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

Gwen Von Werne
Assistant Principal
John I. Leonard High School

Date: June 23 & 24, 2023
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
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%
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

"A rising tide lifts all boats"
Why Equity and Access

3529 Tests Given

a rising tide lifts all boats
Why Equity and Access

3529 Tests Given
1500 Tests Passed

a rising tide lifts all boats
Why Equity and Access

- 3529 Tests Given
- 2029 Tests Passed
- $1,219,606

"a rising tide lifts all boats"
# Bright Futures Scholarship

<table>
<thead>
<tr>
<th>Type</th>
<th>16 High School College-Preparatory Course Credits</th>
<th>High School Weighted Bright Futures GPA</th>
<th>College Entrance Exams by High School Graduation Year (ACT®/SAT®)</th>
<th>Volunteer Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS</td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>FMS</td>
<td>75%</td>
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Creating a positive environment for academic success
#camschoolsconf
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<td><strong>75%</strong></td>
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</tr>
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<td>FAS</td>
<td>100%</td>
<td>3.50</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>FMS</td>
<td>75%</td>
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</tr>
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</table>
| **FAS** | 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 | | 100 hours |
| 100% | | | | |
| **FMS** | 3 - Social Science  
2 - World Language (sequential, in same language) | 3.00 | | 75 hours |
| 75% | | | | |
# Bright Futures Scholarship

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<th>Volunteer Service Hours&lt;sup&gt;2&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>FAS</td>
<td>100%</td>
<td>3.50</td>
<td>2022-23 Graduates: 29/1330</td>
<td>100 hours</td>
</tr>
<tr>
<td>FMS</td>
<td>75%</td>
<td>3.00</td>
<td>2022-23 Graduates: 25/1210</td>
<td>75 hours</td>
</tr>
</tbody>
</table>

1. Course credits are required for eligibility.
2. Hours are recommended for a full course load.

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Cambridge Assessment International Education
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

Total Exams

3529

#9 in North America

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Bright Future Scholarship

#9 in North America

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# Bright Futures Scholarship

- 3529 Total Exams
- 183 AICE Diploma Candidates
- 99 AICE Diplomas

#9 in North America
Bright Futures Scholarship

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## Bright Futures Scholarship

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<td>2022-23 Graduates: 29/1330</td>
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<td>100%</td>
<td>4 - Mathematics (at or above the Algebra II level)</td>
<td></td>
<td>2023-24 Graduates: 29/1340</td>
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<tr>
<td>FMS</td>
<td>(two must have substantial laboratory)</td>
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<td>2022-23 Graduates: 25/1210</td>
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Only 5 of the 99 Earned the Requisite Score on the SAT/ACT.

94 Students Received Bright Futures Who Wouldn’t Have Otherwise
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

Students

99

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

Bright Futures from AICE Diploma

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Building a Culture of Equity for a Comprehensive Cambridge Program
The Lancer Way
Creating a positive environment for academic success

The Lancer Way
The Lancer Way

Culture
Systems

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The Lancer Way

Instruction

Culture

Systems

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The Lancer Way

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

- Planning Jan - Mar
- Equity Apr - June
- Access Aug - Dec
- Advanced Coursework June - July

- Identify AICE Course Changes
- Pathways to Schedule Students
- Criteria to Change a Schedule
- Teacher Changes
- Teacher Training

