

**List grant proposal team members who were part of the planning process....**

**Specifically list the team members that reviewed the grant and submitted the application include multiple stakeholders:** central office admin, building level admin, classroom teacher(s), and members of the community – perhaps a school board member or school council rep.

**Show evidence of collaboration and input** into the overall implementation and timeline. The collaborative group will have examined the feasibility of adding Cambridge and determined that gaps exist within the existing programs.

**What are the overall local corporation outcomes for your grant on priorities and groups chosen. Share 2-3 outcomes**

**Specifically state that the intended purpose in applying for this grant is to (1) increase student enrollment in advanced academics using the Cambridge curriculum and courses, (2) increase the number of students with passing scores on Cambridge exams, and (3) expand PD opportunities for teachers in domains known to impact student engagement.**

***[It is highly recommended that you include data specific to your school/district highlighting gaps in access or performance that makes this grant compelling for your district.]***

The outcomes will be: (1) providing students with further options for receiving college credits beyond what you already offer, (2) increasing student enrollment in advanced courses with the portability of college credits earned in high school, and (3) Professional development that will positively impact student engagement. If you intend to use our pre-advanced courses (IGCSE) you can add: (4) Provide an accelerated pathway for students to succeed in Cambridge Advanced courses for college credit; (5) Provide a multi-year sequence of courses with foundational content and skills to ensure college and career readiness.

**Describe the evidence used, and reasoning for, the proposed grant outcomes**

**Specifically state as goals of the grant:** The grant will Improve student outcomes in math and/or science, students will receive college credits in Cambridge courses in math and/or science and will provide students with additional advanced academic options and greater.

Given these goals and priorities, the evidence used to demonstrate attainment needs to be measurable: (1) number of students enrolled in Cambridge courses offered; (2) inclusion of Cambridge courses in the program of studies with sufficient course descriptors for parents and other stakeholders unfamiliar with Cambridge; (3) teacher training and teacher use of the Cambridge support hub resources to sufficiently teach the Cambridge curriculum with fidelity and understanding and increase student engagement; (4) student success in Cambridge courses as denoted by teacher assigned course grades; (5) student success on Cambridge exams at the qualifying score of E/e that will receive college credits at higher education institutions.

**Describe the metrics used to measure the success of this local level objective.**

- **Student enrollment in Cambridge courses.** The goal is to have XXX number of students enrolled in Cambridge courses
- **Inclusion of Cambridge courses in the program of studies for the year of implementation.** The goal is to have the program of study reflect the Cambridge offerings with descriptors.

- All teachers teaching a Cambridge course will receive content training/onboarding to learn how to access and navigate the Cambridge teacher support hub. The goal is XXX number of teachers trained in Cambridge PD
- Review summative course grades as well as through-assessments and formative assignments. The goal is to collect and review teacher Cambridge course data to measure student progress in the Cambridge program.
- Schools will administer the Cambridge Advanced exams (and IGCSE for those schools offering Pre advanced courses). Success in Cambridge exams with the qualifying score of E/e will be calculated. The goal is that XX % of students participate in testing from among the total Cambridge course enrollments (conversion rate); and XX% of student testers will receive a qualifying score of E/e on the Cambridge Advanced exam (success rate). **The metric used is a conversion rate of XX% and a success rate of XX%.**

**Describe details of strategies and activities that will be completed during the grant cycle to reach the above school or corporation goals. Please include an implementation timeline.**

To reach the above goals, the PD calendar will include Cambridge so that teachers teaching the program will receive the training needed to implement with fidelity. Onboarding of teachers to the Cambridge support hub will be calendarized as well as periodic teacher check-ins with the Cambridge school implementation manager. Teachers will use the Community Forum feature within the support hub to pose any questions to the larger Cambridge teaching community.

School/corporation administrators will attend the Cambridge District Symposium or visit an established Cambridge school to learn best practices from veteran colleagues. School/corporation administrators will check in with the Cambridge school implementation manager to calendarize an exam results meeting when scores are released.

**\*\*Classroom walkthroughs, data meetings with teachers, Professional Learning Communities\*\*** To include whatever school or corporation specific activities that administrators use to oversee curriculum, teacher performance, student engagement, etc.

Timeline:

August – Notification of grant approval and submission of Cambridge application.

September/October – Schedule School Approval Visit and pre-SAV with School Implementation Manager. Billing, invoicing, and official approval as a Cambridge School. Designated roles are assigned: School Support Coordinator, Training and Events Coordinator, Exam Coordinator.

