

Exceeding Expectations

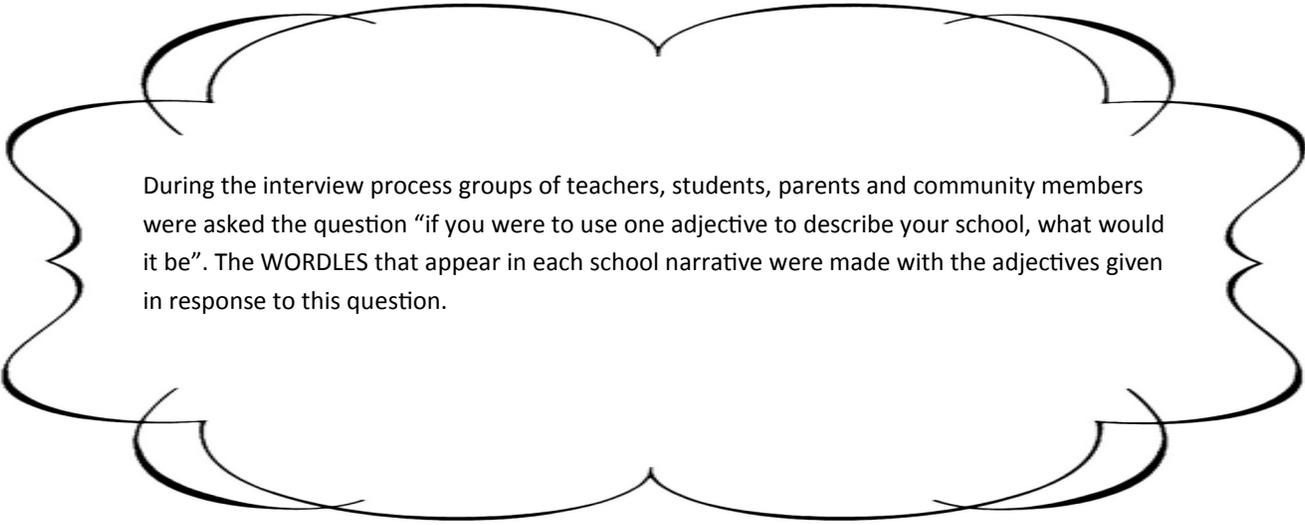


★ ECTAC MEMBER DISTRICTS

★ AWARD SCHOOLS

2013 ECTAC AWARD SCHOOLS

Promoting Lasting Student Achievement



During the interview process groups of teachers, students, parents and community members were asked the question “if you were to use one adjective to describe your school, what would it be”. The WORDLES that appear in each school narrative were made with the adjectives given in response to this question.

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2012-2013 Selection Process

The goal of the ECTAC E² Project is to identify Title I schools that are exceeding expectations and/or showing great progress in improving student achievement.

Title I Schools were selected using the following criteria based on School Grade data obtained from the FDOE:

Elementary Schools

Increase in Reading and Math proficiency in all subgroups
School Grade increased or maintained an "A"
Above the state median in Reading and Math learning gains and lowest quartile Reading and Math learning gains
Greater than 1 standard deviation above expected performance on total School Grade points earned
EITHER (1) above the state median in total population Reading and Math proficiency OR (2) double digit increase in total population Reading and Math proficiency

Middle Schools

Increase in total population Reading and Math proficiency
School Grade increased or maintained an "A"
Above the state median in Reading and Math learning gains and lowest quartile Reading and Math learning gains
Within 1 point of the state median in total population Reading and Math proficiency
Greater than 0.5 standard deviation above expected performance on total School Grade points earned

High Schools

Increase in total population Reading and Math proficiency with a minimum proficiency of 25%,
School Grade increased or maintained an "A"
Greater than 0.0 standard deviation above expected performance on total School Grade points earned
No entrance or continuation requirements for school or magnet programs

Combination Schools

Increase in Reading and Math proficiency in all subgroups
School Grade increased or maintained an "A"
Greater than 1 standard deviation above expected performance on total School Grade points earned

Alternative Education Centers

Ratings of "improving" in both reading and math
Greater than 50% making gains in reading and math (state average for making gains was 47% in reading and 42% in math for all alternative sites)

Schools meeting each criteria in their category were identified. The selection team then considered the percent of economically disadvantaged students and performance and/or growth within subgroups. Consideration was also given to entrance and/or continuation requirements. This process resulted in a list of 24 schools from small, medium, and large districts across the state of Florida. Once schools had been identified using the above criteria, ECTAC teams visited these schools and conducted interviews with school staff, parents and community members, and performed classroom observations to determine if the student achievement results were affected by a systemic, Schoolwide culture, or other factors that may have contributed to the results. From these visits, 16 schools were identified as Exceeding Expectations Award Schools.

