

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet[X] Choice

Name of Principal Ms. Lisa Pizzimenti-Bradshaw
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Center for International Education a Cambridge Associate School
(As it should appear in the official records)

School Mailing Address 900 NE 23rd Avenue
(If address is P.O. Box, also include street address.)

City Homestead State FL Zip Code+4 (9 digits total) 33033-4700

County Miami-Dade County

Telephone (305) 248-7911 Fax _____

Web site/URL https://www.ciecambridge.org E-mail jrodriguezledesma@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Mr. Alberto Carvalho E-mail Superintendent'sOffice@dadeschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dade School District Tel. (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Perla Tabares Hantman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

- Number of schools in the district (per district designation):
 - 220 Elementary schools (includes K-8)
 - 50 Middle/Junior high schools
 - 65 High schools
 - 0 K-12 schools

335 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	42	37	79
10	53	43	96
11	42	36	78
12 or higher	40	30	70
Total Students	177	146	323

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 9 % Black or African American
 - 78 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 10 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2019	317
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Bengali, Bihari, Chinese-Mandarin, French, Haitian Creole, Russian, Spanish

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 71 %

Total number students who qualify: 229

8. Students receiving special education services: 9 %

30 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 0

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	100%	100%	100%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	77
Enrolled in a 4-year college or university	65%
Enrolled in a community college	35%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Center for International Education: A Cambridge Associate School is dedicated to working with all stakeholders in providing 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.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

The school opened in August 2020 under an online only model. In October 2020, the school district afforded students in grades 9 through 12 the opportunity to return in person or remain online. Return for students selecting in-person learning was phased in a grade level at a time until all grades had returned. Currently, students have the opportunity to change their delivery model of instruction from in-person to online as they deem necessary to change. Starting in January 2021, students can be invited to return to in-person learning by the school due to disengagement and a universal screening criteria set by the district that suggests the student would benefit from in-person learning.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Equitable access is an essential component in the process for choosing students to attend Center for International Education (CIE). All interested students can apply through the school district’s application system - Miami-Dade County Public Schools' School Choice Application portal. Students are then selected through a blind random selection process ensuring students of all demographics and needs are considered for our magnet program eligibility. No sole criterion (including academic record) is used to decide ineligibility;

CIE may override the school district's assigned ineligibility of any student and accept students from underrepresented groups.

Furthermore, the district established eligibility criteria is acknowledged and reviewed annually by the school during the annual magnet program review through the completion of a magnet variance form. This process guarantees that all students have equal access to CIE.

Lastly, the district established Enhanced Criteria for Cambridge Requirements which requires: a minimum of 2.5 Grade Point Average in each core academic subject area (e.g. language arts, mathematics, science, social studies) for the previous year and the first grading period of the current year combined; a minimum of 2.0 Grade Point Average in conduct for the core academic subject areas (e.g. language arts, mathematics, science, social studies) for the previous year and the first grading period of the current year combined; all effort grades in core academic classes must be a "2" or higher for the previous year and the first grading period of the current year combined; no more than ten unexcused absences for the previous year and five unexcused absences for the first semester of the current year; Algebra I Honors be completed and received credit before the student enters the Magnet program.

PART III - SUMMARY

Center for International Education (CIE) is a magnet senior high school located in the southern tip of Florida, in the city of Homestead, and belongs to the fourth largest school district in the nation. CIE has an annual total enrollment of approximately 326 students in grades 9-12 and has been designated an “A” school by the Florida Department of Education since its inauguration in 2014. The school is a Magnet Schools of America School of Excellence for the past four years and has been recognized as a certified school by the same organization. As a Magnet School of Choice, CIE takes pride in servicing a multi-ethnic student population that may travel as far as 20 miles each way to attend our college preparatory high school. Our students represent 32 countries of origin and seven different languages other than English. With 71% of our students qualifying for free-reduced-meal program and 60% of students being first generation college/university attendees, it is apparent why families choose CIE as their high school. The vision at CIE is to create confident, responsible, reflective, innovative, and engaged learners. CIE strives for all learners to receive a world-class education through high-quality international curricula and assessments. As such, the goals are for all learners to have the opportunity to earn university credit, participate in an accelerated curriculum and acquire an Advanced International Certificate of Education (AICE) diploma that leads to the Florida Academic Scholars Award, a full tuition scholarship in the State of Florida.

