

# Building a Culture of Equity for a Comprehensive Cambridge Program

Jesús Armas, Ed.D.

Principal

John I. Leonard High School

Jenalee Hess

Assistant Principal

John I. Leonard High School

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Assistant Principal

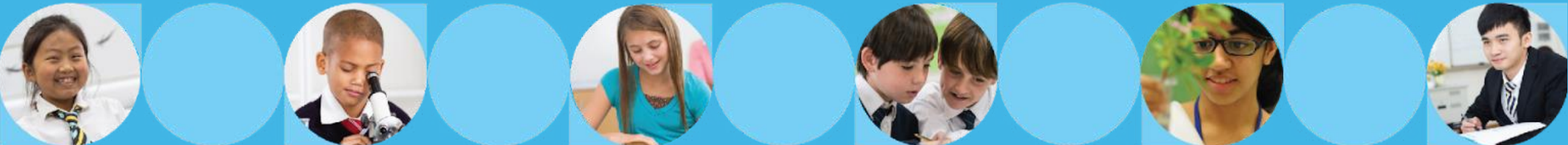
John I. Leonard High School

Date: June 23 & 24, 2023



Cambridge Schools Conference, Orlando  
23-24 June 2023  
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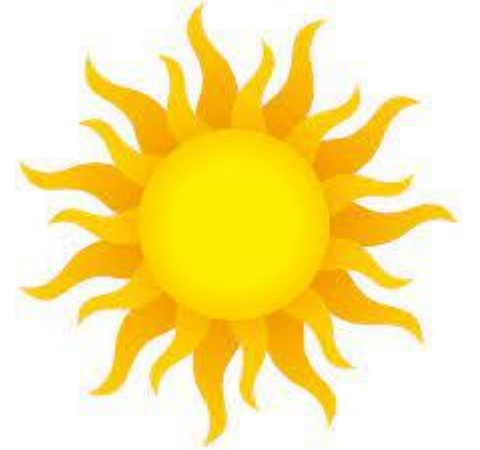
# Welcoming Ritual



# 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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# Why Equity and Access



# Why Equity and Access

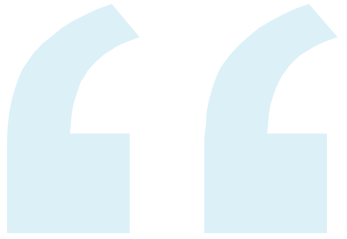
- Closes the Opportunity Gap
- Provides Long-Term Empowerment to the Disenfranchised
- Leads to a More Just Society



# Why Equity and Access

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

# Why Equity and Access



The answer to all your questions is money.

Don Ohlmeyer  
(late NBC exec)



# Why Equity and Access



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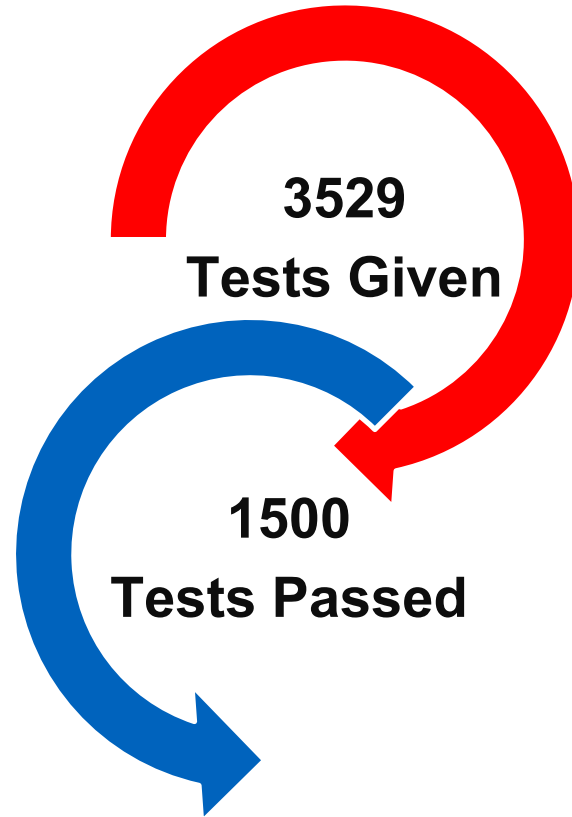
# Why Equity and Access



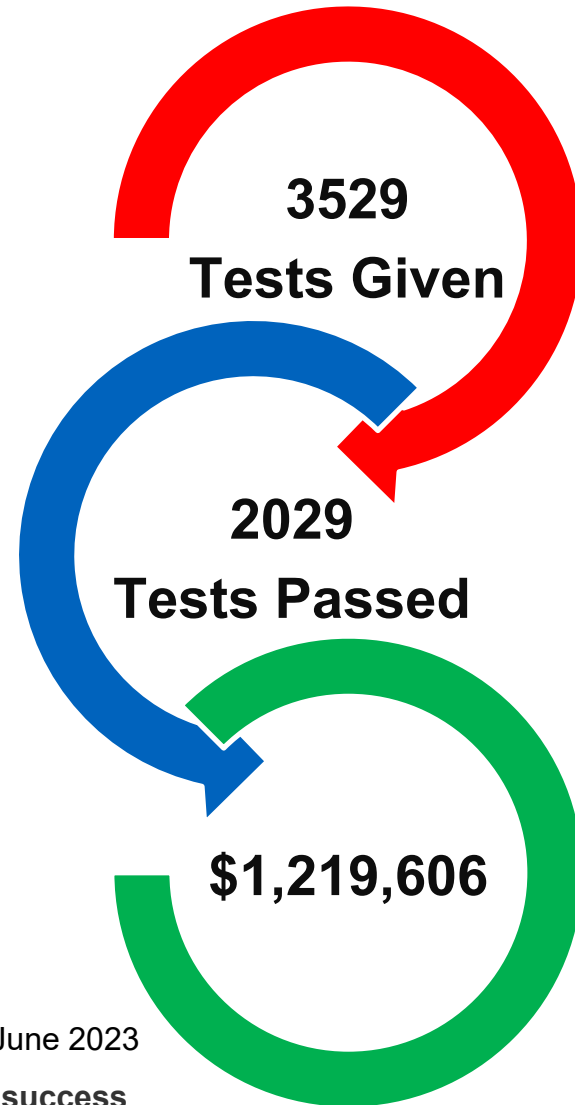
**3529**  
**Tests Given**



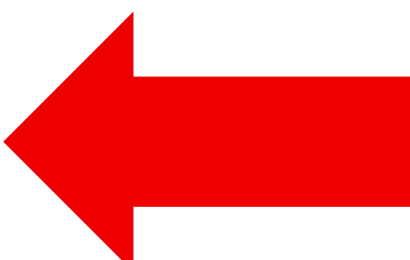
# Why Equity and Access



# Why Equity and Access



# Bright Futures Scholarship

Type	16 High School College-Preparatory Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT <sup>®</sup> /SAT <sup>®</sup> )	Volunteer Service Hours <sup>2</sup>
FAS 100%				
FMS 75%				

# Bright Futures Scholarship

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<b>FAS</b> 100%	<p><b>4 - English</b> (three must include substantial writing)</p> <p><b>4 - Mathematics</b> (at or above the Algebra I level)</p> <p><b>3 - Natural Science</b> (two must have substantial laboratory)</p> <p><b>3 - Social Science</b></p> <p><b>2 - World Language</b> (sequential, in same language)</p>			
<b>FMS</b> 75%				

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<b>FMS</b> 75%	<p><b>3 - Social Science</b></p> <p><b>2 - World Language</b> (sequential, in same language)</p>	3.00		

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<b>FMS</b> 75%	<p><b>3 - Social Science</b></p> <p><b>2 - World Language</b> (sequential, in same language)</p>	3.00		75 hours

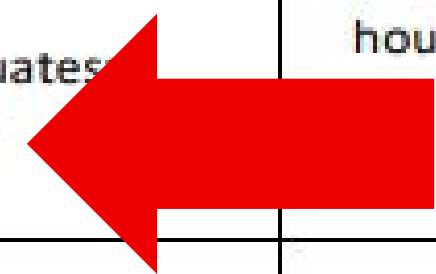
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<b>FAS</b>  100%	4 - English (three must include substantial writing)  4 - Mathematics (at or above the Algebra I level)  3 - Natural Science (two must have substantial laboratory)	3.50	2022-23 Graduates: 29/1330	100 hours
			2023-24 Graduates: 29/1340	
<b>FMS</b>  75%	3 - Social Science  2 - World Language (sequential, in same language)	3.00	2022-23 Graduates: 25/1210  2023-24 Graduates: 25/1210	75 hours



# Bright Futures Scholarship

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).