**2012-2013
EXCEEDING EXPECTATIONS
AWARD SCHOOLS**

Pinewood Elementary School

2011-2012 Demographics

Tara Taylor, Principal
Brevard Public Schools

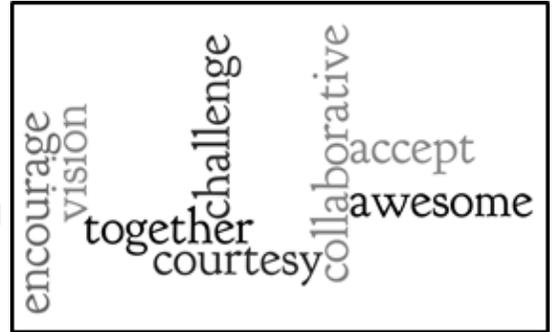


Total Enrollment	353
White	86%
Black/African American	6%
Hispanic/Latino	3%
Asian	1%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	1%
Two or More Races	4%
Disabled	15%
Economically Disadvantaged	63%
ELL	1%
Migrant	

Pinewood Elementary is located in a rural community in North Brevard County. Although we are a small school, we like to believe we make a big difference in the community. A special difference at Pinewood is that all stakeholders truly are invested in the success of each student. All students, families, volunteers, and staff members work as a learning community. Since our school is in a rural community, we are truly the centralized community hub for all residents. Our campus shares property with the Mims Public Library, which partners with our teachers to enhance efforts that go beyond the realm of our school library. As a Title I community, we know our families see our school as a community resource and this is especially important since ten percent of our families are not only living in poverty, but are homeless. This encourages our staff to work even harder to ensure that all students are held to high expectations and provided with equal opportunities for higher order skills and increased achievement to compete in future endeavors. At Pinewood, we don't make excuses for why students won't achieve, we celebrate our students that continue to beat the odds.

We host family involvement events to support academic achievement in an environment that welcomes all members of our school community. For example, in our primary grades we host P.A.I.R. (Parents Actively Involved in Reading) nights. During these events, reading strategies are shared, as well as strategies for practice at home. Topics are based on the pacing of the grade level standards to align with daily classroom content. For the intermediate grade levels, we host Math and Science nights and BOOST Nights to support all academic areas. This is especially important since often our intermediate students' families begin to decline in their involvement at the higher grade levels. Another community learning environment is our school garden, the Pinewood Patch. In the garden, visitors will observe several grade levels working on both math and science concepts. First and third grade classrooms collaborate to align instructional activities to their "Garden Thursdays". Students are actively engaged in measurement, predicting, and observations while enjoying the time outdoors. Our community events actively engage students in learning. This is especially significant with so many of our families having limited experiences outside of school.

Teachers collaborate with peers to review data and make instructional decisions to fill skill deficits. Our school culture is one where we are able to share successful strategies and learn when data shows we need to change. Teachers utilize item analysis to target areas of weakness by classroom and grade level. Teachers meet weekly to discuss instructional strategies and brainstorm interventions based on student need. These meetings alternate between grade level focus and school focus, based on trend data. Special emphasis is provided during Collaborative Team meetings where teachers look at the progress of our lowest performing students. During the Collaborative Team meetings, suggestions are provided by peers and include both academic and behavior or social emotional interventions. Both students and staff members own their data and students understand that they play a large part in the responsibility of learning. Administration provides teachers with the autonomy to make decisions that are in the best interest of their students. The principal and assistant principal focus on collaborative planning and decision making to support increased achievement. The front office is a place where students can display their hard work and receive accolades for progress. It is common for students to proudly walk up to the front office to share an improved grade. It is also a regular occurrence for students to be guest readers in the front office. Students that need extra practice in reading take turns reading to the office clerk and bookkeeper each afternoon. This is rewarding for both the student and staff member.



The combination of dedication to student achievement and strong relationships is truly the key to Pinewood's success. Every staff member at Pinewood knows every student. It is the responsibility of us all to continue to build students that believe they can succeed in spite of adversity they may face. We instill the theory that each student can learn and is expected to learn. This is truly what makes Pinewood a great place for students.

Millennium Middle School

Dr. Cheryl Cendan, Principal
Broward County Public Schools



2011-2012 Demographics

Total Enrollment	1504
White	20%
Black/African American	49%
Hispanic/Latino	24%
Asian	3%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	1%
Two or More Races	3%
Disabled	13%
Economically Disadvantaged	69%
ELL	6%
Migrant	

The Mission of Millennium Middle School is to provide a stimulating and safe learning environment where each student's diversified needs are challenged and social needs are met creating productive citizens and lifelong learners. Millennium Middle focuses on student needs in and outside of the school. Our continued success is a direct reflection of the hard work and dedication of the students, staff, and school community maintaining our "STAR" vision: **Soaring to Achieve Results for Success**".

Millennium Middle School educators share a passion for reaching students, not just teaching students. Delivery of instruction is innovative, research based, and enriching in a positive learning environment. The teachers go to extraordinary lengths to inspire students to increase their proficiency levels. John C. Maxwell stated, "Everything rises and falls with leadership". Dr. Cheryl Cendan, principal of Millennium Middle School since the school opened in 2002, and the administration team exude all leadership qualities, administration values, shared decision-making, and have an open door policy with all stakeholders. They also mentor teachers to become leaders in the school and county. Dr. Cendan's belief in Millennium's system transcends to other scholastic levels. Incoming elementary school students come to Millennium Middle School for a tour and in depth curriculum review. Dr. Cendan also facilitates a cadre of teachers to meet with Millennium Alumni. Former students debrief with the leadership team about their post-Millennium life and discuss how Millennium's instructional and motivational practices have assisted them in their first year of high school. The results of this session create a platform for changes at Millennium Middle School prior to the next school year.

Millennium Middle School's curriculum is a variation of differentiated instruction, student learning styles, and complex texts. Instruction is highly engaging and scaffolding lessons enhance students' literacy, math, and science skills based on the Common Core standards. Millennium's success is accredited to all students participating in a rigorous reading course as a core class not as an elective. All content area teachers collaborate with the reading teachers to infuse reading skills and strategies in their lessons. Reading focus calendars are developed for target areas quarterly and all content areas conduct mini-assessments. Science students experience interactive classes and participate in multiple labs. Math courses provide stimulating and challenging higher order skills. Informative, narrative, and argumentative writing styles are embedded in all

courses. Extended learning opportunities are provided for students before school, after school, and on Saturday's for reading, math, writing, and science. These programs and rewards for attending have significantly increased attendance, learning gains, and student motivation.