CIE capitalizes on its family and student diversity to create a school culture that has multicultural inclusivity and cultural competency using a curriculum with a set global standard for international education. Using the curriculum set by Cambridge Assessments International Education, CIE not only challenges students culturally, but also academically; encouraging students to develop a deep understanding of content matter and the skill of independent critical thinking and problem-based learning through global issues. In order to ensure academic equity and to maintain a 100 percent graduation rate for all CIE students, after-school tutoring, weekly study hall sessions, and Saturday school programs are implemented annually to support academic success for all students. Students are also afforded college acceleration opportunities by participating in dual enrollment at Miami Dade College (MDC); thus, graduating with an Associate of Arts degree as they combine the Cambridge college credits earned from their AICE diploma with college credits earned through the dual enrollment program at MDC.

The emotional development of students is supported through the implementation of our mental health group meetings and the 21 clubs offered at CIE. All grade levels have the opportunity for weekly check-ins with our school counselor. The school also has a mental health coordinator who reports to our school site every Wednesday and meets with students and/or families who have been referred. The coordinator also hosts events that promote emotional well-being like vision board creating and writing love letters to oneself.

The cultural diversity of the student body is leveraged and maximized by schoolwide and classroom activities that promote the exchange of ideas and student collaboration. Some examples are the compulsory Global Perspectives & Research course, pep rallies and student performances in band, and field trips to museums and theater performances. The Annual Turkey Bowl allows the school’s multiethnic population to work in teams for athletic competitions as well as performances in talent shows. To celebrate the curriculum and encourage students to explore issues of global significance, the school hosted a week-long celebration with activities that included the food and culture of countries through sweet and savory dishes from around the world, the presentation of global issues through student-led TED talks, viewing of foreign films, and a dance with global music.

Through innovative instructional practices, and the use of the Cambridge international curricula, students are supported in developing to their fullest potential socially and culturally by researching different societal structures in order to develop an appreciation and understanding of its diversity, and by applying their own cultural awareness and knowledge. Students collaborate to examine the role diverse groups played in the development of our nation. Through the exploration of key questions and content in our courses, students develop essays that consider the significance of diversity in the past and the impact it plays in present day.

These efforts are supported through the school’s ability to maintain a fluid communication with students and families through the use of technologies, such as Google for Education Suite, Remind 101, and School

Messenger. Through the use of these resources, faculty and staff are able to stay in instant communication; consequently, enhancing student/family collaboration and maintaining an effective online classroom. These tools allowed our school to transition seamlessly during the abrupt closure of schools in March 2020, due to COVID-19.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

CIE's core curriculum is designed around the international course offerings of Cambridge International Assessment Education. The curriculum integrates the four Cambridge content groups of Mathematics and Science, Languages, Arts and Humanities, Interdisciplinary and skills-based subjects, and the core Global Perspectives & Research in addition to elective courses. The school offers a total of 29 college level courses taught by educators who have been trained to teach the international curriculum. This curriculum provides a foundation of knowledge, critical thinking skills, the ability to interpret and analyze information, and problem-solving skills to communicate results in a confident way. Students at CIE pursue the international curriculum to achieve college credit and an Advanced International Certificate of Education (AICE) Diploma. Students begin the course content progression in Pre-AICE courses, referred to as the International General Certificate of Secondary Education (IGCSE), to become familiar with prerequisite skills of creative thinking, enquiry, and problem-solving. This creates a natural evolution for all learners to transition into the advanced program of study known as AICE or AS (and A Levels). Cambridge International AS and A Levels are considered college-level courses of study; therefore, a student's successful completion demonstrates his/her college readiness and demonstrates they are equipped with employment skills.