# Bright Futures Scholarship



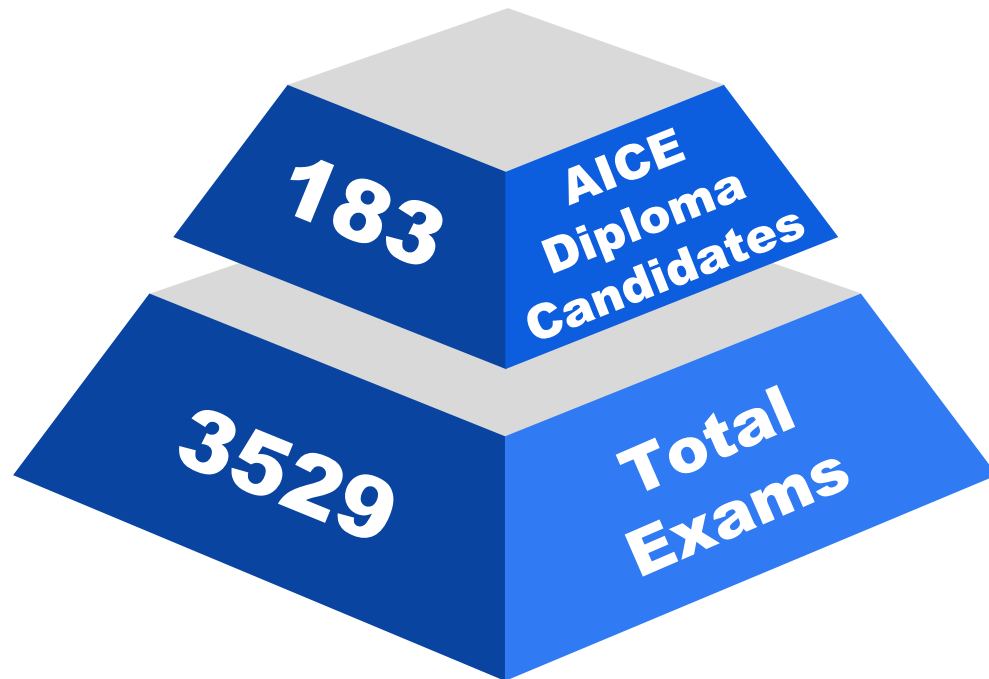
**#9**  
**in North America**

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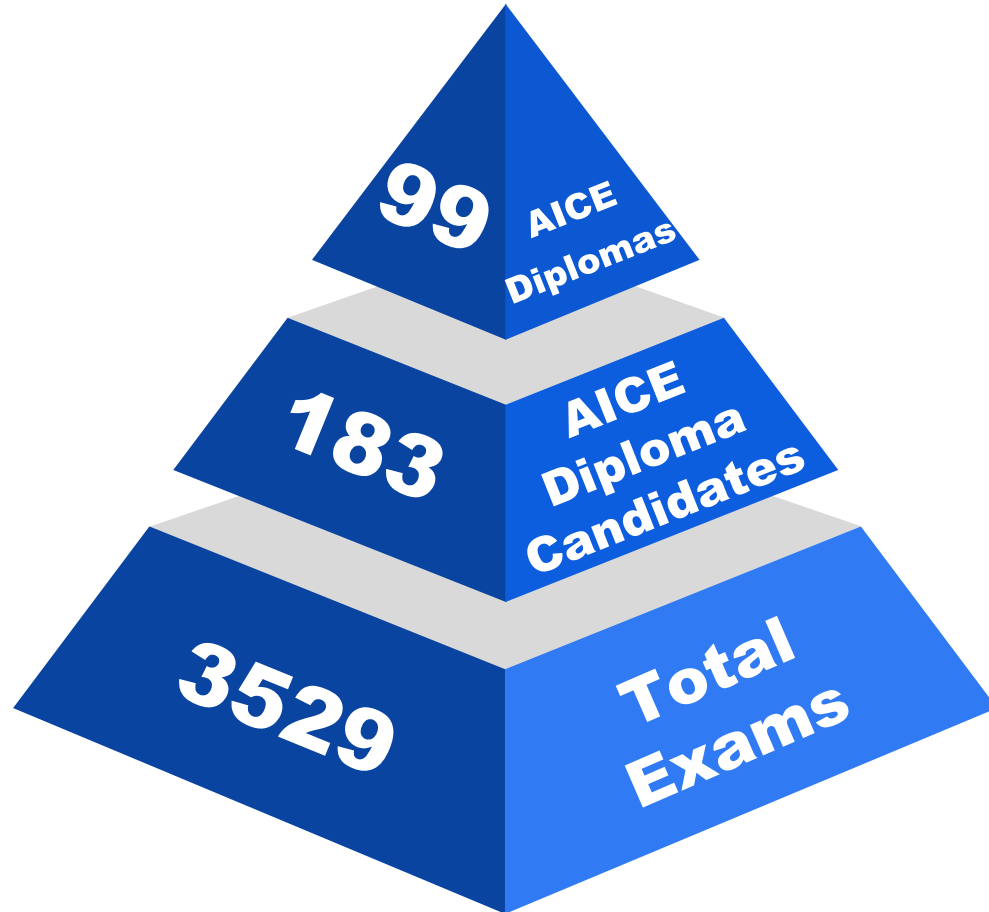
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# Bright Future Scholarship



**#9**  
**in North America**

# Bright Futures Scholarship



**#9**  
**in North America**

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# Bright Futures Scholarship



**99**  
**Bright Futures**  
**Scholarships**

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# Bright Futures Scholarship

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



# The Lancer Way

99

Bright Futures  
from AICE  
Diploma

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# The Lancer Way

**99**

Bright Futures  
from AICE  
Diploma

**5**

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

# The Lancer Way

94

Students  
Received  
Bright Futures  
Who Wouldn't  
Have  
Otherwise

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# Building a Culture of Equity for a Comprehensive Cambridge Program