High expectations for students have created a powerful school culture. Students monitor their progress and individually conference with teachers on "Checkpoint" days. Administration, teachers, and support staff members meet monthly for data chats in order to analyze student data, assess instructional needs, and create assessments based on student strengths and weaknesses. It has been vital to not only analyze academic results, but also include the support staff in the data chats regarding the students. Support staff members have been instrumental in providing needed services for students and their families.

Professional development focuses on intensive training and support in current educational trends. The professional learning communities analyze goals created at the beginning of the school year, plan staff development, and align curriculum to the Common Core standards. Teachers review the data consistently and set school-wide goals for each subject area and evaluate learning gains. Teachers develop rigorous lessons, implement effective cross-curricular teaching strategies, and provide demonstrations for their peers. The professional learning communities build collegiality and shared best practices.



Parents, community members, and business partners have been instrumental in the school's achievements. Millennium Middle School Parent University topics include engaging subject area content and involving hands-on activities in reading, math, science, and writing. The family nights provide students with additional practice, parents with vital information, and activities to support education at home. Parent participation is considerable as a result of students showcasing projects, poetry, and talents.

Special Features of Millennium Middle School:

Extended Learning Opportunities with high attendance rates for reading, math, science, and writing

GGIT Science Club (Girls Get Information and Technology)

Active Parenting Classes

First Priority student faith based club

Marine Cadets

Police Explorer Program

Team Interdisciplinary Projects: novel study, science, and social studies

On site social worker, speech pathologist, School Resource Officer

Biology I Honors, Civics, Geometry, Debate

5 Star Award Winning Band

C.A.R.E (Communicating About Real Experiences)

Debate

Millennium Middle School is a G.E.M, **G**oing the **E**xtra **M**ile to maintain excellence by sustaining an overflow of highly effective instruction and a positive learning environment.

Pines Middle School

Carlton Campbell, Principal
Broward County Public Schools



2011-2012 Demographics

Total Enrollment	1521
White	13%
Black/African American	44%
Hispanic/Latino	38%
Asian	3%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	3%
Disabled	10%
Economically Disadvantaged	66%
ELL	9%
Migrant	

The doors of Pines Middle School (PMS) opened in 1971 and the school has always held high expectations of all students and staff. PMS has had a very diverse population throughout its 40+ year history which is one of the factors in making our school a great place to attain an education. The mission of Pines Middle School is to foster a community of excellence through rigor, relevance, and relationships, which will enable all students to excel to their fullest potential as global, independent learners. The faculty and staff are committed to offering well-rounded academic programs in a safe, nurturing environment that will meet the variety of needs of all sectors of the community the school serves. Our student demographics this year are 43% white, 48% black, and 36% Hispanic. During these tough economic times we became a Title I school in 2009 and currently have 72% of our students on FRL.

The focus at PMS is on challenging all our students with a curriculum that is rigorous and relevant and challenges each student to increase their academic achievement level. Advanced students are placed into a PACE Academy with gifted certified teachers who use enrichment activities and projects to help rising scholars develop an understanding of the demands and acceptance of the responsibilities of advanced academic work. We offer a 2-year accelerated Math program. Students in this program do pre-Algebra in 6th grade, Algebra Honors in 7th grade, and Geometry Honors in 8th grade. We also offer a 1-year accelerated Math program where students take Algebra 1 Honors in 8th grade. With these special accelerated programs in Math, students will earn at least 1 Math High School credit. In addition, advanced students take Spanish, and/or Information Technology for more High School credit.

PMS teachers have accepted the challenge of teaching to Mastery. We do not wait until students have failed a course for the year before we offer remediation. Our "Recovery-As-You-Go" program catches students as soon as they are a quarter behind. Teachers create contracts with students who are not showing mastery, determining what steps individual student can take to get caught up. Then they are prepared to meet the upcoming challenges and coursework in that class. Students who do fail a class are placed in a "Recovery" class with a teacher who provides guidance and support as the student works through a Florida Virtual course or other recovery program.

We have always had a policy of placing all of our 6th grade students into a Reading class. This year in preparation for CCSS, we placed all of our 7th and 8th graders into an Intensive Reading, Developmental Reading, or Critical Thinking course based on their achievement. This step insures that students will improve

their FCAT scores and be successful in high school and college. This is our third year implementing the Reading Plus program with our Reading (and most Critical Thinking) students. We have found this program increases fluency, stamina for silent reading, and comprehension. We also use the data generated by this program to target areas of individual, class, and school-wide weaknesses. Reading Plus reports are also shared at parent conferences.

Students are motivated to love learning through enrichment activities before and after school. Practice sessions for Jazz and Symphonic Band start before school. Many clubs meet in the morning including; TV Production, Yearbook, First Priority, SGA, NJHS, FFE, Math Club and Science Club. Students are invited to participate in mentoring programs including Aspira, ELMS Boys Mentoring Program and "I AAAAM ART" Mentoring Program for girls. After school students participate in organizations such as basketball, soccer, volleyball, cheer-leading and dance.



One of the key factors in the success of PMS is morning staff development/tutoring time. On Tuesdays Reading, Language Arts, and Social Studies teachers have their staff development while Math, Science, and Unified Arts teachers open their classrooms for tutoring. On Thursdays the schedule is reversed. After several years, this is now part of our school culture; everyone (including parents) knows when tutoring days are. Tutoring focuses on improving grades for most of the year. During the Spring "crunch time" we focus on FCAT skills. As our FRL population increased we felt the need to address the needs of those students without computers or internet access at home and we open computer labs in the morning during tutoring time.

