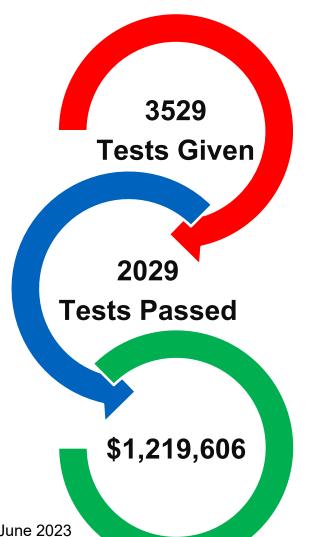




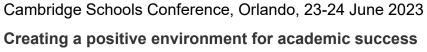




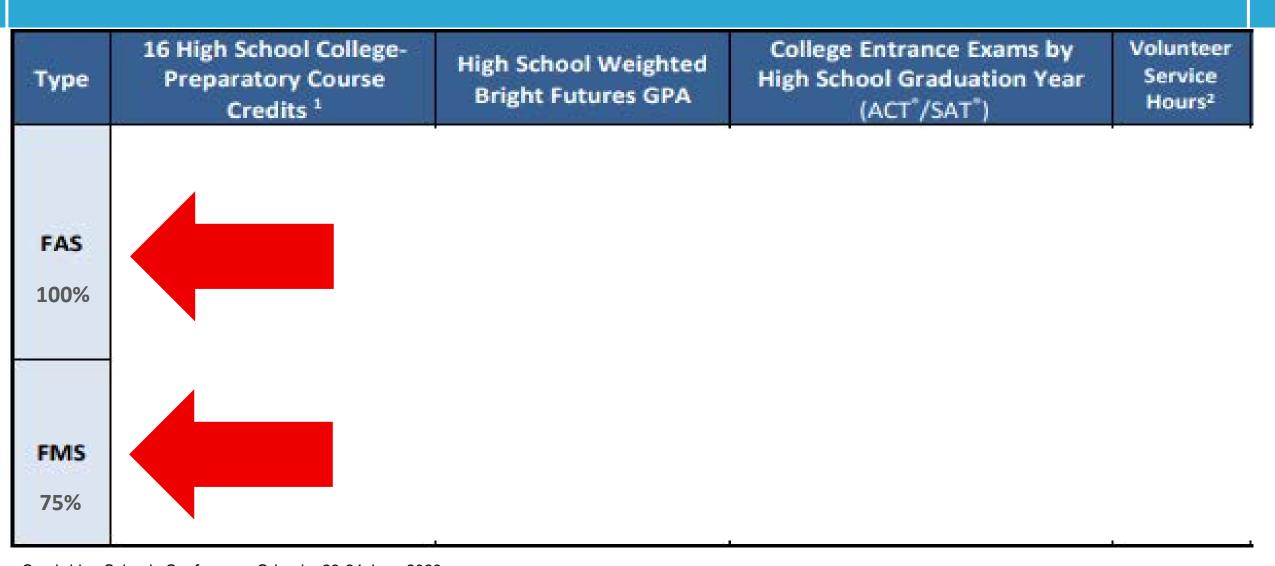












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Cambridge Assessment: International Education

Туре	16 High School College- Preparatory Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT*/SAT*)	Volunteer Service Hours ²
FAS 100%	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory)			
FMS 75%	3 - Social Science 2 - World Language (sequential, in same language)			



Туре	16 High School College- Preparatory Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT*/SAT*)	Volunteer Service Hours ²
FAS 100%	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science	3.50		
FMS 75%	(two must have substantial laboratory) 3 - Social Science 2 - World Language (sequential, in same language)	3.00		

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Туре	16 High School College- Preparatory Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT*/SAT*)	Volunteer Service Hours ²
FAS 100%	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science	3.50		100 hours
FMS 75%	(two must have substantial laboratory) 3 - Social Science 2 - World Language (sequential, in same language)	3.00		75 hours