- Student Retention
- Support Systems

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

<p>| Minimum of 7 credits from at least three subject groups and the core (Global Perspectives) |
|---|---|---|---|---|
| <strong>Group 1</strong> Mathematics &amp; Science | <strong>Group 2</strong> Languages | <strong>Group 3</strong> Arts &amp; Humanities | <strong>Group 4</strong> Interdisciplinary and Skills-Based subjects |
| <strong>At least one exam from Groups 1, 2 &amp; 3</strong> | <strong>Optional – Only 2 credits allowed</strong> |</p>
<table>
<thead>
<tr>
<th>Year of Exam</th>
<th>Grade</th>
<th>Year of Exam</th>
<th>Grade</th>
<th>Year of Exam</th>
<th>Grade</th>
<th>Year of Exam</th>
<th>Grade</th>
<th>Year of Exam</th>
<th>Grade</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Environmental Management – A5</em></td>
<td>English Language - AS</td>
<td>Art &amp; Design - AS</td>
<td>General Paper - AS</td>
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<tr>
<td>Marine Science – AS</td>
<td>English Language – A</td>
<td>Environmental Management – A5*</td>
<td>Thinking Skills - A5</td>
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</tr>
<tr>
<td>Math - A5</td>
<td>French - A5</td>
<td>History: Euro - A5</td>
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<tr>
<td><em>Psychology – A5</em></td>
<td>Spanish Language - A5</td>
<td>History: U5 - A5</td>
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</tr>
<tr>
<td>Computer Science – A5</td>
<td><em>Psychology – A5</em></td>
<td><strong>Required to earn an AICE Diploma</strong></td>
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<tr>
<td>Computer Science - A</td>
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<td>* course can be used in either Group 1 or Group 3, but not both</td>
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**Required to earn an AICE Diploma**

*Course can be used in either Group 1 or Group 3, but not both.*

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Attrition Monitoring

[Form]

John I. Leonard High School

Schedule Change Request of Advanced Academic Course

Student Name: ________  Student Number: ________

Course: ________  Teacher: ________

Reason for Request: [ ] I already earned this credit  [ ] I do not meet pre/co-requisite requirements

*The following steps must be followed. If any steps are missed, this form is null and void.

Step 1: Teacher: ________  Date: ________

Current Grades in Class: Q1: ________, Q2: ________, Q3: ________

Teacher/Student Conference has taken place. Date: ________

Strategies that have been previously implemented for success:

Initial if accurate:

[ ] The student has attempted ALL assignments.
[ ] The student has attended 3 tutoring sessions on the following dates:
[ ] The student has given best effort to be successful in the course.
[ ] Parent contact has been made. Date: ________, Time: ________

Parent contact notes:

Step 2: Counselor: ________  Date: ________

# of Days Absent: ________, # of Days Tardy: ________

Please initial all that apply:

[ ] Test has been ordered and student would be held responsible for cost of test.
[ ] Evidence supports student should be removed from current course.
[ ] Evidence does not support a removal from current course.
[ ] Parent has been informed of consequences of requested schedule change by Counselor. Date: ________, Time: ________, Method of Contact: ________

Parent/Teacher Contact notes:

Step 3: Assistant Principal over Subject Area: ________  Date: ________

[ ] Approved, signature: ________
[ ] Not Approved, signature: ________

Feedback discussed with student: ________

Notes:

[QR Code]
• Identify AICE Course Changes
• Pathways to Schedule Students
• Criteria to Change a Schedule
• Teacher Changes
• Teacher Training

Planning
Jan - Mar

Equity
Apr - June

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

Access
Aug - Dec

Advanced Coursework
June - July

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

• Student Retention
• Support Systems
• Attrition Monitoring
• Analyze Data
• Determine Acceptable Passing Threshold
• Teacher Experience
• National Passing Rates

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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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Students

Prep Courses

Instruction in Spanish

<table>
<thead>
<tr>
<th>Geography</th>
</tr>
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<tbody>
<tr>
<td>Hospitality</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Math</td>
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<tr>
<td>AVID</td>
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<tr>
<td>Euro</td>
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<tr>
<td>US</td>
</tr>
<tr>
<td>Travel</td>
</tr>
<tr>
<td>Latinos in Action</td>
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Culture

The Lancer Way

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Culture

Attrition

Teachers
Parents
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- Personalized Experiences
- Small Learning Environments
- Extra-Curricular Organizations
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Parental Presence
(no helicopters please)

Formula for High School Success

Personalized Experiences
Small Learning Environments

Extra-Curricular Organizations

Personalized Experiences

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- Parental Presence
  (no helicopters please)
- College-Level Classes
  (at least one per year)
- Personalized Experiences
- Small Learning Environments
- Extra-Curricular Organizations

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Culture

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Creating a positive environment for academic success

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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
Learn more!
Getting in touch with Cambridge is easy

Email info@cambridgeinternational.org
or telephone +44 1223 553554