Building a Cambridge School Community

Cypress Bay High School

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June 2023
Today’s session

Building A Cambridge School Community

Presented by: Kassandra Fried, Principal
Jennifer Roca, Assistant Principal
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How can we create, strengthen and sustain a community?

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In 2011, we administered over **3500** Advanced Placement Exams!

- Successful Advanced Placement Passing Rate (approx. 90%)
- However, initial data indicated only 1600 of our students were taking AP classes; this was 38% of our population.

**What was missing?**

- 2700 students were not taking any college level classes
- Less than 1% of our 9th graders were taking advanced college level courses
- Only 36% of our Hispanic population was taking advanced college level courses
- Only 2% of our African American population were taking advanced college level courses
Why was AP not enough for our students?

- Approximately 30 courses
- Rigorous
- Core Standardized subject specific
- Many courses were designed for 11 & 12 grade students
- Students shied away

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Initial Action Plan
Reach a wider range of students
Challenge students to reach their maximum capacity in a flexible setting
Allow students to take higher level classes in both vocational and academic areas, thus...
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### Cambridge Student Attributes

What is learning how to learn?

<table>
<thead>
<tr>
<th>Cambridge learners</th>
<th>Cambridge teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Confident</strong> in working with information and ideas – their own and those of others.</td>
<td><strong>Confident</strong> in teaching their subject and engaging each student in learning.</td>
</tr>
<tr>
<td><strong>Responsible</strong> for themselves, responsive to and respectful of others.</td>
<td><strong>Responsible</strong> for themselves, responsive to and respectful of others.</td>
</tr>
<tr>
<td><strong>Reflective</strong> as learners, developing their ability to learn.</td>
<td><strong>Reflective</strong> as learners themselves, developing their practice.</td>
</tr>
<tr>
<td><strong>Innovative</strong> and equipped for new and future challenges.</td>
<td><strong>Innovative</strong> and equipped for new and future challenges.</td>
</tr>
<tr>
<td><strong>Engaged</strong> intellectually and socially, ready to make a difference.</td>
<td><strong>Engaged</strong> intellectually, professionally and socially, ready to make a difference.</td>
</tr>
</tbody>
</table>

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Students are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work.

--Phil Schlechty, "Increasing Student Engagement"
Initial Courses in the Program

**English General Paper**
a course that would serve as the prerequisite to most AICE courses and create a foundational writing experience that developed critical writing skills.

**Spanish Language**
a course that would allow our Hispanic population and our English Language Learners to have access to our AICE program. Verbal component

**Computer Science**
a course that was very popular in AP. This would allow students alternative options of the same course with different approaches to learning.

**English Language**
a course that offered an extension to our General Paper course and encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.

**Biology**
a course that was available to all our students and would serve our middle school students since this is a course most take in 8th grade.

**Business**
a course that would attract our students interested in vocational education and the business field.

**Thinking Skills**
a course that requires the successful completion of Algebra 1. Most middle school students in our feeding schools take Algebra 1 in 8th grade.

**Chinese**
Supported our Asian population (3%). Cypress Bay had a teacher that showed interest in teaching the course and has had 100% success rate since.

**Music**
a course that would attract our Fine Arts students and that offered a hands-on learning approach. Cypress Bay students have high interest in Music and Fine Arts.
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ACADEMIC ENGAGEMENT THROUGH DIVERSE COURSE OFFERINGS

- Pre-Aice English Language
- General Paper (9-12)
- General Paper (G)
- English Language AS/A
- English Literature AS/A
- Global Perspectives AS/A
- Global Perspectives (Holocaust)
- Global Perspectives (Science)
- Global Perspectives/Model UN
- Global Perspectives (Business)
- Media Studies AS/A
- Pre-Aice Math
- Thinking SkillsAS/A
- Thinking Skills (FBI)
- Information Technology (FBI)
- Travel & Tourism
- Biology
- European History
- Spanish Language
- Music
- Math AS/A
- Computer Science AS/A
- Environmental Mgmt. AS
- Marine Science AS/A
- Psychology AS/A
- Sociology
- Chinese AS
- French AS
- Classical Studies AS/A
- Spanish Language AS
- Spanish Language (Speakers)
- Painting & Related Materials
- Business 1, 2 AS/A

Courses are offered based on student and teacher interest

- Teacher selections are made based on strengths in the subject area
- Understanding of teaching and learning
- Interest to teach the course

Some Cambridge teachers also teach AP courses
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**Intellectual Engagement**

- **Curriculum Mapping**
  - increase intellectual engagement.
  - identifying and understanding gaps.
  - tailoring teaching strategies
  - develop clear objectives that address the assessment objectives.