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Туре	16 High School College- Preparatory Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT*/SAT*)	Volunteer Service Hours ²
FAS 100%	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory) 3 - Social Science 2 - World Language (sequential, in same language)	3.50	2022-23 Graduates: 29/1330 2023-24 Graduates 29/1340	100 hours
FMS 75%		3.00	2022-23 Graduates: 25/1210 2023-24 Graduates: 25/1210	75 hours

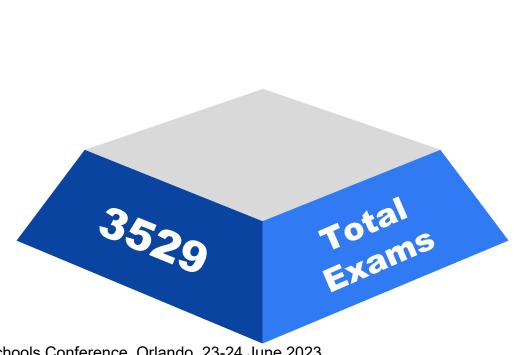
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Students earning a Cambridge/AICE Diploma are guaranteed the top level of Bright Futures Scholarship funds, which can be used at all Florida public universities (pending the completion of 100 community service hours).



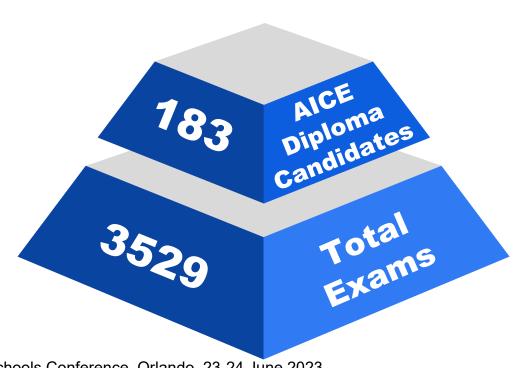


#9 in North America

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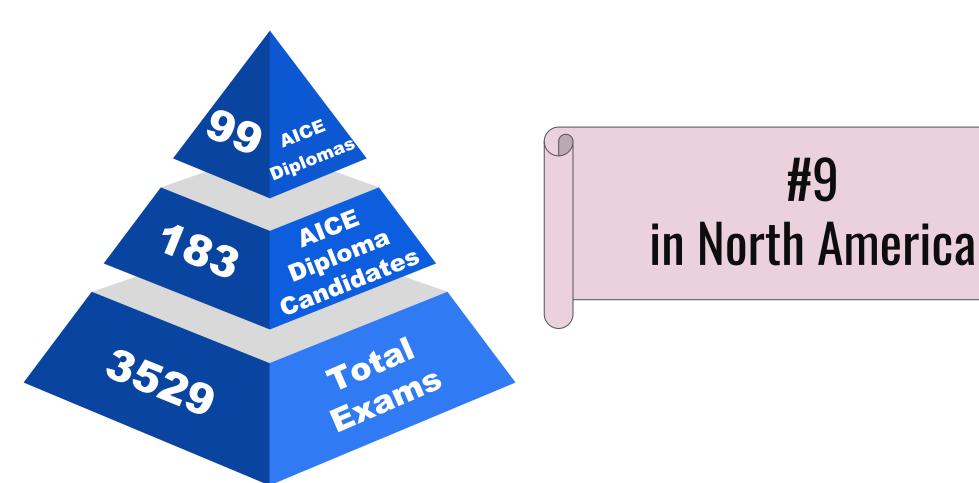