Students are encouraged to complete the most rigorous course work that is tailored to their future aspirations while supporting their academic, social, and emotional growth. However, through the progression of Cambridge courses, the school has included courses to address the needs of students that are underperforming in both formative and summative assessments. Classroom formative assessments are designed using sample exams and/or teacher-directed questions as well as past exams and scoring rubrics. All AS and A Level courses have a summative assessment in which the student participates as part of an annual examination series. In core subjects, students also participate in the state's administration of summative assessments, known as the Florida State Assessments, that measure a student's mastery of Florida's academic standards at or near the conclusion of the course of instruction. The data from these assessments is used to determine student placement in future courses, helps to identify strengths and weaknesses, and helps to identify the need for intervention through remedial course work or support services.

In the area of reading/ELA (English language arts), students' progress from grades 9-12 in the following courses: Pre-AICE English Language, AICE English Language AS, AICE English Language A and AICE English Literature AS. The school uses the AICE English General Paper AS course to offer an advanced course for ninth graders; but, also as a bridge for tenth graders who are not quite ready for the AICE English Language course. The scope and sequence of the reading/ELA core subject leads students from the study of the English language and its use in communication to an analysis of texts in the three main forms (i.e. prose, poetry, and drama) using set texts from different time periods and cultures. Our students develop the skills of writing in a clear, accurate, creative, and effective way for various purposes and audience. In grades 9-10, students are required to participate in the state's administration of summative assessments.

In the area of mathematics, a student's progression can vary depending on how much acceleration the student completes in the middle grades. Students will enter CIE with Algebra I completed and then progress from grades 9-12 in the following courses: Pre-AICE Mathematics II (Geometry) and Pre-AICE Mathematics III (Algebra II). After completing these required courses, students have the following mathematics courses to choose from: Pre-Calculus Honors, Pre-AICE Additional Mathematics, AICE Mathematics and Mechanics AS, AICE Mathematics and Probability & Statistics AS, AICE Mathematics and Probability & Statistics A, AICE Mathematics, Mechanics and Probability & Statistics A, and AICE Further Mathematics AS/A. Pre-Calculus and Pre-AICE Additional Mathematics have been included to support students who are not interested in AS/A Level mathematics or for those students needing remediation. The scope and sequence of the mathematics core subject prepares students with the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings. In Pre-AICE Mathematics II (Geometry), students are required to participate in the state assessment.

In the area of science, students' progress from grades 9-12 in the following courses: Pre-AICE Biology and Pre-AICE Chemistry. After completing these required courses, students have the following science courses to choose from: Pre-AICE Physics, AICE Biology AS, AICE Chemistry AS, AICE Physics AS, AICE Environmental Management AS, AICE Biology A, AICE Chemistry A, AICE Physics A, and AICE Marine Science. The scope and sequence of the science core subject includes main theoretical concepts and prepares students with the skills of problem-solving to include advanced practical skills. In Pre-AICE Biology, students are required to participate in the state assessment.

In the area of social studies/history/civic learning, students' progress from grades 9-12 in the following courses: Pre-AICE World History, AICE US History AS, and US Government & Economics. Students also have the option of taking AICE European History to supplement their selection of social studies courses or replace Pre-AICE World History with a more rigorous course. The scope and sequence of the social studies core subject focuses on both historical knowledge and on the skills required for historical research. Students develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies; that is, gaining lifelong transferrable skills to college and career. In AICE US History AS, students participate in the state assessment in addition to the Cambridge summative assessment.

1a. For secondary schools (middle and/or high school grades):

The curriculum at the school supports college and career readiness by providing a deep understanding of subject matter utilizing skills that are critical for success in post-secondary schools and employment. To ensure that our students are competent on a global level, our curriculum has students investigate issues beyond their immediate environment, express ideas in a thoughtful and respectful way, recognize their audience, and include themselves as part of the solution. Although the school is not a career magnet theme, the college preparatory curriculum offered prepares students for future education and employment in fields like STEM (Science, Technology, Engineering, and Math) and law. Our core subjects engage students in analysis, communication, logic, reflection, and causation. Students can transfer these skills through their leadership and involvement in clubs and the required 100 community service hours. The school also has opportunities for students to utilize their skillset by completing internships. Whether through the academic year internship or the summer term internship, students are paired with community professionals to gain experience and knowledge in their intended post-secondary fields of study and/or careers. Internship providers who participate in the program share their time and talent to give interns meaningful, career-related experiences. The internship providers have been approved by the district's Department of Career & Technical Education. This experience is designed to provide experience in, and first-hand knowledge of, the workplace environment and reinforce students' skills gained through the school's core curriculum in the area of communication, analysis, and reflection. These experiences will also help the student determine his/her compatibility with a career path.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