Our Leadership Team decided several years ago that to foster the success of our students we needed a consistent set of "tools" (note-taking strategies, graphic organizers) that students would use in all classes. They would then learn to independently choose the right "tool" for any task they were presented with. The team created the "Pines Power Tools". Several were introduced through each department and are now used throughout the school. Mastery of these tools will help our students meet the challenges of CCSS.

PMS has offered FCAT Camps in Writing, Reading, Math, and Science for a number of years. Originally on Saturday mornings, FCAT Camps have been moved to after school for two hours on various days of the week. We found it was easier for more of our targeted students to get a ride home in the evenings than to get to and from the school on a Saturday. We typically have over 100 students stay for our Reading and Math program. We get almost that many 8th graders in our Writing camps.

Technology at PMS is an integrated tool that maximizes work efforts to enhance learning and teaching. Each student and staff member uses technology with skill, a sense of ethics and critical assessment to access and organize information, plan for the attainment of goals, and increase communication. Students participate in Web Quests, Flocabulary, Distance Learning, Prezi Digital Presentation, Microsoft Word, iMovie, iPhoto, Comic Life and a variety of digital programs and educational tools. In addition to Reading Plus, students access FCAT Explorer, and Destination Reading and Math. Parents help us keep the students learning through the summer by accessing the SMART program through Destination (RiverDeep).

Parent involvement is a leading factor in student achievement and growth. We work hard to foster the home school connection. Parent workshops are held to provide parents with a variety of resources that will enable them to become an active participant in their child's education. Literacy, Math, Technology, and Science have all been highlighted in our Family Nights. Past events have included speakers, a bookfair, student entertainment, and a variety of sessions for parents all geared to enhancing their ability to positively impact their child's education.

Manatee Elementary School

Wendy Borowski, Principal
Collier County Public Schools



2011-2012 Demographics

Total Enrollment	770
White	9%
Black/African American	28%
Hispanic/Latino	62%
Asian	
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	1%
Two or More Races	1%
Disabled	15%
Economically Disadvantaged	90%
ELL	58%
Migrant	6%

Manatee Elementary School is located on the Southeast side of Collier County. The population of Manatee Elementary is very diverse and unique. Close to 85% of our families come from Habitat for Humanity Communities where parents are proud home owners and have a vested interest in quality education for their children. About 9% of our students have parents who are migrant agricultural workers.

Our school prides itself on building leaders in the community. As leaders of their learning, our students track their own data and set goals for achievement. As parent leaders, parents participate in Student Led Conferences where they learn to understand their child as a student and support them at home. As instructional leaders, the teachers and staff at Manatee Elementary have a firm belief in high expectations for student achievement and focused learning for all with no excuses or barriers.

Manatee Elementary School has an “All in” philosophy that is embedded in the culture and drives the school to ‘Lead the Way’.

The “All in” philosophy is based on, all means all. All students can and will achieve regardless of socio-economic status, language barriers, or any other socio-emotional situation. We take students how they come and move them beyond their limits. An all staff ‘buy in’ inspires staff to do whatever it takes to exceed their expectations. We begin with analyzing the data from every angle and use it in all decisions. It drives the focus of continuous instruction: including core instruction, interventions, and enrichment for all students, as well as our professional development decisions.

At Manatee Elementary, the data derived from quarterly benchmark assessments and weekly formative assessments helps us determine how and when to use our instructional Title I resources to enhance and target instruction. The data has prompted us to reevaluate our instructional practices and initiate a new instructional initiative called “Friday Focus”. At the mid-point of the 2011-2012 school year, the idea for “Friday Focus” was identified through our data analysis as an area of need to better address benchmarks. Getting away from the everyday materials encouraged creativity and more collaboration among teachers to design high-interest activities which addressed the identified needs. The initiative was school wide from K-5th grade, with varied academic groupings. In third grade, this initiative was coupled with portfolio testing.

At Manatee, we use data collection tools with our students in every grade level to allow them to take ownership of their learning and set goals for improvement. Our teachers and coaches use the data to drive Professional Learning Communities where best practices are shared and strengthened. We also use data to identify students in need of additional support and invite them to participate in our Club Manatee Academic After-School Program.

In addition to Club Manatee, our school provides a second after-hours school program called Camp Manatee. Both programs are directed and run by the teachers and staff at Manatee Elementary School. Club Manatee, which is held Monday through Thursday, is designed for third, fourth, and fifth graders and entrance into the program is determined by a three level process: 1) students whose standardized test scores indicate need are invited; 2) the second round is by teacher recommendation, and 3) the third round is by parent request, when space permits. As of April 2013, Club Manatee serves 108 students. Average daily attendance is 94%. Students receive daily homework assistance and extra instruction in reading, math, and science along with educational games and technology. Camp Manatee is held on three Saturdays prior to FCAT testing. The emphasis is on test taking skills and strategies. This camp gives students the final preparation needed to feel empowered, ready, and confident to do their best on the FCAT. The focus of Camp is to give the students the final push through a mixture of fun, focus, and direct instruction. Camp Manatee is open to ALL third, fourth, and fifth grade students. Average participation is 80+%. Club Manatee and Camp Manatee programs have run successfully for eight years using private funds.