#9 in North America

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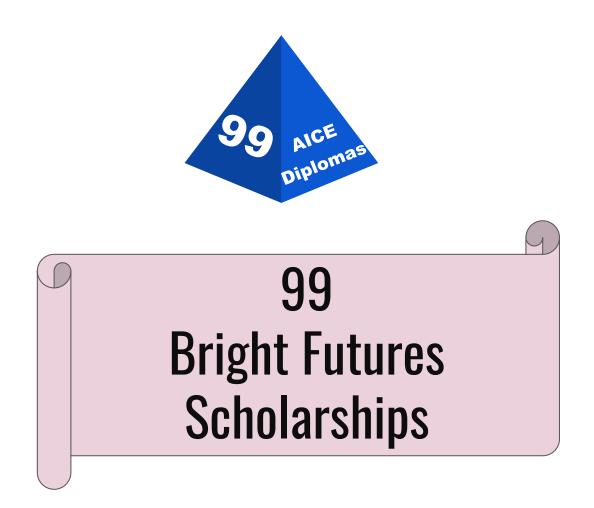




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FMS 75%	3 - Natural Science (two must have substant laboratory) 3 - Social Science 2 - World Language (sequential, in same language)		2022-23 Graduates: 25/1210 2023-24 Graduates: 25/1210	75 hours

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99

Bright Futures from AICE Diploma

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99

Bright Futures from AICE Diploma

5

Only 5 of the 99 Earned the Requisite Score on the SAT/ACT

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94

Students
Received
Bright Futures
Who Wouldn't
Have
Otherwise



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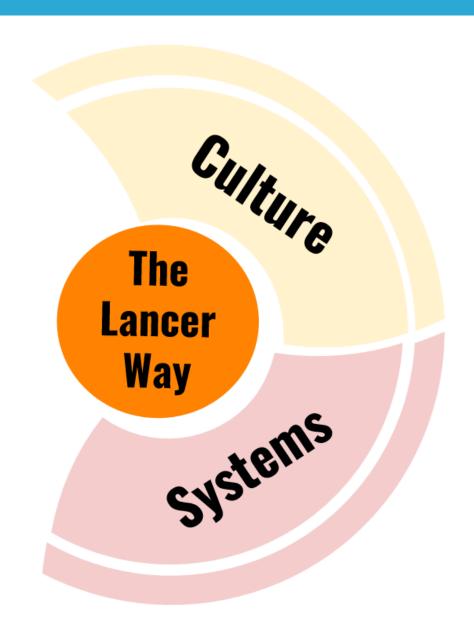




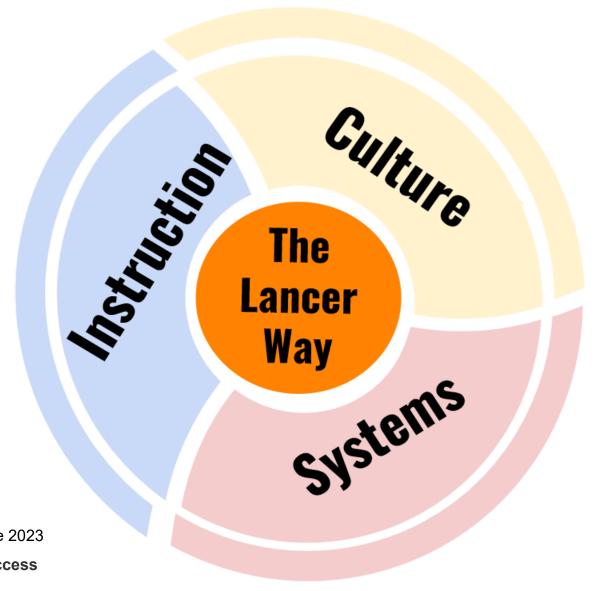












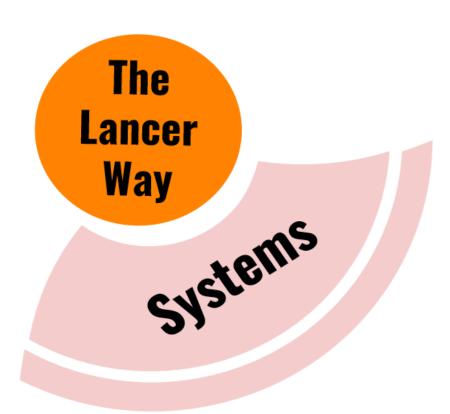
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Cambridge Assessment
International Education