CIE's educational activities and curricular decisions align with Cambridge Assessments International Education objective of equipping students with a deep understanding of content matter and the skill of independent critical thinking. Through curriculum exposure in non-core subjects, students continue to gain confidence in two ways. They are confident with their understanding of subject matter and with their ability to explore current events and global issues in an analytical way. All courses at CIE are offered every other day due to the school's two-hour block schedule structured with alternating odd and even periods. As a "bring your own device" friendly campus, teachers have always integrated technology into their lessons to support instruction and various learning modalities. This innovative practice has been especially useful as adaptations for teaching and learning took place due to school closures and hybrid teaching models, allowing for seamless transition.

CIE's performing arts Band courses are open to students in grades 9-12. The ability level of students in these courses can range from novice to experienced. This course helps students to develop their musical level with a particular instrument in preparation for performances. During the current academic year, students have been allowed to record their compositions with a mobile phone or through video chat technology in order to adapt for the 56% of students who have elected to remain home.

All students in grade 11 are required to complete the compulsory course of Global Perspectives & Research. This course leads students through an enquiry method of collaborative learning to find solutions to current societal challenges. Students engage in critical analysis and reflection on global issues, such as alternatives to oil, political systems, medical ethics, and global superpowers. Collaborative skills are also enhanced through participation in a team project. This course is innovatively designed to enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education. In previous academic years, video conferencing was utilized to communicate with global classrooms and create an electronic pen pal program with students in Indonesia at Al Fatimah High School to learn about Islamic culture. With 72% of students in this course electing to learn online this academic year, the team project and collaboration requirements of this course had to be adapted to use remote communication methods, like email, video chat, and instant messenger.

The school's technology program is open to grades 9-12 and includes the following courses: Pre-AICE Computer Science, AICE Computer Science, and Applied Engineering Technology/Robotics. Students study information representation, communication and Internet technologies, hardware, software development, and relational data modelling. Students develop their computational thinking and use problem-solving to develop computer-based solutions using algorithms and programming languages. This course requires students to think creatively, analytically, logically, and critically. To be able to adapt these courses for the 68% of its students electing to remain online, the instructor has to open-source software to support candidates while home.

The foreign language courses are available to students in grades 9-12 and focus on exposing students to not only a foreign language, but also the culture, literature, and current events of all countries where students speak the language. All students are required to complete the two years of the same foreign language as part of the university systems requirement for admissions.

3. Academic Supports:

In order for learning to be successful, it requires commitment from everyone at CIE, from the teachers who offer additional help after school, to students who facilitate a peer-lead student mentorship program. The school strives to have every student feel like they are a part of something bigger than themselves, regardless of whether or not they have a disability or a language barrier.

Since CIE is a 100% inclusion school, the teachers at CIE acknowledge that learning is not "one size fits all;" and, as a result tailor instruction to support all learning styles for students physically in the classroom, as well as for those attending class virtually. Working with a diverse population consisting of students with disabilities and English Language Learners (ELL) allows teachers to strengthen their instructional skills to accommodate all learning styles. Depending on the students' needs, teachers use resources and different teaching techniques accordingly to ensure each child receives what they need to succeed in the classroom. Instructional techniques, such as classroom setting accommodations for our special education students or the use of technological translating devices for our ELL students, are used to accommodate our diverse learners' needs.