# The Lancer Way

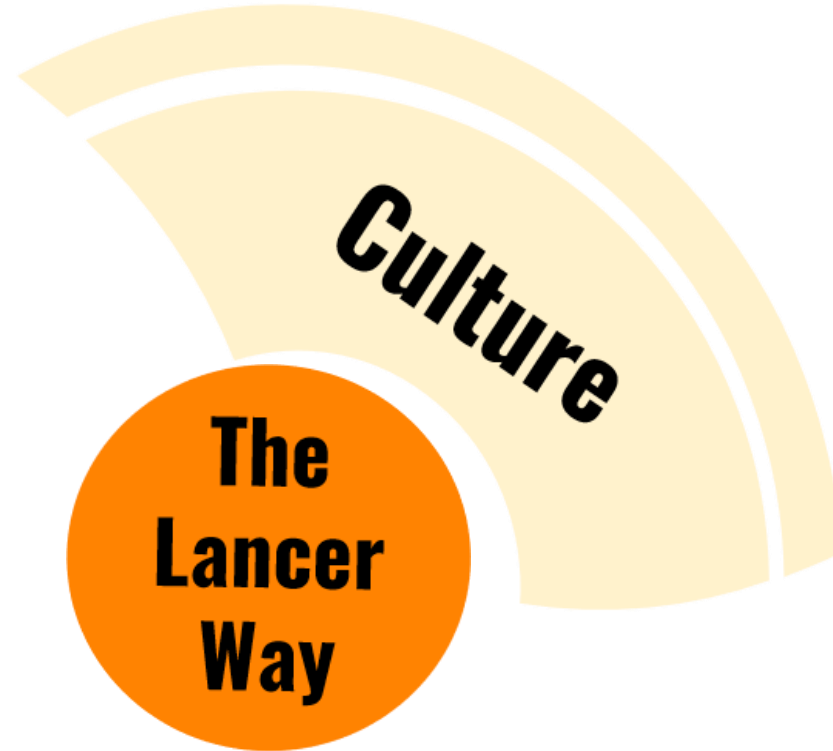


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# The Lancer Way

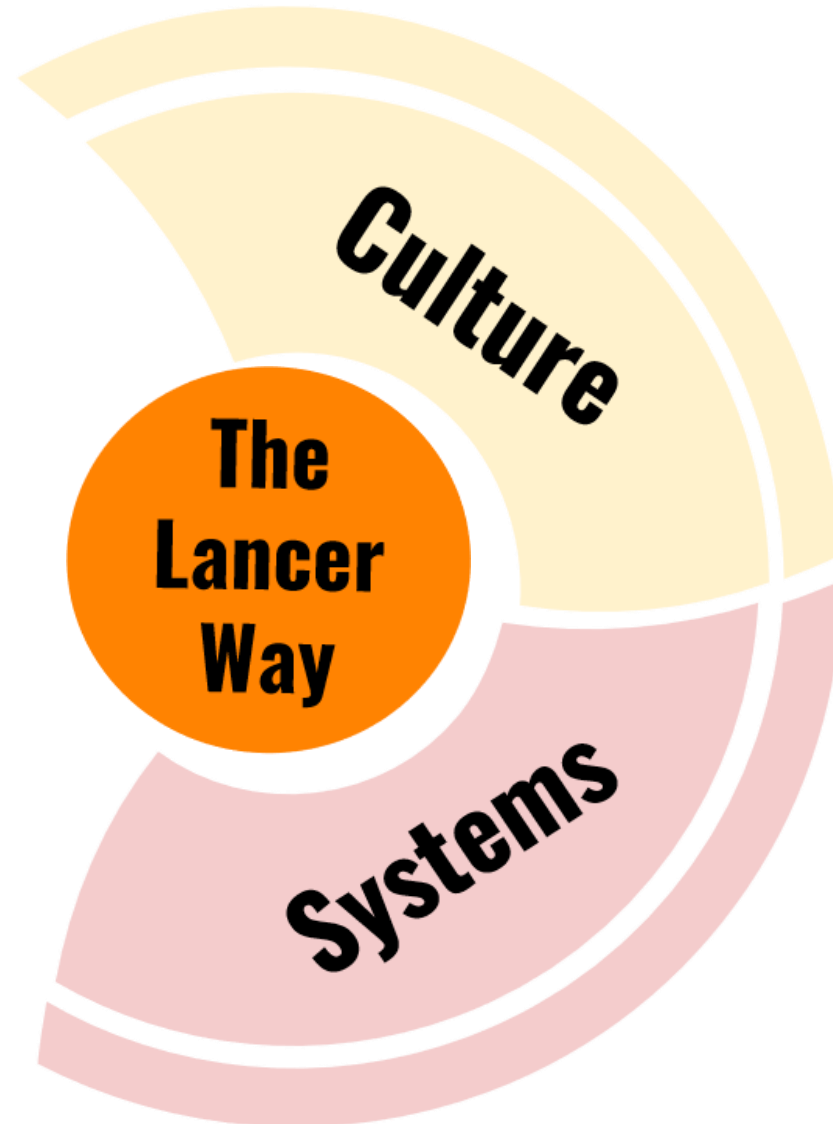


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# The Lancer Way



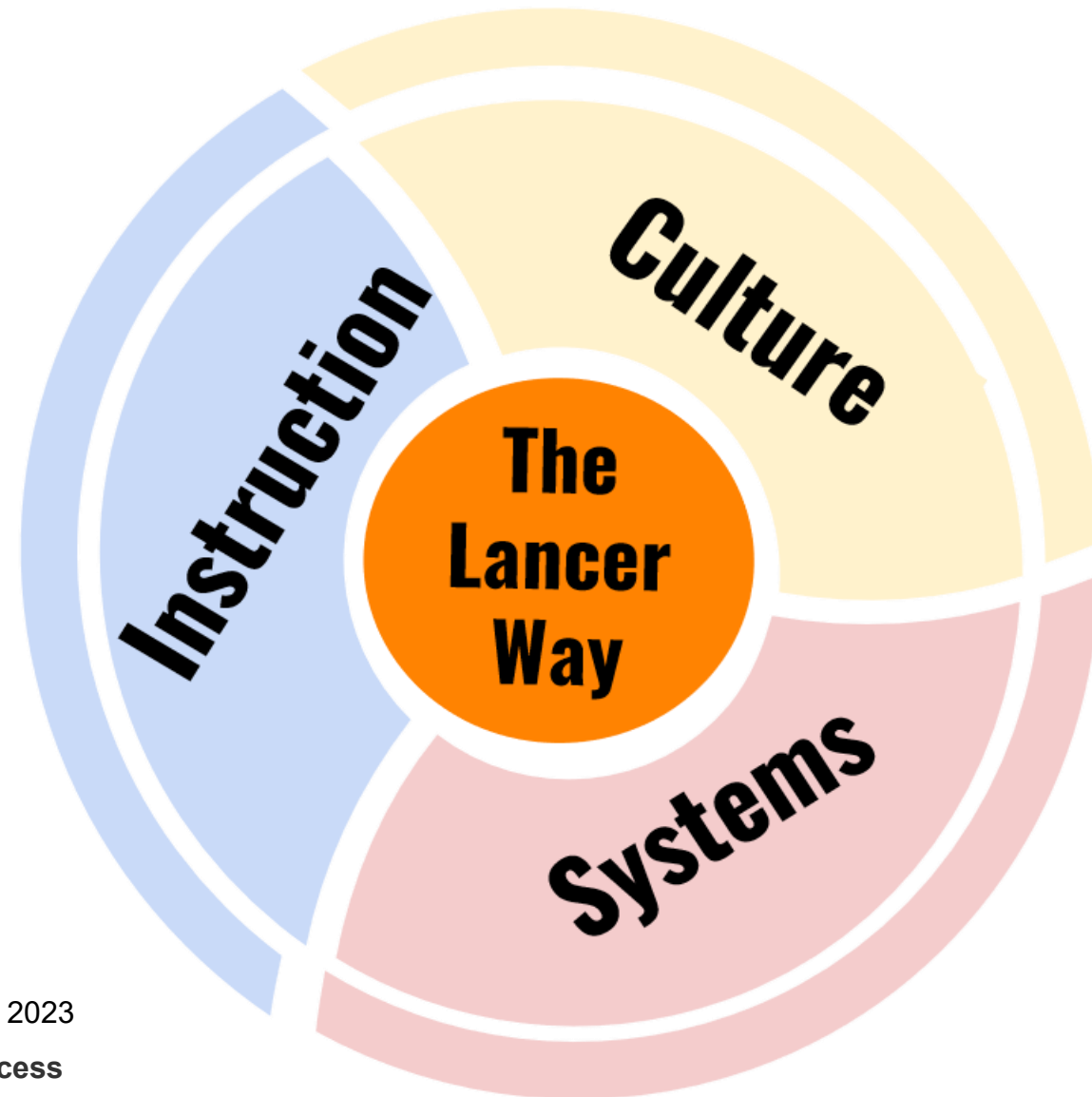
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# The Lancer Way