Systems





Systems

Infusing Equity in to Our Cambridge Program to Make it Comprehensive:

- Highlighted systems that enable equity and access
- Removed systems that create barriers
- Created a timeline





- Pathways to Schedule Students
- Criteria to Change a Schedule
- Teacher Changes
- Teacher Training

Planning

Equity Jan - Mar Apr - June

- Fair Representation of Ethnic Origin and Gender
- Set Equity Goals
- Hiring Process
- **Teacher Training**
- Identify Group(s) of Students for Enrollment

- Student Retention
- Support Systems

Access Aug - Dec

Advanced Coursework June - July

- Cambridge AS/A Level & AP Courses
- **Instructional Support** Systems
- Intensive Scheduling & Monitoring
- Instructional Leader
- Touch Every Schedule

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Support Systems

Lancer AICE Diploma Planning Guide AICE Candidate Number __

Student Name		Student Number					Graduation Year				
	Minimur	n of 7 cre	edits fr	om at least three subj	ect grou	ıps and	the core (Global Pe	rspectiv	es)		
	A	t least or	ne exan	n from Groups 1, 2 &	3			Option	al – On	ly 2 credits allowed	
					4			Interd	lisciplir	Group 4 nary and Skills-Based subjects	
Grade	Course	Year of Exam	Grade		Year of Exam	Grade		Year of Exam	Grade	Course	
	*Environmental Management - AS			English Language - AS			Art & Design - AS			General Paper - AS	
	Marine Science - AS			English Language – A			Environmental Management - AS*			Thinking Skills - AS	
	Math - AS			French - AS			History: Euro - AS				
	*Psychology - AS			Spanish Language - AS			History: US - AS	**		ired to earn an Diploma**	
	Computer Science - AS						*Psychology - AS			Global Perspectives - AS	
	Computer Science - A						Travel & Tourism - AS		Via III	100 Community Service Hours Documented with Guidance Counselor	
							Travel & Tourism - A				
	(fathem	Group 1 fathematics & Science Grade Course *Environmental Management - AS Marine Science - AS Math - AS *Psychology - AS Computer Science - AS	At least or Group 1 fathematics & Science Grade Course Year of Exam *Environmental Management - AS Marine Science - AS Math - AS *Psychology - AS Computer Science - AS	At least one exam Group 1 fathematics & Science Grade Course Fenvironmental Management - AS Marine Science - AS Math - AS *Psychology - AS Computer Science - AS	At least one exam from Groups 1, 2 & Group 1 Group 2 Languages Grade Course Year of Exam English Language - AS *Environmental Management - AS English Language - A Marine Science - AS French - AS *Psychology - AS Computer Science - AS Computer Science - AS	At least one exam from Groups 1, 2 & 3 Group 1 fathematics & Science Grade Course *Environmental Management - AS Marine Science - AS Math - AS *Psychology - AS Computer Science - AS Computer Science - AS Math - AS Computer Science - AS Computer Science - AS At least one exam from Groups 1, 2 & 3 Group 2 Languages Year of Exam Franch - AS Spanish Language - AS Spanish Language - AS Spanish Language - AS	At least one exam from Groups 1, 2 & 3 Group 1 Group 2 Grathematics & Science Languages Arts & Grade Course Year of Exam English Language - AS *Environmental Management - AS English Language - A Marine Science - AS *Psychology - AS Computer Science - AS Computer Science - AS Computer Science - AS	At least one exam from Groups 1, 2 & 3 Group 1 Grade Course Year of Exam English Language - AS Art & Design - AS Math - AS Psychology - AS Computer Science - AS At least one exam from Groups 1, 2 & 3 Group 2 Languages Arts & Humanities Grade Course Year of Exam Grade Exam Grade Exam Grade Exam Art & Design - AS English Language - AS Art & Design - AS English Language - AS History: Euro - AS Travel & Tourism - AS Computer Science - AS Travel & Tourism - AS	Minimum of 7 credits from at least three subject groups and the core (Global Perspectiv At least one exam from Groups 1, 2 & 3 Option Group 1 Group 2 Languages Arts & Humanities Interd Grade Course Year of Exam *Environmental Management - AS English Language - AS Math - AS Psychology - AS *Psychology - AS Computer Science - AS Computer Science - AS Computer Science - A Travel & Tourism - AS Travel & Tourism - AS Travel & Tourism -	At least one exam from Groups 1, 2 & 3 Optional - On Group 1 fathematics & Science Grade Course Year of Exam Finvironmental Management - AS Marine Science - AS Math - AS Psychology - AS Computer Science - AS Minimum of 7 credits from at least three subject groups and the core (Global Perspectives) Optional - On Group 2 Group 3 Arts & Humanities Interdisciplin France Exam France Exam France AS English Language - AS English Language - AS French - AS French - AS Spanish Language - AS History: Euro - AS **Requi AICE Computer Science - AS Computer Science - AS Travel & Tourism - AS Travel & Tourism - Travel & Tourism - Travel & Tourism - Travel & Tourism - Travel & Tourism -	