Communication is key when accommodating student learning needs, and all teachers work together to ensure all special education students and ELL students receive support in every way possible. Teachers also simultaneously make certain that students who are working above grade level continue to be challenged by nurturing their interests through course work that motivates learning

and exposing them to new ideas. Students are also encouraged to participate in districtwide competitions. Gifted students often collaborate with students in need of support through study hall sessions and through cooperative learning methods. The school's special education and ELL consultative teacher meets with students, families, and teachers on an ongoing basis to monitor student progress in academics, social skills, self-advocacy, and provide guidance for college transitioning.

The special education/ELL and non-special education/ELL students work together through a mentorship program at the school that is available to all students. Students help one another navigate through high school's challenges, such as course work or even personal dilemmas, which may arise. Students also work together through a virtual study hall to help each other with challenging course work. These sessions are held virtually so that all students have the opportunities to participate. This also provides additional assistance to those students who are struggling academically and working below grade level.

Although the school does not have a significant achievement gap of more than 10 points reported using state assessment results, CIE strives for all students to succeed academically and socially, implementing strategies to ensure academic success. One of these support systems is Saturday school, which begins as the start of the testing season approaches. All students are welcome to participate; however, using progress monitoring data, students are identified to attend Saturday sessions for additional intervention to improve performance on summative exams. Additionally, student academic progress is monitored quarterly by the school's counselor. After reviewing student interim progress reports, and at the end of each nine-week grading period, family/student notifications/conferences are facilitated, and student progress is continuously monitored throughout the year. Teachers also assist in monitoring academic progress by implementing ongoing classroom assessments that are reviewed/analyzed in order to adjust instructional techniques and to decipher mastery of skills. Regularly scheduled student data chats take place quarterly and family/student conferences are facilitated by each teacher as needed.

Administration also supports our special education and ELL population by communicating with parents and students to ensure their needs are being met. We value the importance of communication and frequently check in with our students' families. We maintain constant communication with these families and give them the opportunity to express their needs and share what is working for their child and what needs to be improved upon. The students' families are grateful for our consistent communication, especially during this time when many of our students are attending school virtually.

The school offers support to homeless students through the district's Project UP-START program. The program assists students who are homeless or living at poverty level. It also assists schools with the identification, enrollment, and attendance of students to help ensure their successful academic achievement. The core of the program is to prevent children and youth in transition from being stigmatized, separated, segregated, or isolated. Upon enrollment into the Project UP-START Program, students will automatically receive free lunches. Students may also receive public transportation bus vouchers for transportation to and from school. Efforts are made to expedite psycho-educational evaluations for children who may be gifted or who are experiencing academic or behavioral difficulties. Project UP-START also works to increase advocacy on behalf of students through the distribution of information to school-based personnel on issues related to unstable housing and available community resources.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To be part of the school community, also known as the Golden Lion pride, is to be part of a community that facilitates student engagement, leadership, and motivation. CIE empowers its students to be independent thinkers by spearheading schoolwide activities and events where they take a leadership role in planning, coordinating, and implementing. Some examples of CIE student engagement are annual toy drives for a local school servicing students with disabilities, virtual talent shows, and science bowls. This positive environment allows for Golden Lions to be engaged in school and local events, but also gives the students an opportunity to have their ideas and voices heard while utilizing their leadership skills.

In an effort to continue to support and celebrate the academic growth of students, the school has hosted car parades in place of honor roll assemblies for each quarter. CIE students interested in expanding their knowledge in global studies, while earning additional college credits through the dual enrollment program, continue to be supported in this endeavor through the school's partnership with Miami Dade College. The success of this program is evident through the increase in the number of students graduating with an Associates in Arts degree in 2021 in comparison to 2018, the first year the program was offered.

One way the entire school community's social and emotional growth was engaged was by hosting a talent show for all grade levels. All students were invited to watch the livestream of the event. The talents showcased went beyond the traditional performing arts of singing and dancing. Students were able to showcase abilities, like stop-motion animation, speed typing, and baking, that extend beyond a physical stage. The school's activities director has continued to adapt the school's numerous spirit weeks to include participation from the students attending school in-person and online. The school has also continued to adapt annual milestone celebrations, like graduation and ring ceremony, in order to continue to promote a positive environment for the student body.