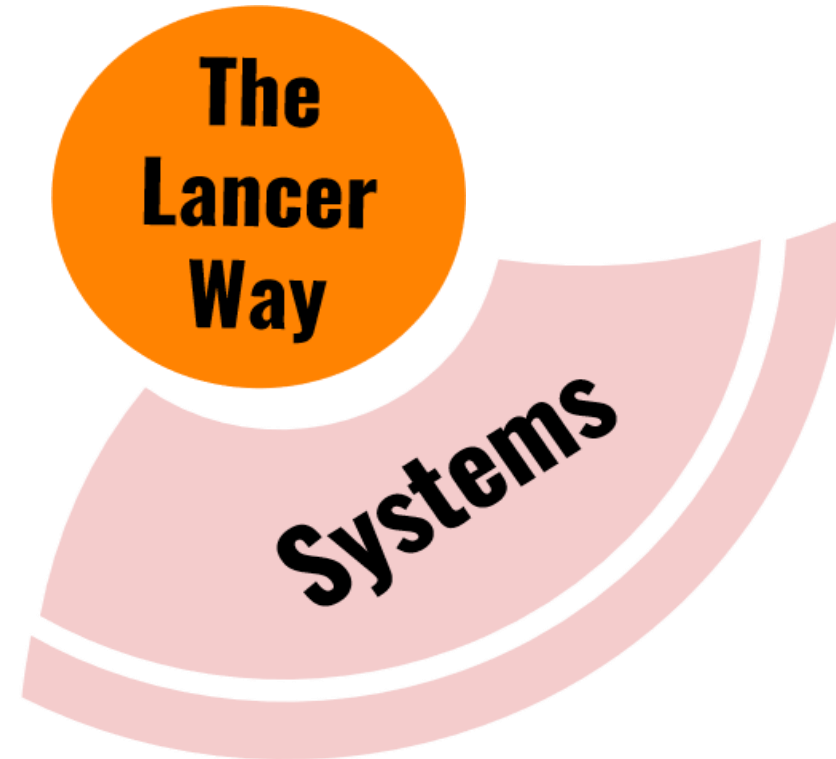


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# Systems



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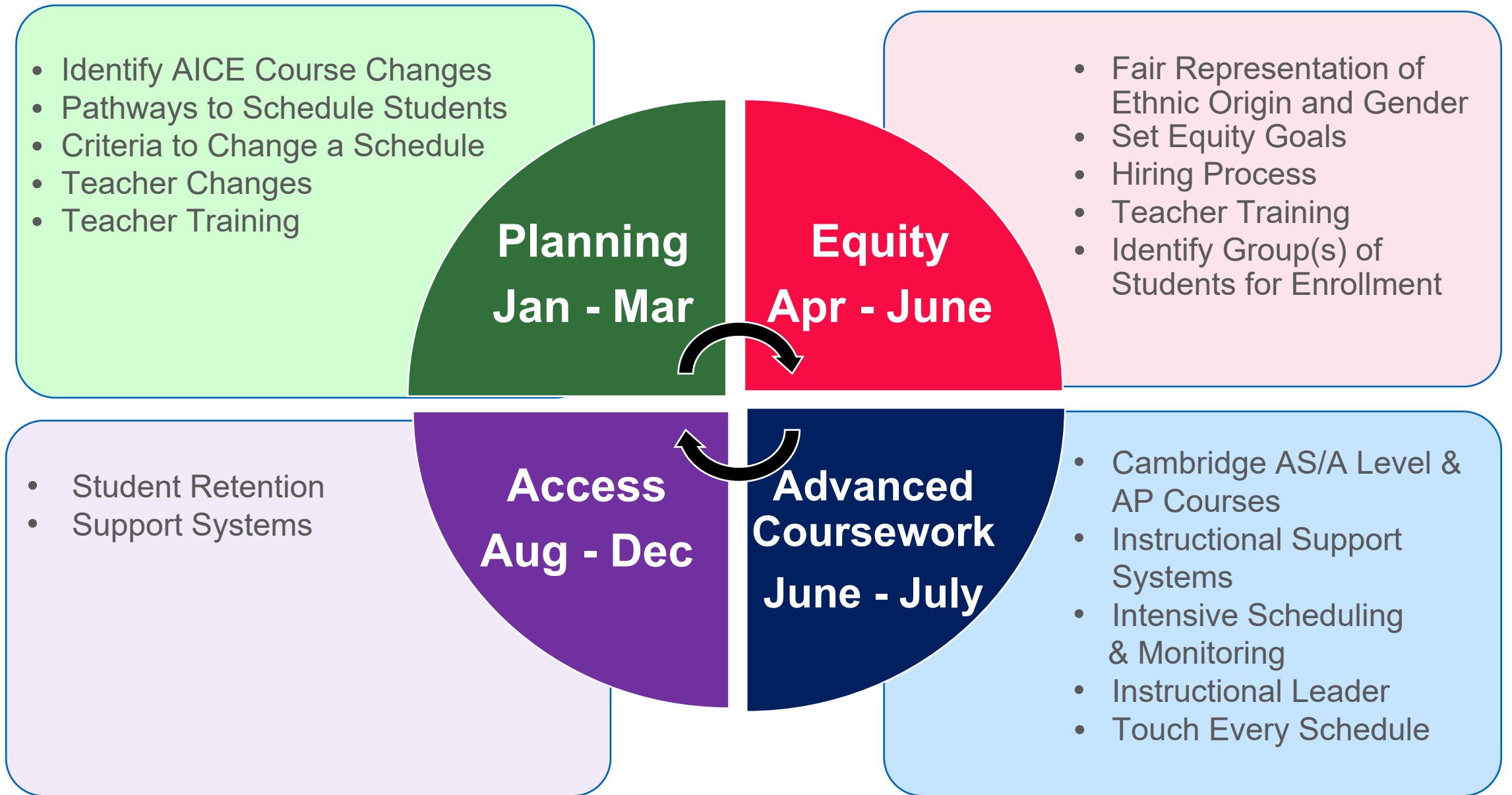
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# Systems

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



# Support Systems

## Lancer AICE Diploma Planning Guide      AICE Candidate Number \_\_\_\_\_

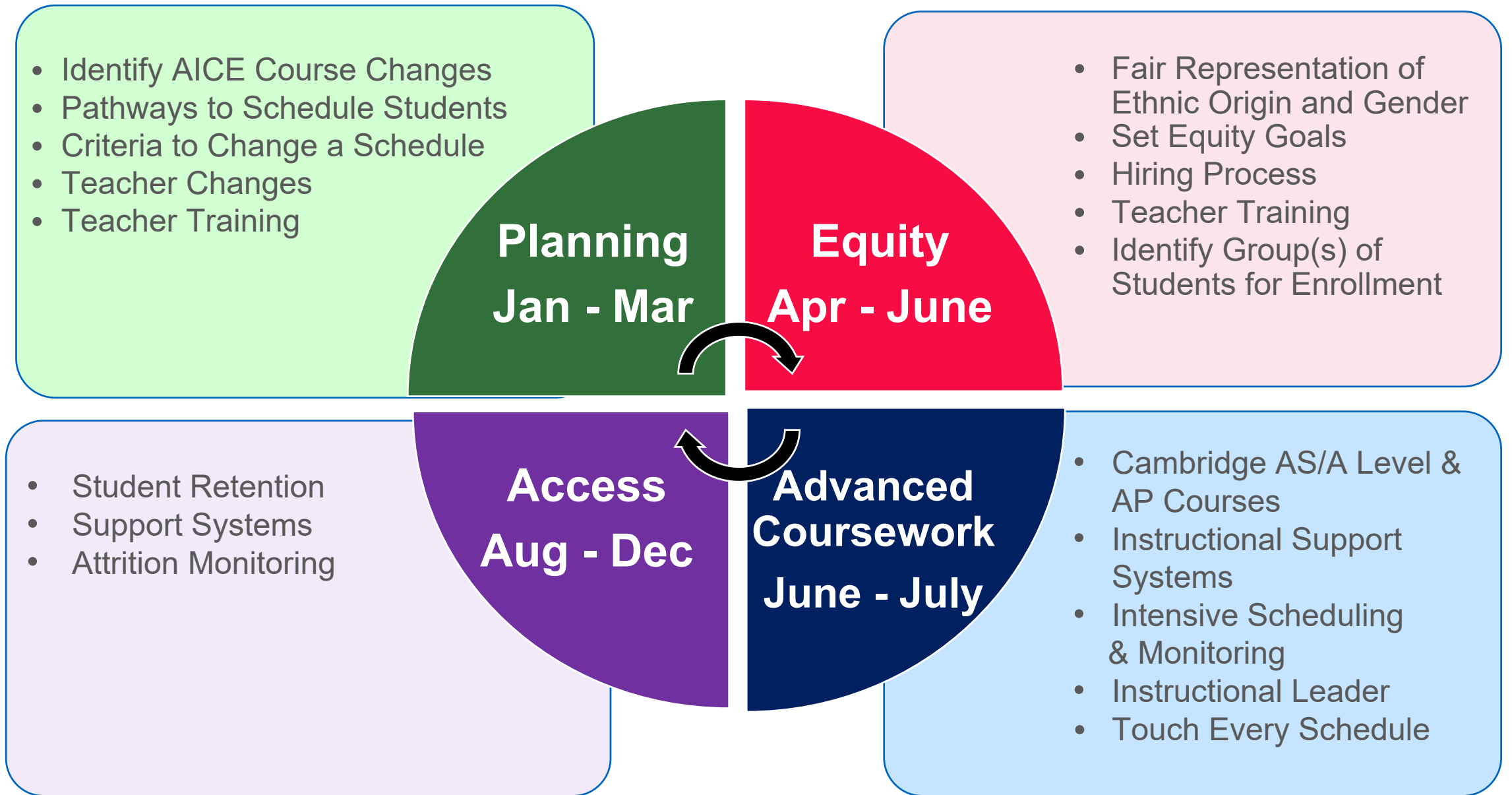
Student Name \_\_\_\_\_ Student Number \_\_\_\_\_ Graduation Year \_\_\_\_\_