^{*} course can be used in either Group 1 or Group 3, but not both





Identify AICE Course Changes

Pathways to Schedule Students

Criteria to Change a Schedule

- Teacher Changes
- Teacher Training

Planning

Equity Jan - Mar Apr - June

- Fair Representation of Ethnic Origin and Gender
- Set Equity Goals
- Hiring Process
- **Teacher Training**
- Identify Group(s) of Students for Enrollment

- Student Retention
- Support Systems
- **Attrition Monitoring**

Access Aug - Dec

Advanced Coursework June - July

- Cambridge AS/A Level & AP Courses
- **Instructional Support** Systems
- Intensive Scheduling & Monitoring
- Instructional Leader
- Touch Every Schedule

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Attrition Monitoring



	mature	
Not Approve	d, signature	
	Feedback Discussed with Student:	
	Dane:	
VIV.		
Notes:		





Identify AICE Course Changes

Pathways to Schedule Students

Criteria to Change a Schedule

- Teacher Changes
- Teacher Training

Planning

Equity Jan - Mar Apr - June

- Fair Representation of Ethnic Origin and Gender
- Set Equity Goals
- Hiring Process
- **Teacher Training**
- Identify Group(s) of Students for Enrollment

Student Retention

Support Systems

Attrition Monitoring

Analyze Data

- **Determine Acceptable Passing** Threshold
- Teacher Experience
- National Passing Rates

Access Aug - Dec

Advanced Coursework June - July

- Cambridge AS/A Level & AP Courses
- **Instructional Support** Systems
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Systems

Infusing Equity in to Our Cambridge Program to Make it Comprehensive:

- Highlighted systems that enable equity and access
- Removed systems that create barriers
- Created a timeline
- Created a system for teacher professional development
- Re-evaluate each year





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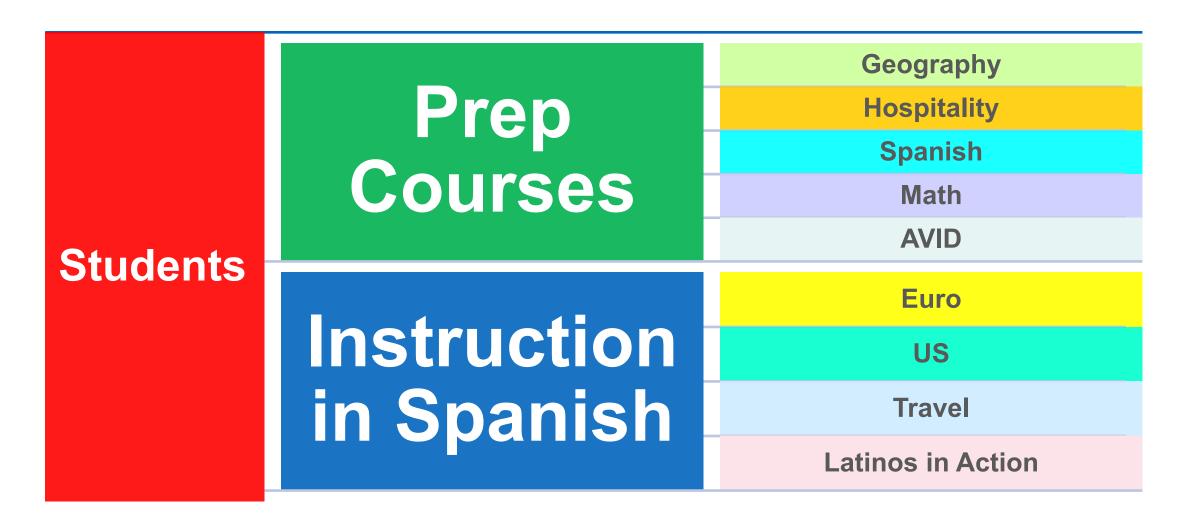