Through the 21 clubs and organizations available for students to join, students continue to make a positive connection with their peers and the local community. Students were encouraged to choose a club or organization through the club fair that took place online this year. The clubs and organizations created short promotional videos that were shared through announcements, emails, and on the school's website. The Model United Nations Club at the school has been able to participate in competitions through a virtual chat, and students have learned about diplomacy, international relations, and the United Nations. The National Honor Society participates in the annual Veteran's Day Parade honoring the men and women who have served in the armed forces. This academic year due to field trip restrictions, the students still honored the men and women by creating a video message and sending it to our local veteran's affair chapter. The Health Information Project (HIP) club continues to promote the importance of diversity, respect, and global citizenship beyond the school day. HIP students visit classes through video conferencing and engage in peer-led interactive lessons that cultivate tolerance and promote social and emotional health.

2. Engaging Families and Community:

The COVID-19 pandemic has proven to be a difficult time for everyone. Throughout this time, the staff and faculty at CIE has continuously ensured that all of the students' needs are met, whether it be through academic assistance or providing a weekly allotment of meals. Even through this difficult time, CIE has not wavered in its commitment to support students and families. CIE, along with all of the schools in the district, began a meal distribution campaign in school sites as soon as school closures began back in March 2020. Many students rely on their schools as the source for their two of three daily meals; and, this program was created to ensure that all students continue to receive these meals on a regular basis.

Through the Educational Excellence School Advisory Council (EESAC), all stakeholders, including parents and industry/community representatives, are welcomed and are given opportunities to provide input for school improvement and day-to-day operational feedback. The EESAC meetings continue to take place on a monthly basis through a web conferencing tool. Together, the council addresses measures to continue to

improve student performance, assessments, discipline and probation, and school safety.

Mental health is very important at CIE. The school has continued to support students' emotional wellbeing by working with families and parents. The school counselor engages in periodic parent conferences to support student needs and refer students to outside community partners. Through the district-assigned mental health coordinator, CIE works with families, in person or virtually, to help guide and support students and their parents. Our mental health coordinator refers students to public support services available in the community, such as Agape. Some of these mental health services are offered at no cost to those individuals who may not have health insurance.

CIE continues to partner with community agencies, like Homestead Baptist Hospital's Grow to Heal Garden Association, to educate students on how sustainable gardening can help the environment and to learn about the farm-to-table initiative. In the past, students have been able to visit the garden and assist with harvesting. Due to this year's social distance constraints, students wrote essays discussing the topic food sustainability, and in turn, received community service hours.

Students at CIE have also worked with VolunteerMatch.org to connect our students with local beach cleanup events. These events allowed students to help clean up our local beaches as an effort to continue to provide our wildlife with a healthy environment. This was a great opportunity for our students to safely enjoy the outdoors while caring for our beaches and supporting the local community.

3. Creating Professional Culture:

The closing of school last year and this school year, happened under the unprecedented hardship that the COVID-19 pandemic imposed on the world. Teaching methods had to change almost instantly, and many teachers found themselves pivoting in a totally new direction to ensure that their students remain focused and engaged. For the 2020-21 school year, all CIE teachers continued to receive professional development facilitated by Cambridge Assessments International Education. Virtual professional development was still offered for all Cambridge courses. This training is to ensure program fidelity and continuity that aligns with Cambridge schemes of work, professional collaboration, and student academic success. To support the aspect of the new challenges presented by the virtual teaching and learning environment, teachers were provided with ongoing videos and guides that contained best practices for assessing knowledge, planning and accelerating learning, supporting emotional wellbeing, creating meaningful asynchronous tasks, and to give meaningful feedback. Teachers also participate in annual district-led AICE Teacher Curriculum Review (AICETCR). This professional development activity provided instruction in the area of AICE scope and sequence, pacing, assessment techniques, and data analysis. This opportunity also facilitated creating a professional community amongst teachers of the same subject in other schools in order to continue to share ideas and ways to circumvent challenges throughout the academic year.