Manatee Elementary is a school that is leading the way in education. Our highly-qualified staff have high expectations for themselves. The eagerness to improve and progress in their profession for the betterment of the students is another example of the "all in" philosophy. The staff development opportunities that are part of the school culture include: Differentiated Instruction, Reciprocal Teaching, Kagan Structures, Common Core, and Universal Design Learning. The staff believes in Lifelong Learning and honing their craft. At Manatee Elementary, school-wide leadership is prominent. Understanding and using the leadership qualities of each individual whether they are students, staff, parents, or community members is an important way of life and provides each and every person the opportunity to succeed.

Highlands Elementary School

Kimberly Hayward, Principal
Duval County Public Schools



2011-2012 Demographics

Total Enrollment	423
White	14%
Black/African American	78%
Hispanic/Latino	5%
Asian	
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	3%
Disabled	15%
Economically Disadvantaged	85%
ELL	3%
Migrant	

Highlands Elementary is located on the North side of Jacksonville. Each day students come to school motivated, excited and ready to learn something new. Highlands isn't just an elementary school. It is an extended family for teachers and students. I feel extremely fortunate to be a part of the Highlands family where learning is the top priority.

The teachers at Highlands Elementary are continually seeking ways to grow and develop professionally. During the first week of the 2011-2012 school year, the Leadership Team began brainstorming ways to provide teachers with the tools needed for success. The team developed a plan to provide teachers with 150 minutes per week of common planning time/Professional Learning Communities (PLC). This time would be used for collaborative lesson planning, data analysis, professional development and book talks. As the principal, I was looking forward to collaborating with such a wonderful group of teachers. It was my mission to attend all PLC meetings with the teachers and coaches. PLC time is used to provide professional development on topics such as FCIM, gradual release, vocabulary development, questioning strategies, and Kagan Strategies. The teachers, coaches and I work collaboratively during PLC time, before school and after school to develop lessons that incorporate the above strategies.

Using data to drive instruction and data chats have a huge impact on student success. Data is used weekly to determine the needs of the students. Student data is collected from District Benchmarks, learning schedule assessments, FCIM assessments, exit tickets and anecdotal notes. After analyzing and discussing data we determine if re-teaching is necessary for whole group or small group in order to maximize instructional time. Data chats occur between the individual student and the teacher at least one time per month. Teachers and students work together to set academic goals and strategies for improvement. These data chats have proven to be an essential element to student performance. Data is the backbone of instruction at Highlands Elementary.

Communication is a key component to the success of the school. One of the ways we communicate consistently is through a weekly newsletter for teachers and staff "Sneak Peeks". Sneak Peeks entails weekly happenings, reminders, to-do list, and kudos for staff recognition. Even though Sneak Peeks is sent by me, staff members are encouraged to provide input including but not limited to celebrations and announcements.

Another way communication is fostered would be with my open door policy. The faculty is comfortable enough to pop in at any time to share both personal and professional concerns and/or issues. This allows for faculty members concerns and/or issues to be resolved in a timely manner. Open communication contributes to the strong, healthy relationships between the administration and the faculty at Highlands Elementary.

Parent involvement continues to increase in all parent related activities. Parent nights are more academically focused by providing hands on activities that engage both parents and students. Each school based committee is responsible for one parent night per year. Parent nights consist of grade level performances, guest speakers, make and take activities, as well as academic strategies to reinforce learning at home.



In 2011-2012 Highlands underwent a complete transformation. Through valuable professional development, rich lesson planning, and increased student engagement Highlands rose from "Rags to Riches".

Apalachicola Bay Charter School

Chimene Johnson, Principal/CEO
Franklin County Schools



2011-2012 Demographics

Total Enrollment	325
White	79%
Black/African American	9%
Hispanic/Latino	4%
Asian	2%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	6%
Disabled	14%
Economically Disadvantaged	66%
ELL	3%
Migrant	

Apalachicola Bay Charter School (ABC School) is a public school serving 328 students in grades preschool through eighth grade. The school was founded in 2001 with a desire to provide a high-quality education to all students in our rural community. The vision of ABC School is to create a community-centered, facility that promotes student and parent participation in a stimulating learning environment that is positive, hopeful, and exciting. It is the mission of ABC School that each child will achieve his or her academic and social potential.

Our mission drives each decision of the ABC School Board of Directors and Administration. We offer an extended learning day so we are able to offer art, music, character education, technology and foreign language instruction. It is our belief that all students can learn and we hold high expectations for students and staff. Our students are given the opportunity to participate in developing their Individual Learning Plan early each fall. Parent conferences are held to discuss the Learning Plans and for parents to share ideas to increase the success of their child. It is our belief that by using best practices, differentiated instruction and intervention strategies, our students will reach their full potential.

Differentiated instruction not only allows for the best learning environment, but also allows teachers the time necessary to learn the interests, learning styles and abilities of students. Our elementary consists of two heterogeneously grouped classes per grade level and are self-contained to give the teachers flexibility with scheduling and instruction. Each grade level shares a teacher assistant except for the two kindergarten classes which each have a full-time assistant. Our school utilizes teacher assistants to help provide differentiated instruction. It is our belief that small group instruction yields the greatest learning benefit for most students. Our students generally rotate between the certified teacher, the teacher assistant, and a center during the day. Students are homogeneously placed in small groups during instruction and these groups may vary depending on the content of instruction.