Minimum of 7 credits from at least three subject groups and the core (Global Perspectives)			
At least one exam from Groups 1, 2 & 3			Optional - Only 2 credits allowed
Group 1 Mathematics & Science	Group 2 Languages	Group 3 Arts & Humanities	Group 4 Interdisciplinary and Skills-Based subjects

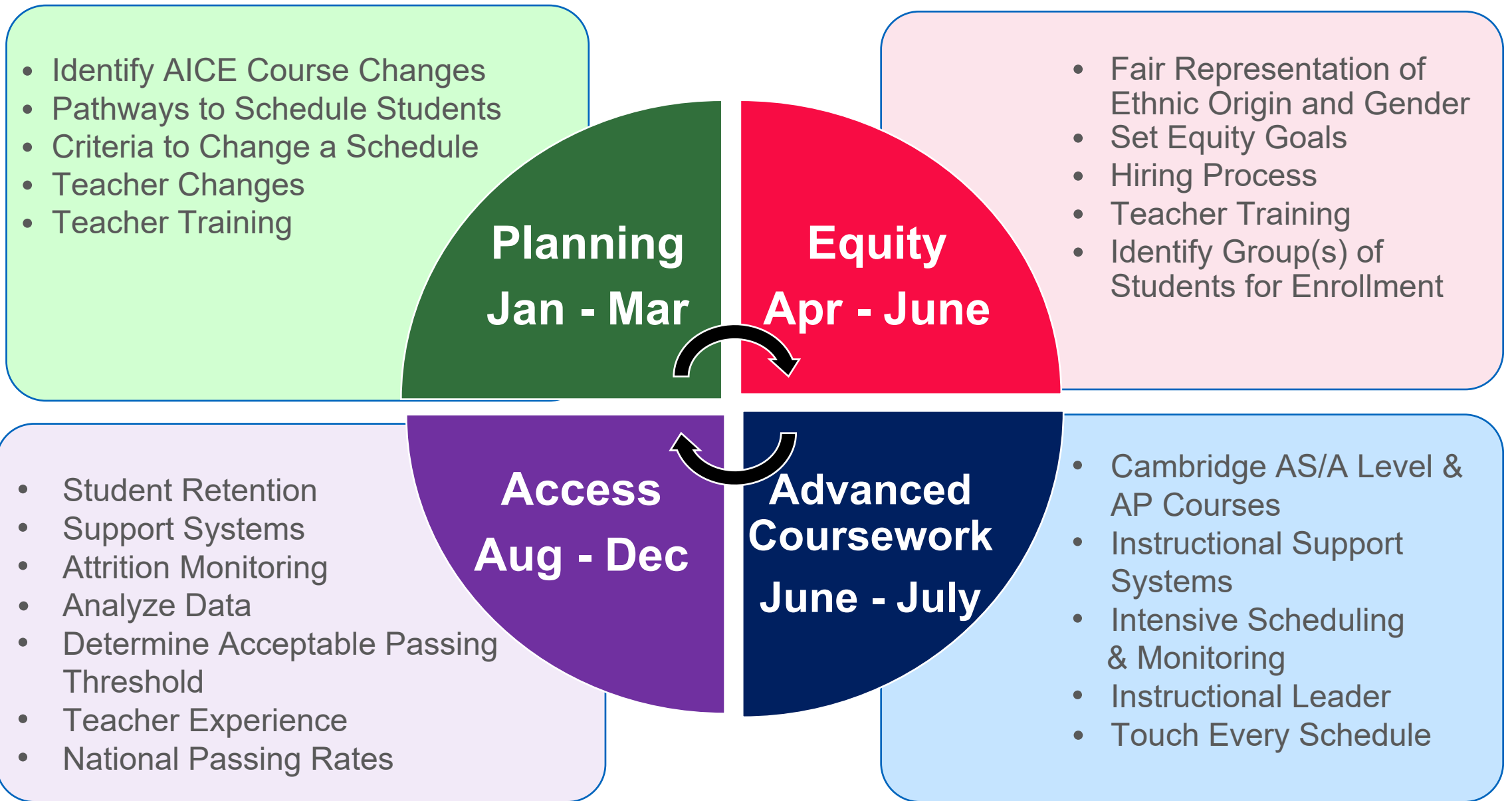
Year of Exam	Grade	Course	Year of Exam	Grade	Year of Exam	Grade	Year of Exam	Grade	Year of Exam	Grade	Course
		*Environmental Management - AS			English Language - AS				Art & Design - AS		General Paper - AS
		Marine Science - AS			English Language - A				Environmental Management - AS*		Thinking Skills - AS
		Math - AS			French - AS				History: Euro - AS		
		*Psychology - AS			Spanish Language - AS				History: US - AS		<b>**Required to earn an AICE Diploma**</b>
		Computer Science - AS							*Psychology - AS		
		Computer Science - A							Travel & Tourism - AS		100 Community Service Hours Documented with Guidance Counselor
									Travel & Tourism - A		