Thirty-five percent of CIE's instructional staff has been teaching for one to four years. Veteran staff at CIE play a vital role in the SEED (Supporting Effective Educator Development) Mentoring Program, and it has proven beneficial for teachers with fewer years of teaching experience. The SEED Mentor Program assigns up to two new teachers to a mentor teacher who has years of teaching experience in the system. That mentor teacher has weekly meetings with their Lead Mentor to discuss how their mentees are doing and what additional help can be provided to them. In turn, the mentor visits, meets, and models for the mentees with any needs they may have. The school has seen improvements in practices from the teachers and a great sense of appreciation and comfort from the mentees. This particularly holds true in a year with so much shifting of instructional practices with students being in a physical or online setting.

Teachers at CIE are always included, and they take part in school activities, functions, and campaigns. The R.E.S.P.E.C.T. Teachers Campaign recognizes our teachers every month by students' posts and recognition on social media. This student/teacher involvement along with having a smaller school size, allows a nurturing bond between staff and student body that creates a "family" feel in the school. The pandemic has made it difficult to hold functions and activities and has put the school in a situation never experienced before. Therefore, CIE is planning a surprise makeover of the teachers' lounge sponsored by the Parent Teacher Student Association to show its gratitude for the staff's dedication and commitment to the CIE

community during challenging times. Additionally, we will conduct monthly staff recognitions at faculty meetings that is voted on by their peers and gift cards are awarded.

4. School Leadership:

The leadership team plays a vital role in the day-to-day operation of CIE. This leadership team serves as the forum that orchestrates CIE's instructional platform to ensure compliance with district, state, and Cambridge guidelines. It also ensures that the safety/social/emotional/ behavioral wellbeing/needs of all students is maintained at all times. CIE's leadership team discussions always involve feedback and follow-up as an ongoing means of self-assessment. This is the collaboration process that steers the overall success of CIE that has resulted in numerous accolades for the school over the past seven years. The principal's role and leadership abilities are crucial for the welfare of all, academic sustainability, and in managing fiscal operations of a school; however, ongoing input and discussion are essential from all stakeholders to lead a high performing school. The principal must avail themselves to all stakeholders and regularly self-assess practices to ensure sustainability across all facets of leading a school as an instructional leader. This team, consisting of the Principal, Assistant Principal, Lead Teacher, Activities Director, Counselor, and Special Education Consultant, meet on a weekly basis virtually to have follow-up conversations and/or get updates on all aspects specific to each person's job description involving students/parents/community. From these meetings, the Curriculum Leader agendas are developed. The information discussed at the meeting is disseminated through respective departmental meetings held monthly. Faculty meetings are contractually allowed twice a month; however, the staff prefers using one of those days for departmental meetings.

Through the guidance of the Reopen Smart Return Safe, a document created by MDCPS (Miami Dade County Public Schools), the school leadership implemented five key principles to ensure a safe reopening of school for all students and staff. Through this reopening plan, the school implemented the following principles: ensure the safety and wellness of students and staff; deliver high-quality instruction to students; provide parents flexibility and choice in instructional delivery models; optimize use of resources; and, communicate with all stakeholders clearly and effectively. CIE was and is committed to ensuring that all students, regardless of their instructional delivery model, would have access to their teachers and instruction. It is no secret that the beginning of the year brought about some challenges for all students and teachers as they navigated through a new, digital instructional platform. During this time CIE was proactive and quickly transitioned to an online learning model through the use of Google Classrooms as a means and tool to accessing education. This solution allowed our teachers to shift and continue to connect with students and adapt instruction as if all students were physically present. This approach diminished the mental stress caused by the global pandemic as some normalcy and consistency was being restored. Make no mistake, the entire CIE community is looking forward to the day that all of the students walk the halls and enter the schoolhouse again. In the meantime, the school will adjust, overcome, and educate.

5. Culturally Responsive Teaching and Learning:

The school culture at CIE represents multicultural inclusion and cultural competency. CIE takes pride in servicing a Title 1, multi-ethnic student population. The school's overall approach to diversity, equity, and inclusion is apparent through its approach to recruitment, communication methods, curriculum, and extracurricular activities.