The MTSS process, formerly known as Response to Intervention, has been an integral part of ABC School's success for many years. The process has evolved into an effective team approach for problem-solving. We work to quickly identify students in need for additional support. Our intervention process begins at the beginning of the year for students identified in the prior year. Teachers or parents will refer a student if they feel a student is not working to their academic or social potential. The meetings are held at a minimum weekly and the team consists of the assistant principal who serves as the MTSS coordinator, the guidance

counselor, the Franklin County school psychologist, the teacher(s), parents, and, when appropriate, students.

The teachers keep a Success Binder on each student which contains student data and work samples. The binder will follow that student throughout their educational career at ABC School. Progress monitoring data, curricular data, student observations, Individual Student Learning Plan, Data Chat Forms, as well as all other MTSS forms, are kept in the binder. The team works through a problem solving approach to develop a plan for student success. The plan is developed, implemented and monitored frequently by the MTSS Team. The teachers implement scientifically-based interventions during the students' day. The teachers use small group rotations, computer lab time, specials time, and sometimes recess for intervention. We use Title I dollars to fund a reading teacher for intervention for identified students, SES tutoring, FCAT camps (held after school and run by our teachers) and to purchase intervention materials. Our school is beginning a three-year implementation of Conscious Discipline (CD) and we use CD strategies and language when developing intervention plans for social/emotional or behavioral concerns.

We know the power of building connections with students. These connections are essential to be a successful school. Great instruction and interventions are fostered by positive relationships. Our small community allows for many opportunities to build connections in the school as well as outside of the school. In school, there are numerous events scheduled throughout the year. Field trips offer a great time for teachers, parents and students to connect outside of the school building. In September, our whole middle school attends Wakulla Springs for a team-building fieldtrip. Our fifth grade students have a "rising ceremony" following a field trip to Disney World to celebrate their rising to middle school. Our eighth grade students are celebrated with a "soaring ceremony" as we send them off prepared to soar in high school. The eighth graders work together to plan and fundraise for an out of state field trip. Historically, our former students have remained close in high school.



Our students are involved in recreational activities and clubs both inside of school and out. Our teachers sponsor clubs and coach athletic teams. It is wonderful to see students' excitement and appreciation when they see staff watching them play ball or attending an extra curricular function. Each morning our students are greeted by administration. Many teachers give students "chores" and are able to be the classroom greeter. We have numerous opportunities for parental involvement throughout the year and parents are always welcome.

There are many ways we celebrate our students and staff. At the end of every nine weeks, we hold a school wide awards assembly. Entertainment is provided by staff and/or students and students are recognized for good attendance, honor roll and good citizenship (Exceptional Eagles). The week before FCAT we have our Spirit Week. Middle school students are taken on a field trip to skate and bowl and fourth and fifth graders attend a water park. Spirit Week culminates with a "Tailgate Pep Rally." Teachers pull their vehicles out on the playground and teachers and students share cheers, students from the previous year's FCAT are given medallions for excellent performance and all student's top an ice cream sundae with goodies symbolic of "topping the test."

Since the inception of ABC School, the Board and Administration has worked hard to apply best practices to both the educational programs and administrative activities while maintaining a financially sound school. We spend the public funding we receive wisely and operate within a balanced budget. We strive to create a school culture that is positive and nurturing. Our teachers and administration are held to a high standard and implementation of the new teacher evaluation system is evolving into an effective teaching tool for all.

Chiefland Middle School

Darby Allen, Principal
School Board of Levy County



2011-2012 Demographics

Total Enrollment	338
White	74%
Black/African American	16%
Hispanic/Latino	6%
Asian	2%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	1%
Two or More Races	2%
Disabled	21%
Economically Disadvantaged	69%
ELL	1%
Migrant	2%

Chiefland Middle School is nestled in a rural area of Florida's Nature Coast near the Suwannee River. It serves a diverse population of approximately 335 students. 69% of its students are economically disadvantaged, 25% are students with disabilities, and 28% are classified as minorities. CMS has been an "A" school for the past five years and owes its success to a variety of factors, the most important being its human resources (faculty, staff, students, families, and community members). Together, we have developed a positive school culture within a family-like atmosphere where everyone has the same commitment, vision, and common goals aimed toward helping our students find success.

The leadership at CMS includes both administration and teacher leaders throughout the school who work together to make decisions in the best interest of our students. We hold weekly administrative meetings to stay abreast of the many facets of the school ranging from attendance to discipline to upcoming activities. Our lead team meets monthly to collaborate and solve problems. Faculty meetings occur twice a month with an emphasis on professional development, sharing best practices, and maintaining the positive culture and climate of CMS. Furthermore, grade level teams meet on an almost weekly basis to analyze data, collaborate on lessons, and discuss the needs of students so that improvement plans and/or interventions can be initiated or sustained. Our reading coach, guidance counselor, and administrators are all active members of the various Professional Learning Communities. In addition, our administrative team meets regularly with students, families, and staff members to discuss student data and to ensure that concerns are addressed as they arise.

Chiefland Middle School employs a wide variety of programs to assist our students including SpringBoard, Read180, Accelerated Reader, Fast ForWord, Study Island, and more. We encourage and expect all teachers to integrate reading and mathematics into the curriculum of science, social studies, and all elective courses ranging from physical education to agriculture to AVID (Advancement via Individual Determination). The master schedule is designed so that students who are deficient in reading and/or math receive a supplemental 60 minutes above the core requirement in each course every day. We also provide intensive after school tutoring to individual students and small groups in need of additional remediation.