\* course can be used in either Group 1 or Group 3, but not both











# 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

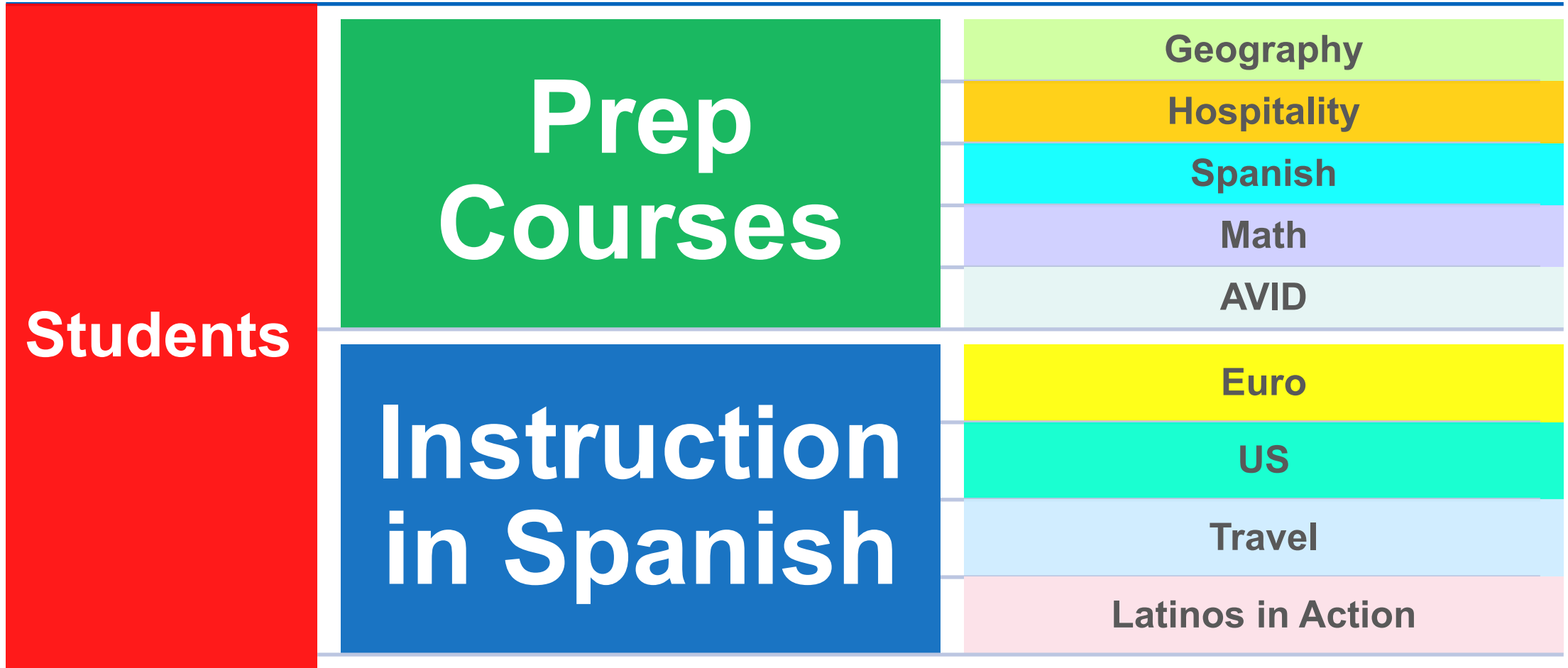
# Instruction



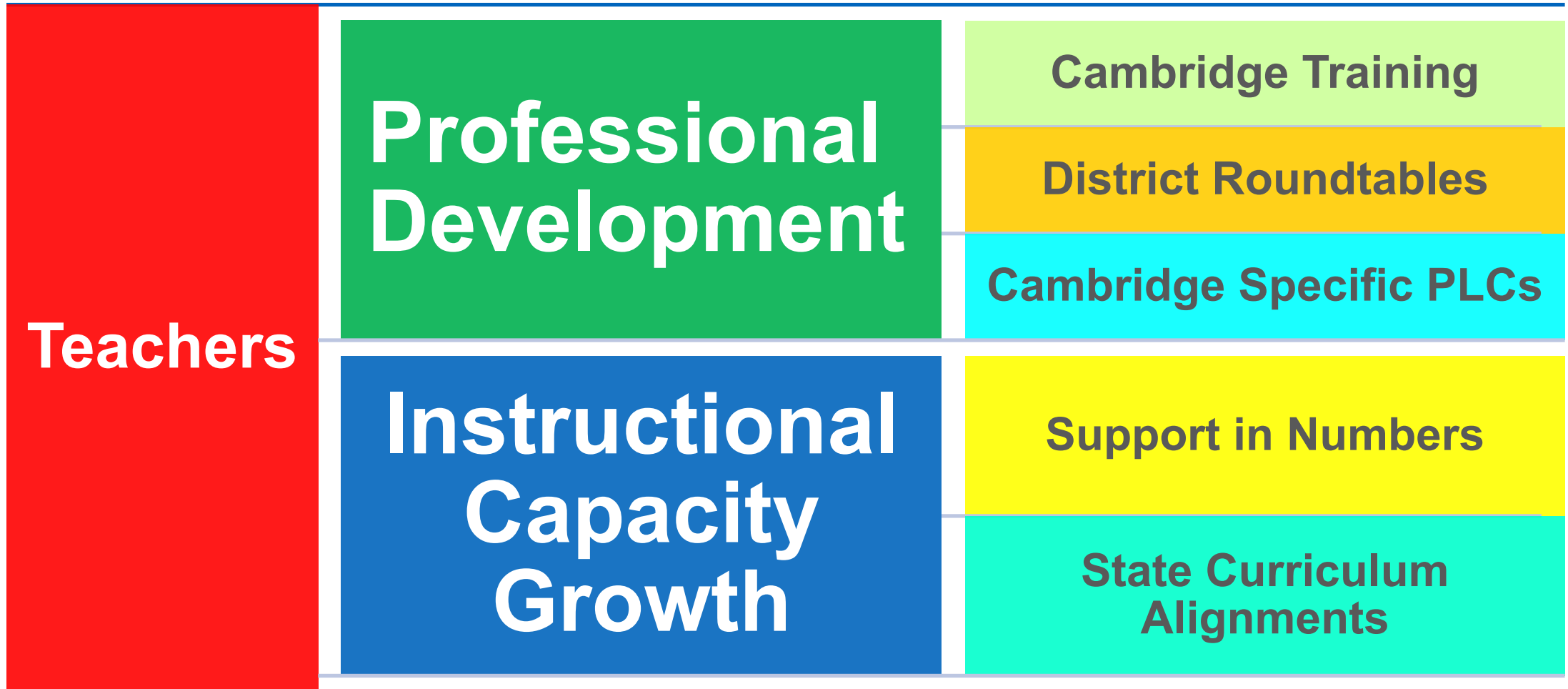
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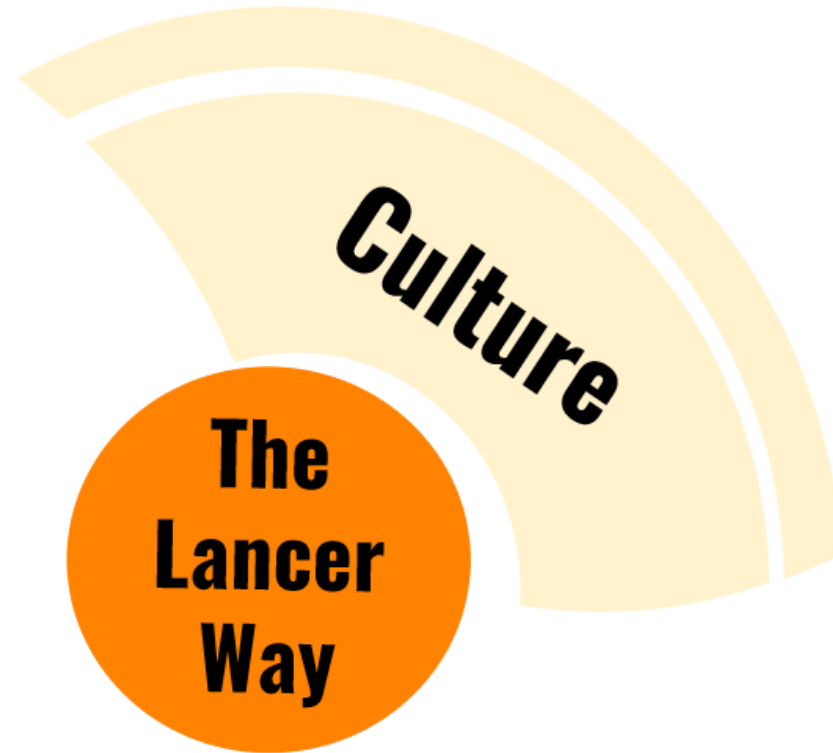
# Instruction



# Instruction



# Culture



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# Culture



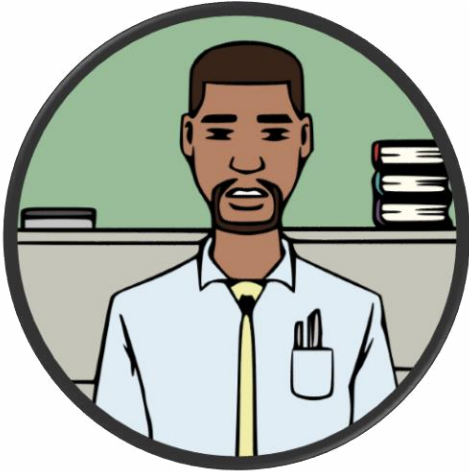
**Teachers**

**Parents**



**Students**





**Teachers**

# Attrition



## Parents





**Cambridge Assessment  
International Education**

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*Formula for High School Success*