- **Instructional Practices: Questioning**
  - High Quality Questions = High Quality Opportunity for Learning
  - Stimulates thinking
  - Clarifies Misconceptions
  - Reveals Misconceptions
  - Deepens Understanding
  - Provides Perspectives
  - Helps students make connections

- **Instructional Practices: Technology**
  - Cypress Bay is a 1 to 1 technologically driven school
  - Promote Collaboration
  - Foster Creativity
  - Facilitate Communication
  - Encourage Critical Thinking
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What traits or qualities does your school community already possess or display that help to cultivate and foster a Cambridge School Community?
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Curating Connections

Cambridge coursework correlates to workplace readiness and life skills.

Students utilize these skills to be involved in clubs/organizations in our school and surrounding community.

Problem-solving process and methods required for event planning and building unity, humanitarian efforts require Cambridge-style divergent thinking skills.

All these core values require the core Cambridge value to be successful: confident, reflective, responsible, engaged, innovative.

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CAMBRIDGE & FBI PARTNERSHIP

Course Requirements

First Year:
AICE Informational Technology

Second Year:
AICE Thinking Skills
Comprehensive Law

Third Year:
Global Perspectives

Prerequisites:
AICE English General Paper or
AICE English Language

• The only FBI Program in the nation
• obtain skills in the high-demand cyber field
• practical exercises, case presentations that require critical analysis
• Cambridge Teacher-Driven

TOP SECRET
Building Inclusive Curriculum

**Pre-AICE English Language**
- Engages students in the foundational writing skills that is demanded in AICE courses
- Offers students a more flexible program as they start their Cambridge journey
- Prepares students for the subsequent courses in the AICE program

**English General Paper**
- 9th grade EGP Gifted
- 9th Grade EGP - Developmental: Reading/English certified teacher

**Considerations for Placement**
* Mid-level 2 to Mid-level 3 students
* Teacher Recommendation
* Classroom Performance

**Pre-AICE Mathematics**
- Offered to students in 10-12th grade
- Allows students to develop their mathematical knowledge and skills
- Teacher recommendation is required
Word Scramble Game

Unscramble the common Cambridge themed words on the handout as a group.
The first group with the most correct answers... wins!

EXAMPLE

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- AICE teacher develops a transition plan for student
- Easing-In Plan & Progress Monitoring Plan is established
- Students can opt out of Cambridge courses at any point
- Students can return to an Honors level course if they are not successful
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## Student course & program tracking Sheet

- Managed by an internal database
- Track course completion
- Track and record exam results
- Provides current student schedule
- Identifies diploma seeking students
- Identifies students with 504 accommodations
- Track Cambridge points earned
- Provides student candidate number

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What's Ahead?

- Continued Support/Resources
- Forming Stronger Connections
- Pre-AICE English Language
- English General Paper-Developmental
- Building on Teaching and Learning
- Continue to expand and diversify our FBI Program
- Level Up Initiative
Over to the audience …

What does Cambridge consider as an essential factor in the development of their assessments and curriculum?

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Over to the audience …

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A student who is not intimidated nor embarrassed to share his views or show his work displays which Cambridge attribute?

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Over to the audience …

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A Cambridge student that thinks about their academic growth or what they have learned possesses which attribute?

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Over to the audience …

slido

A Cambridge student that is equipped to participate constructively in society and the economy – locally, nationally, and globally and bring new ideas possesses which attribute?

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Over to the audience …

What are the 5 Cambridge Attributes?

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"Every success story is a tale of constant adaptation, revision, and change."
Thank you
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Your feedback

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