Chiefland Middle School analyzes data in many different ways and for a variety of purposes. At the beginning of the school year, FCAT data and prior year progress monitoring data is used to identify the needs of each individual student and to ensure students are enrolled in the classes they need. This data helps us to identify and track at-risk students including our lowest quartile in both reading and math. In addition, we analyze data formally at least four times per year using progress monitoring assessments in reading, math, science, and writing. The focus is not the data itself, but rather what the data says about the students and their needs. Teachers are active participants in the data analysis process because they provide a wealth of knowledge about the student that the data does not always capture. Informally, teachers analyze classroom assessment data to inform instruction, and we conduct data chats with individual students and families to celebrate and inform. Student schedules are adjusted according to the data throughout the year to ensure correct placement in both remedial and advanced courses.

Professional development is an integral part of Chiefland Middle School throughout the school year. The district calendar provides opportunities for intense professional development via Early Release Days and District Professional Development days. These days, along with faculty meetings, provide opportunities to train on school wide initiatives and for individual teachers to pursue a wide variety of professional development specific to their needs. In the past two years, CMS has focused on identifying and using complex text in the classroom, writing for understanding, Common Core State Standards, AVID strategies, Lesson Study, and effective instruction using the Danielson evaluation model. Because we have a faculty of 24 teachers, we are able to conduct professional development in house that is both effective and meaningful.

Technology plays a vital role in our students' lives. Therefore, it is an important aspect of any successful school. CMS houses three computer labs and two mobile labs, which are available to whole classes or groups of students on an as needed basis. Teachers provide instruction using interactive boards in ten of our classrooms, and more than half of our teachers have interactive pads or clicker systems to enhance their instruction. We open our computer labs for the use of parents and students after school hours, and we offer a complimentary computer and printer in the office so that families can track student grades using Skyward. Students are allowed to read using their electronic devices, and many classroom teachers are finding creative ways to utilize individual student technology within their instruction.



At Chiefland Middle School, we value the participation of families and community partners in the education of our students. Families are encouraged to attend a variety of parent nights designed to provide information about our school, what we teach, and how to help students at home. We try to reach families in creative ways such as Student vs. Faculty Volleyball games or by providing information during halftime of basketball games. Group phone calls home, local newspaper announcements, group emails, our website, newsletters, and flyers are all utilized to keep parents informed of upcoming events or important information. The most effective method for keeping parents informed and involved has been individual parent conferences, phone calls, and emails. CMS solicits community partners to sponsor our student planners, field trips, and staff appreciation gifts each year. Families and community partners are also active members of our School Advisory Council, which meets monthly.

Chiefland Middle School is a school characterized by a shared belief that every child can learn and that we can each improve a little every day. From custodians to administrators, our faculty and staff are committed to helping students – whatever it takes. We are truly a community of learners who are *Achieving Excellence Together!*

Pinetta Elementary School

Beth Moore, Principal
Madison County Public Schools



2011-2012 Demographics

Total Enrollment	181
White	68%
Black/African American	18%
Hispanic/Latino	8%
Asian	
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	1%
Two or More Races	6%
Disabled	23%
Economically Disadvantaged	64%
ELL	
Migrant	

Pinetta Elementary School is a small Pre-K to Fifth grade school located in a rural North Florida community. Pinetta Elementary School has been graded as an “A” school for the past 7 years. We believe that this success is derived from the sense of family that permeates our school. This sense of family includes establishing and valuing relationships between the faculty and staff, students as well as parents. The faculty takes the time to share in the joys and offer support during the hardships of one another and in the lives and family lives of our students. There is an immense amount of pride in this family also. The faculty and staff hold each other to a high standard and make one another accountable as a family should. This accountability, sharing and caring and relationship building have all contributed to the success of our school.

The faculty and staff at Pinetta Elementary School understand that our success as teachers and administrators hinges strongly on our cohesiveness as a team as well as our relationships with our students. Team building begins with just being with one another. Teachers and staff attend an annual Christmas party thrown on the first evening of Winter Break each year, go out to dinner once a month to celebrate birthdays and even take a yearly trip to bond and unwind at the end of the school year. Team building also means taking pride in our accomplishments. The faculty sets high standards for itself and our students. We hold each other accountable, but also encourage one another to accomplish. The staff has this same relationship with our students. Being a small school affords the teachers a chance to “get to know” each student. In the 3rd-5th grades, teachers are departmentalized, much like middle school. This allows the teachers to really know the strengths and weaknesses of each child. The students are also familiar with the teachers and understand what is expected at the start of each school year.

“PES, Expect the Best” is our school motto. We hold each other, faculty and staff, as well as our students to this motto. We expect not only their best work, but their best behavior, their best attitude and their best effort. We have established several programs to motivate our students to be successful and take pride in being a Pinetta Elementary School “Indian”. Students can be given “Indian Pride Tickets” for positive behavior. This can include performing well in the classroom, picking up trash on the sidewalk or simply showing kindness to another student. A ticket with that student’s name is placed in a box and drawn weekly for a small prize. At the end of each grading period we hold an “Indian PowWow”.

During these “PowWows” students are recognized for citizenship, meeting reading goals and honor roll. Student names are drawn from the “Indian Pride Tickets” that have been collected for the entire grading period for larger prizes, like footballs, basketballs and movies. At the end of each semester, students without any behavior referrals are given the opportunity for a fun day. We do not only motivate our students by giving rewards. We strive to build relationships with the children and families, whenever possible. So motivation can come in the form of a stern word or a caring nature. The relationship allows us to discern which is appropriate at any given time. The faculty and staff understand that Pinetta Elementary has to be a caring, nurturing place for our students. Sadly, for some students, it may be the only place where they feel that sense of family.