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Professional Development **Cambridge Training**

District Roundtables

Cambridge Specific PLCs

Teachers

Instructional Capacity
Growth

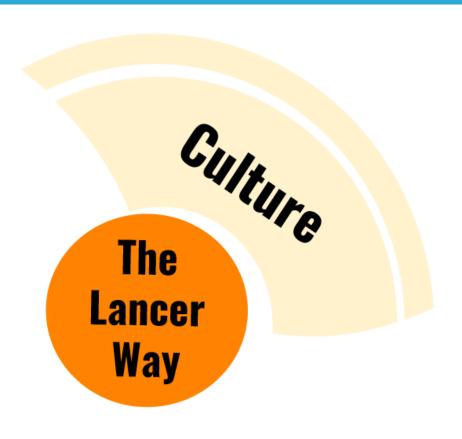
Support in Numbers

State Curriculum Alignments

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Teachers

Parents





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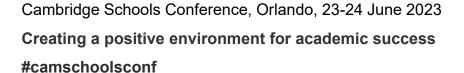
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Teachers

Attrition





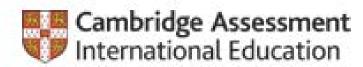
Parents



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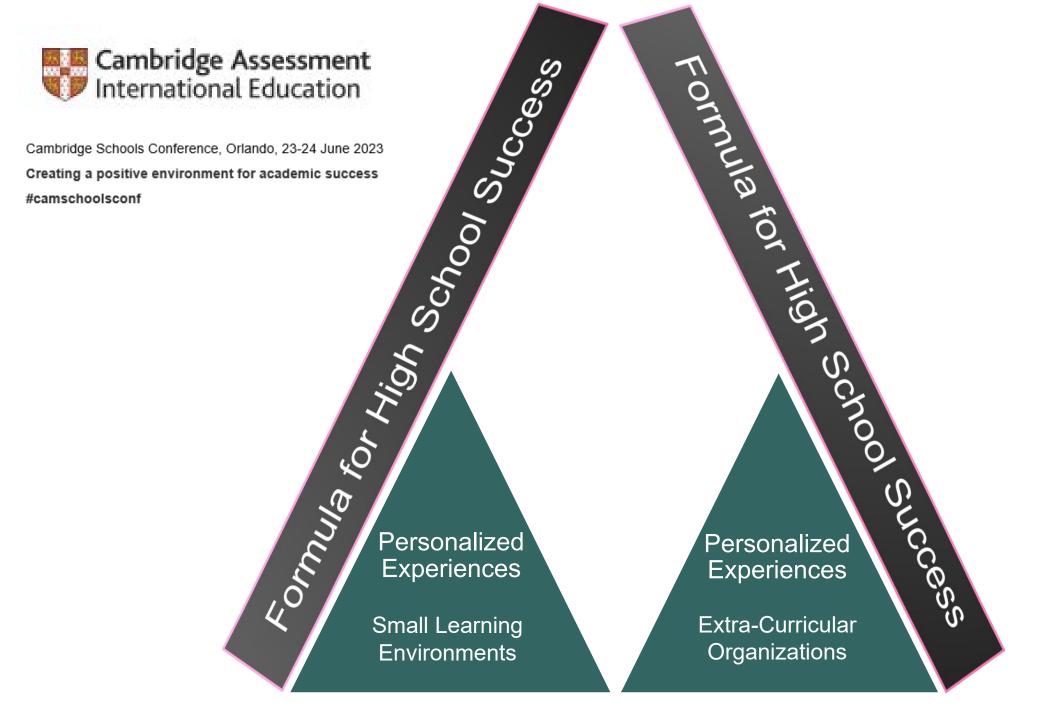