*Formula for High School Success*

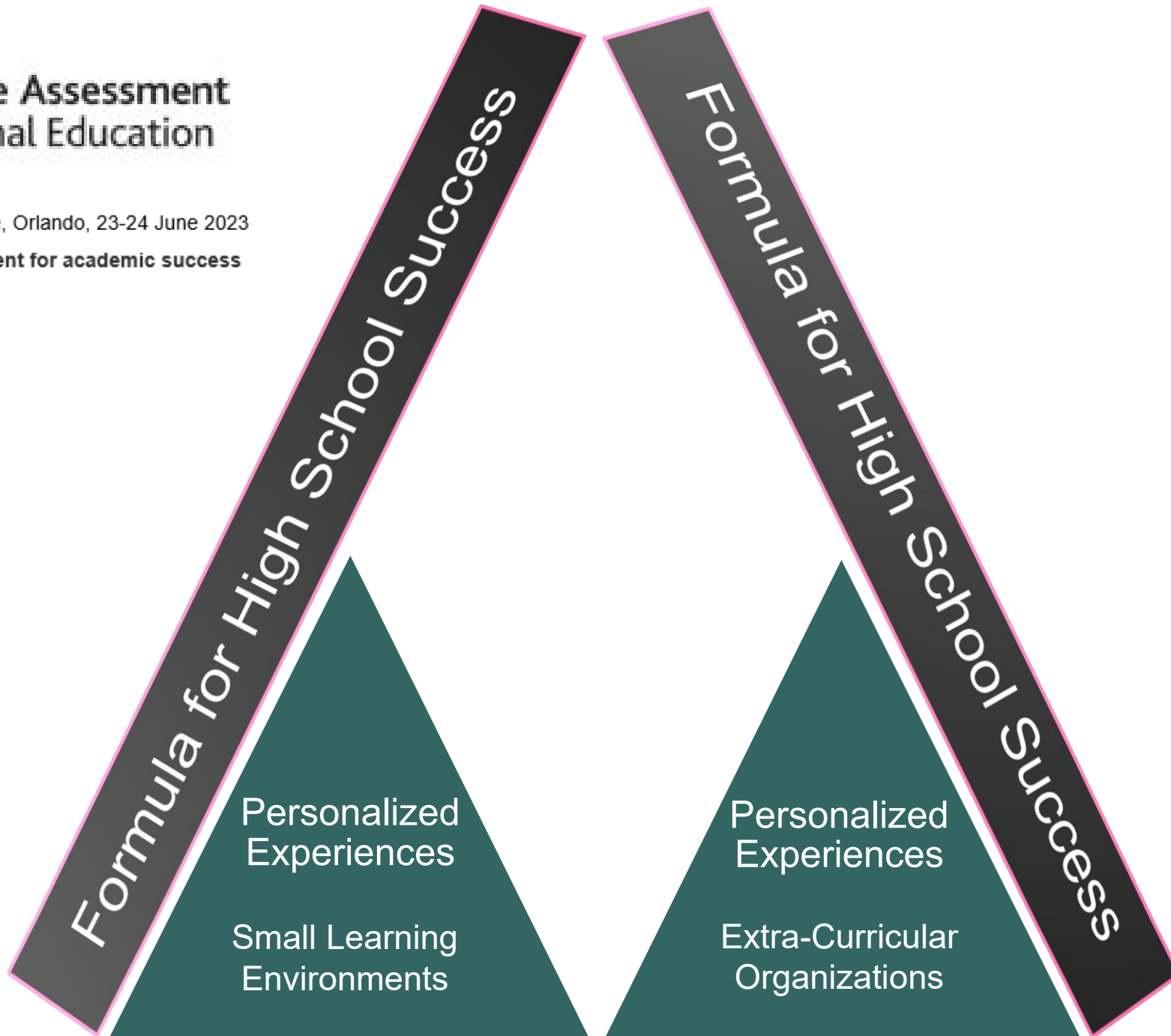


Cambridge Assessment  
International Education

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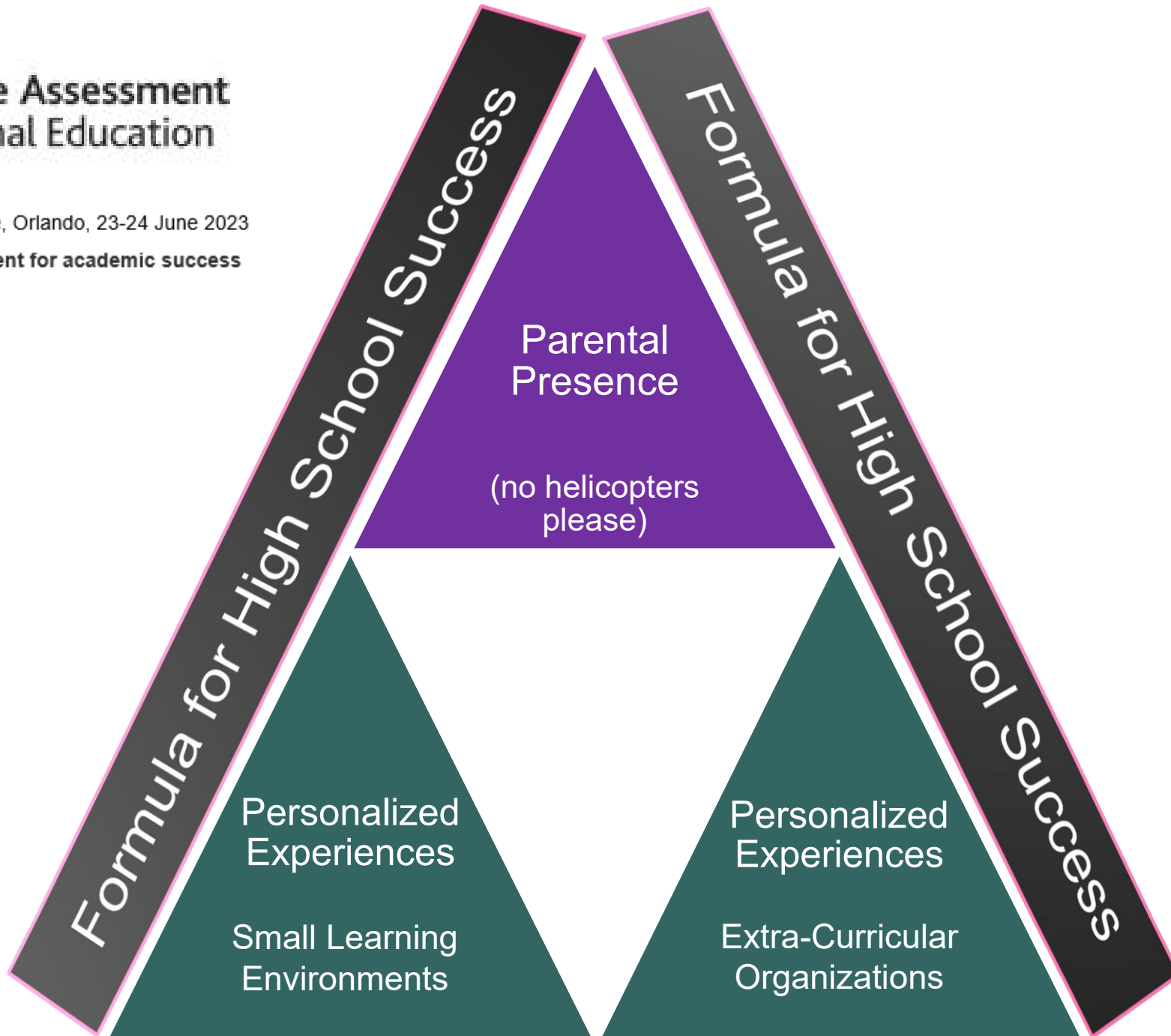