November-March – Identify courses and teachers who will begin onboarding activities and attending the ½ day training on “What Does a Cambridge Classroom Look Like.” Teachers and Cambridge meeting with Implementation Manager to plan out spring PD specifically related to course content. Administrators and others interested in Cambridge are welcome to attend the training.

March – Include Cambridge courses in the 2026-27 Program of Studies and course selection process.

April through summer – teachers review curriculum, released exams, Schemes of Work, sample lesson plans, Teacher Guide, and other resources on the Cambridge support hub. Teachers attend course specific training.

May/June – Curriculum mapping, lesson planning, acclimation to Cambridge resources.

Late August – Cambridge courses begin. Ongoing progress monitoring, training, collaboration.

TBA – Reconvene grant writing committee to consider reapplying for year 2 continuation grant. Debrief on any changes needed for the reapplication.

TBA – Administrators attend the Cambridge District Symposium or plan Cambridge visit

TBA – Reapply for year 2 of the grant.

**Describe what professional learning opportunities will be given to your staff to implement the goals of this grant. How will this professional learning be scaled to provide maximum impact and sustainability once the grant period has concluded. Be sure to include specific measures that will be implemented to ensure the PD knowledge is shared beyond the staff that attend the original training. How will the knowledge and skill building from the training become part of the corporation or school's regular staff continuous learning.**

- All teachers who are offering Cambridge courses will receive onboarding from the Cambridge Implementation Manager so they can access and use the materials in the Cambridge support hub to maximize student learning.
- All teachers offering Cambridge courses will receive ½ day training on “What does a Cambridge Classroom Look Like” to understand the resources available and the pedagogical underpinnings of the Cambridge approach to learning. Corporation and school administrators will participate in this training as well to better understand how to evaluate the impact of the Cambridge program and directly tie the training to specific grant goals. Prospective future teachers of Cambridge courses will also participate to scale the program for maximum impact and sustainability.
- All teachers teaching Cambridge courses will receive content specific training to prepare to teach their respective courses in the implementation year. Prospective future teachers of Cambridge courses will have the opportunity to participate to ensure seamless continuity as the program scales.
- Schools will offer cross-curricular professional development in Metacognition and/or Active Learning and make seats available to teachers who are not teaching Cambridge courses. Current teachers and those in the pipeline to offer Cambridge courses will have priority with the goal of future scalability and sustainability. The knowledge and skill building from the training will become part of continuous staff learning of new approaches to pedagogy.
- Cambridge teachers will group themselves into a Professional Learning Community to share knowledge and information among active teachers and prospective future teachers. Cambridge PLC will facilitate knowledge transfer to subsequent teaching cohorts beyond the grant funding window.

**Indicate the number of teachers and students per grade level that will be directly impacted by this grant.**

There will be xxx teachers teaching the following subjects in the year of implementation: [list them] with an estimate of xxx of students directly impacted taking Cambridge courses. Using data, the goal is to expand the reach and depth of the number of students served.

**Describe the school or corporation's plan to sustain the grant initiative after the grant cycle has ended. What programming activities and goals are anticipated for 2027-2028.**

The goal is to embed the Cambridge program into the Program of Studies and to identify prospective cohorts of teachers who will teach Cambridge courses beyond the timeframe of this grant. The terms of the grant will cover content specific training to prospective teachers in future cohorts; extending cross-curricular training to additional teachers; Creating a PLC or a cadre model of cohort 1 teachers who can share knowledge and expertise with subsequent cohorts. Establish a partnership with a veteran Cambridge school to ensure fidelity of implementation and continued improvement. Teachers utilize the Cambridge teacher community to share best practices and lessons with other Cambridge teachers in the international network. **Include anticipated Cambridge course enrollment increases for the subsequent implementation year. Include any next steps for the following year of implementation, including that Cambridge data will be collected beyond the term of the grant.**

**Suggested budget amounts: \$20,000 – 25,000**

Cambridge Application fee: \$3822 [professional services]

Cambridge Annual Fee: \$11641 [curriculum and materials]

Cambridge course resources: \$2500 [curriculum and materials]

Cambridge content PD: \$2000 [professional services]

Cambridge Cross-Curricular PD: \$3500 [Professional services]

Cambridge Digital Mock Exams: \$1500 [curriculum and materials]

**Assurances:**

**Review programming plans with Cambridge International Team prior to submission:**

Include any staff attendance in Cambridge webinars, individual meetings with the Cambridge team, any in-person meetings or convenings with Cambridge staff.