CIE's recruitment plan is reviewed annually to maintain equity and diversity. This plan encompasses 25 different zip codes over a radius of 30 miles, to include five private and five charter schools, and 30 middle/ K-8 centers. Targeting specific zip codes within this radius allows CIE to reach students of underrepresented subgroups. During the 2019-20 school year, the school was able to increase enrollment across all demographic groups. The goal of the school's recruitment initiatives is to impact student population and continue to reduce minority group isolation.

CIE recognizes the importance of parental and community involvement. The school wants all

parents to be engaged in their child's academic life and feel welcomed. Therefore, the communications sent to families about the events and important reminders is communicated in English, Spanish, and Haitian Creole. CIE hosts events for parents that allow them to remain actively engaged in their child's learning and academic success; taking into account that this information may be new to most parents not having had these experiences with the educational system in their native countries. When topics such as FAFSA (Free Application for Federal Student Aid) and college admittance are presented, the school hosts an English and Spanish session and/or assigns personnel that may assist in the native language. A School Climate Survey is disseminated annually to parents/students/teachers. This survey is anonymous and affords insight into the impression the school is making on the local community. The school grade average for parents/students on this survey was A and the staff gave the school an A grading which is a good indicator of stakeholder satisfaction and enrollment sustainability, inclusive of the school's cultural sensitivity and response to all stakeholders.

Multiculturalism is infused through all Cambridge course syllabi that are designed to set a global standard for international education. Teachers use their professional expertise, Cambridge training, and creativity to personalize global educational experiences that are equitable, diverse, and inclusive. Whether through literary text selections, student-based projects, research or classroom conversations, the faculty at CIE allows students to express their own viewpoints about histories, values, beliefs, and perspectives of people from different cultural backgrounds. Diversity of opinion is highly encouraged and valued as students move towards becoming confident and engaged learners, which is part of the school's vision. For example, in AICE Sociology, students research different societal structures to develop an appreciation and understanding of social and cultural diversity. This project-based learning approach allows students to apply research skills while discovering different cultures and countries.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

In the midst of the COVID-19 pandemic, Center for International Education: A Cambridge Associate School (CIE) had to extensively rethink every routine and strategize ways to ensure these routines were being completed in a way that would be as safe and academically sustainable given the importance of both state and Cambridge assessments. With school closures on a global scale, Cambridge International Assessments Education decided that teachers would self-assess students and issue an exam grade. Due to this unprecedented testing practice and preparations, utilized from the previous school year that was physically shortened due to the pandemic, it was determined that classroom progress monitoring tools for all Cambridge courses needed to be mandated not only for state assessments, but also Cambridge assessments, for future academic years.

This process meant collaborating with teachers to create an implementation plan that would also be incorporated into the annual School Improvement Plan to ensure programmatic accountability across all assessments. It was decided that quarterly assessments would be used to determine student skill mastery. Each teacher selected released previous exams or created four practice Cambridge assessments that would be uploaded into the district's contracted computed-based testing platform. Scoring would take place programmatically or scored by the respective teacher using a rubric comparable to the Cambridge scoring mark scheme. After each quarterly assessment, teachers would conduct data chats with each student and create an action plan to ensure content mastery. The action plan might include one of the following plans depending on the student's individual needs/learning style to ensure academic success: tutoring (teacher/peer), Saturday school, classroom re-teach, study hall and/or in-class/online break out rooms. Teacher data chats will also take place every quarter to discuss data implications. The course data would be compiled by each teacher, by period, and submitted to the Assistant Principal. The information would be placed into a spreadsheet and shared at a faculty meeting to discuss schoolwide data trends and to determine student/classroom needs moving forward. This data would also be transferred to the annual School Improvement Plan.

The abrupt closures of schools left the school unprepared to continue to progress monitor students in a virtual environment and without authentic predictors of student performance because teachers were waiting to cover all content before administering assessments. With the implementation of this progress monitoring from the start of the academic year, teachers and students were able to monitor student progress on an ongoing basis and make adjustments as well as provide remediation immediately. This strategy also proved to be beneficial when the school found itself in the same predicament for issuing teacher self-assessed exam results this year.