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SUCCESS

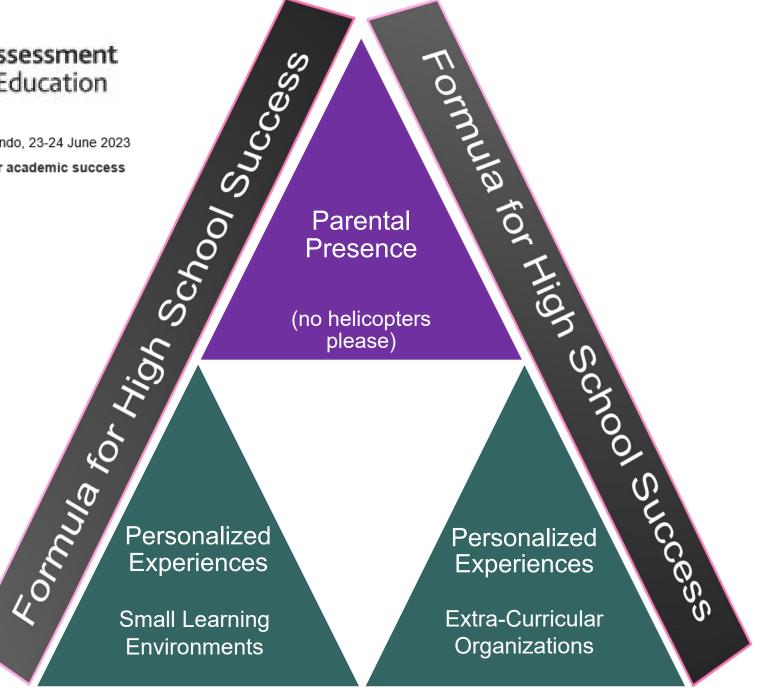
Creating a positive environment for academic success Formula for High School s





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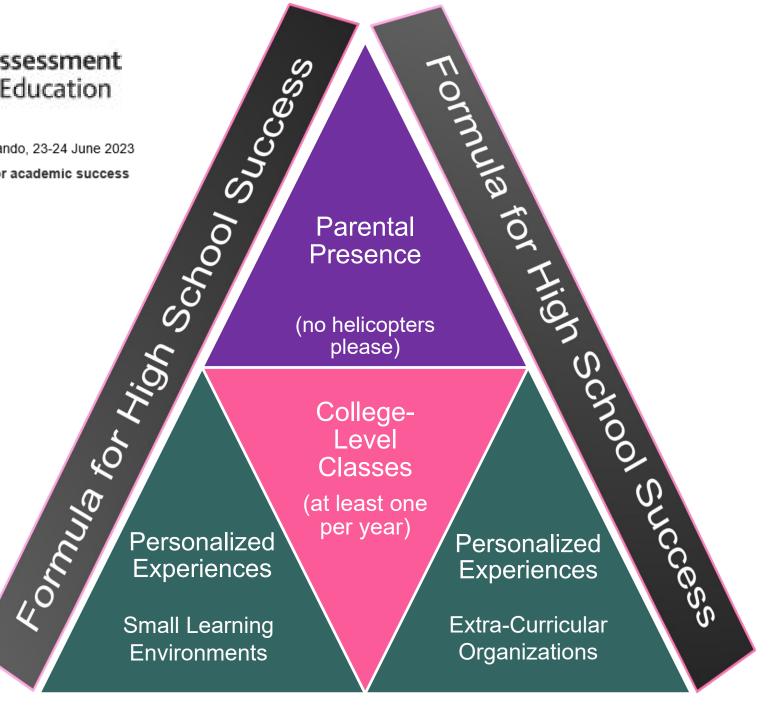
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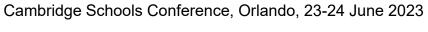