# Cambridge Assessment International Education

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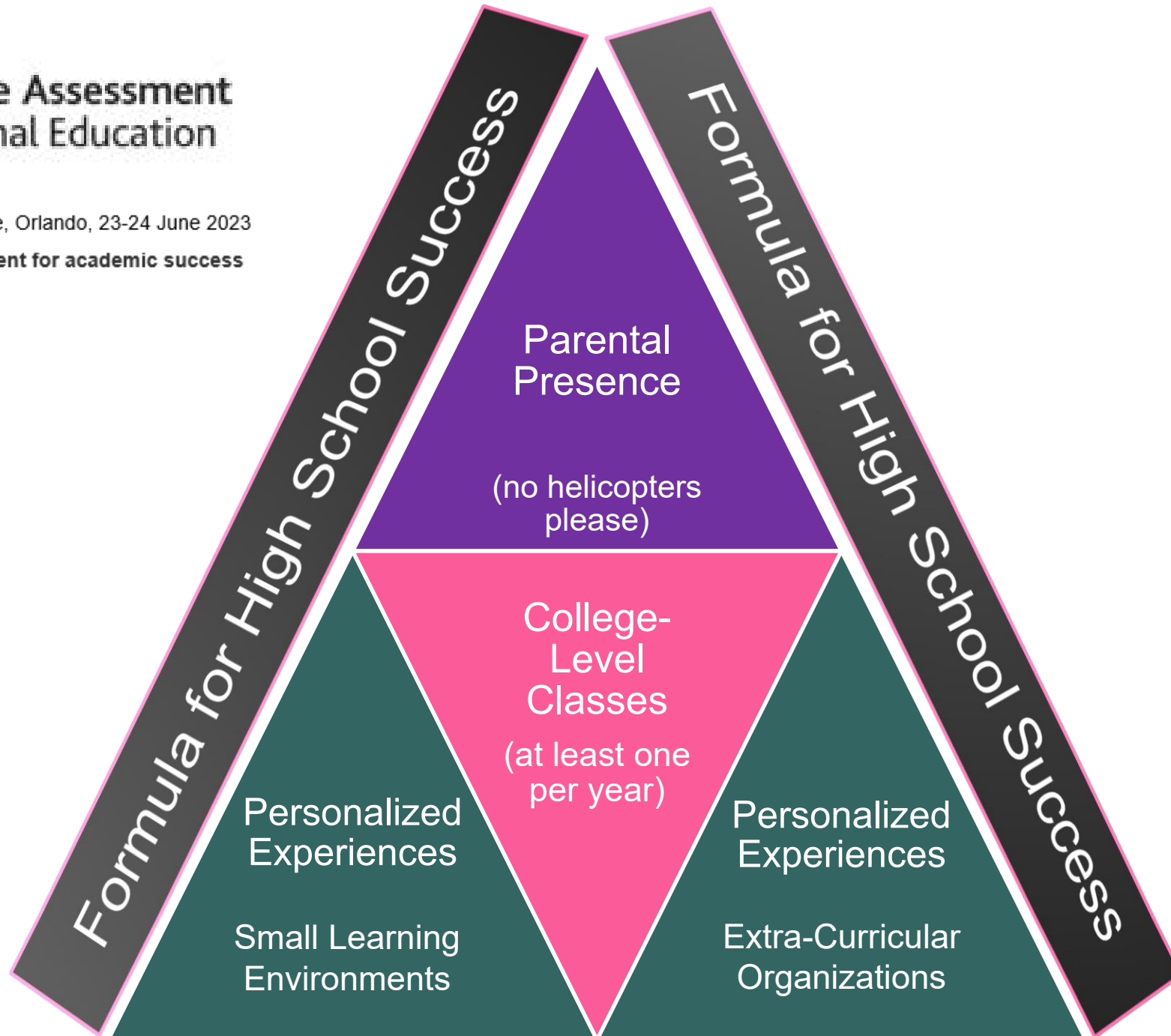


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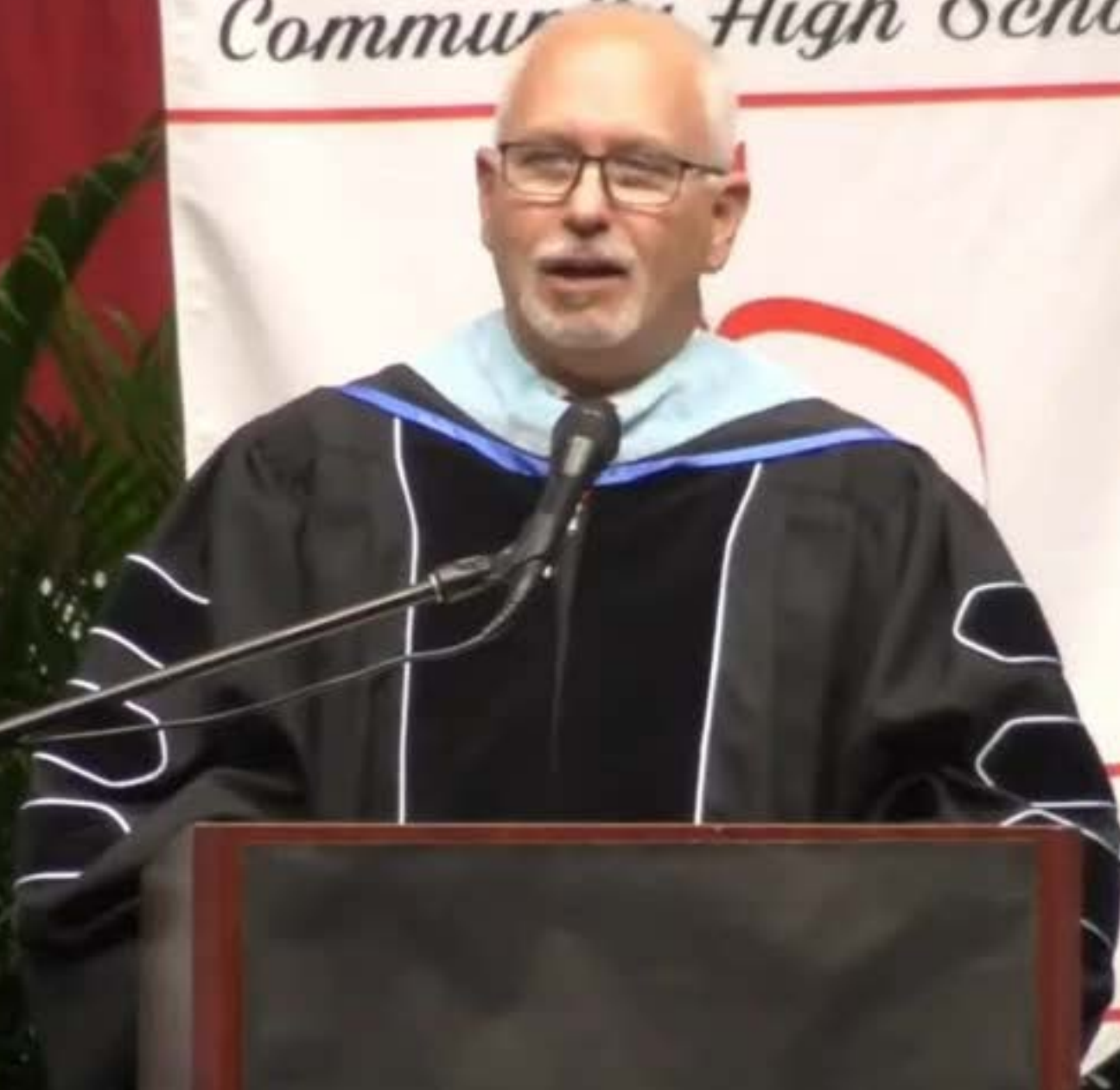
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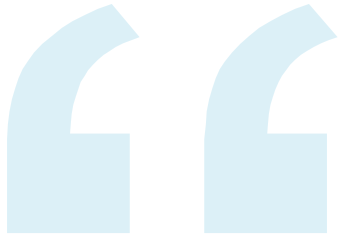


**Students**

*John T. Leonard  
Community High School*



# 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

- Please let us know your views on this session
- Scan the QR code and share your feedback with us





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International Education

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