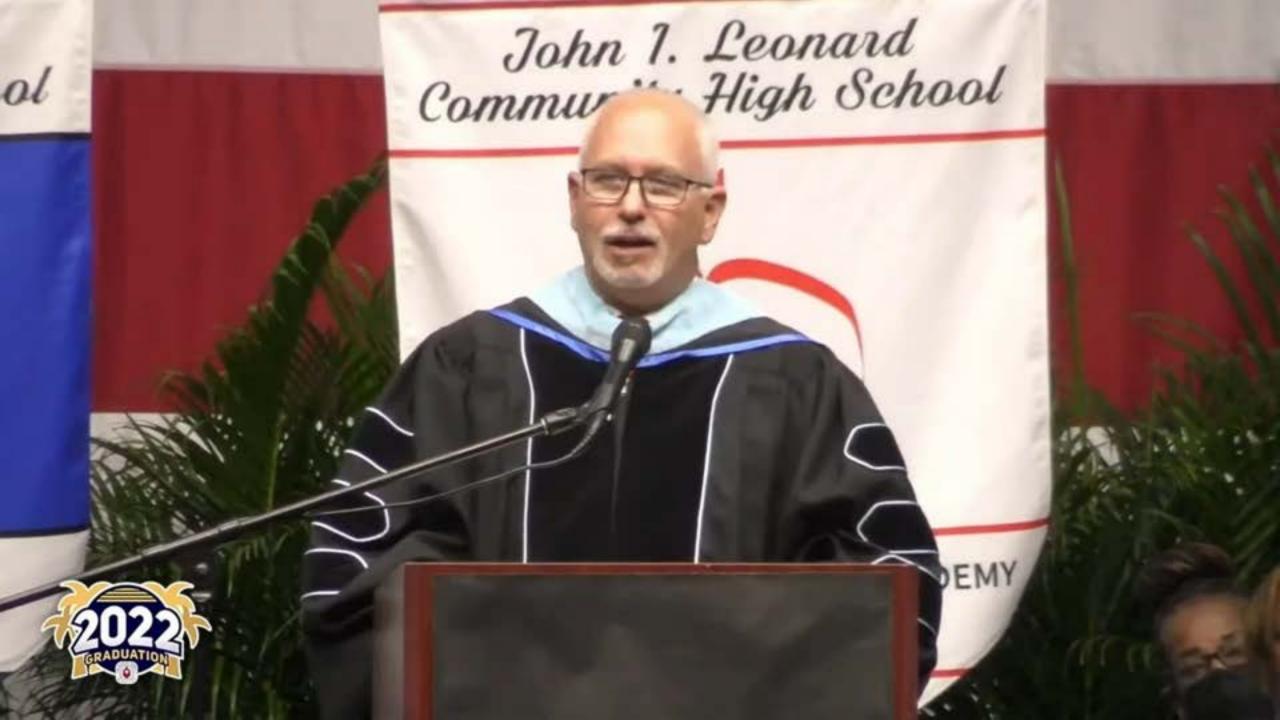
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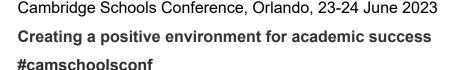


Why Equity and Access

It is one thing to take as a given that approximately 70 percent of an entering high school freshman class will not attend college, but to assign a particular child to a curriculum designed for that 70 percent closes off for that child the opportunity to attend college.

James S. Coleman American Sociologist







Thank you Any questions?



Your feedback

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