Many nearby residents attended Pinetta Elementary School as children; as did four of the twelve teachers and the principal. This causes people to want to see the school be a success. A successful school can be seen as a point of pride for a small community, also. That pride in Pinetta Elementary School invites much community and parent involvement. That involvement comes in the form of a working PTO, parent volunteers and community supported fundraisers. Each year the PTO is eager to help support the teachers, as they see ways to strengthen their classroom instruction. Our PTO has purchased books, equipment and even chickens to help facilitate learning at Pinetta Elementary. The PTO also provides each student with a planner at the beginning of the year to be used as a communication tool by the teachers and parents as well as an organizational tool by the students. The people of the community of Pinetta and the surrounding area and local churches help raise funds for the PTO by sponsoring events and purchasing fundraiser items. When a community takes ownership of “their” school and wants it to succeed, then they will do everything they can to help it achieve.



The last piece of our puzzle, however not the most insignificant piece, is parental involvement. The faculty and staff realize that their success or failure begins at a child’s home. Teachers go out of their way to understand a student’s home life. This relays to the student a sense of genuine concern; and gives the teacher some insight into a student’s thinking process. Parental involvement is very much encouraged by both the administration and the teachers. Many teachers give out home telephone numbers and cell phone numbers. Teachers and staff take the time to listen to students’ parents and inform them on the education process. This includes involving the parents in homework and in evaluating their student’s achievement. This parental buy-in means everyone is part of the team that surrounds and supports our students. We are grateful for the opportunity to nurture and grow them for a few years. In a small community, we also follow them and celebrate the successes along the way. “PES, Expect the Best” is more than a motto, it’s who we are!

American Senior High School

Luis Diaz, Principal

Miami-Dade County Public Schools



2011-2012 Demographics

Total Enrollment	2008
White	4%
Black/African American	29%
Hispanic/Latino	66%
Asian	1%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	12%
Economically Disadvantaged	74%
ELL	13%
Migrant	

American High School (AHS), an “A” school in the 2011-2012 school year, with a graduation rate that increased from 74.3% last year to 85.6% this year, opened its doors in 1976 in unincorporated Miami-Dade County and is one of over 40 high schools under the jurisdiction of the Miami-Dade County Public Schools. The community surrounding American High School has grown steadily in the past 15 years, as evidenced by the building of new homes, townhouses, and apartments. The community has become multi-cultural and transient, as more rental units have been built. The school is located in a residential community, near two major thoroughfares and several retail shopping centers.

The current enrollment is approximately 2,001 students in grades nine through twelve. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 61% Hispanic, 32% Black Non-Hispanic, 5% White Non-Hispanic, and 2% other. Over 32 percent of the students attending the school are transported to our school by the District. Approximately, 82 percent of the school’s student population receives free or reduced meals classifying us as a Title 1 school. The mobility rate of American High School exceeds 30 percent. Because of the transient nature of the student body, American High School offers specific initiatives and services that assist students during what could be a difficult period of adjustment. Some of these initiatives include after school tutoring, a credentialed and highly experienced counseling staff, a first rate athletic program, and an extensive work experience program.

American houses seven career academies that provide exposure to and experience in various career fields. The academies also offer the opportunity for students to complete high school with industry certification. American offers seven industry certification exams. Two of the academies are NAF-certified and our Academy of Biomedical Careers is a nationally-recognized Model Academy for the National Career Academy Coalition. Many of these academies focus on job skills and offer students internships in the areas of Biomedical, Hospitality, Law, and Technology. Aside from our career academies, American also offers the Cambridge International Examination Program, Dual Enrollment, Advanced Placement and Honors Classes in English, Science, Mathematics, Foreign Language, Social Studies, Psychology, Music Theory and Art Studio. Additionally, students are enrolled in community leadership laboratory research programs, and partnership programs with local colleges. Vocational/Technical students attend George T. Baker Aviation Center on a shared-time basis. Our school’s daily focus is to ensure academic rigor, relevance and relationships.

American High School enjoys a positive relationship with its surrounding business community. Some of these business partners include McDonald's, Little Caesars, Papa John's Pizza, Chipotle, Panera Bread, Costco, etc., as well as dozens of post-secondary institutions and the military. Many of our business partners purchase advertisements in the athletic program to help support the athletic program. The school has forged strong ties with the community, and continually schedules speakers to come to visit our school and discuss various subjects of interest to the school stakeholders.

Post-Secondary Transition: American offers "Tools for Success: Preparing Students for Senior High School and Beyond" which is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success. As the students progress from one grade level to the next, Student Services will monitor their progress throughout the years to verify that all requirements are met or in progress of being completed. Also, various activities are held with the parents and students to assist in their transition from one level to the next such as articulation, freshmen orientation parent night, and Senior parent nights. Alumni students that are currently enrolled in various colleges/universities return to the school to speak to the seniors about their experiences.

Administration, Data Coach and Academic Coaches desegregate data after each District Interim Assessment, and in-house bi-weekly mini-assessments are conducted in all targeted areas. The District Benchmark Monitoring tool is used to record tested benchmarks and monitor student progress, by teacher, throughout the year. Data is used to identify target groups for pullout and push-in interventions, Saturday school participation and before and afterschool tutoring. Tutoring is provided to all subgroups to address the individual needs of each student. Overall data is shared with all stakeholders during faculty staff meetings. Department Chairpersons then share with department teachers, which in turn, discuss with their students during classroom "Data Chat" sessions. After each mini-assessment, teachers re-teach weak benchmarks and reinforce with bell ringers on a daily basis. Data is also used to adjust the daily D.I. instructional delivery.



Instructional Focus Calendars, Lab Schedule, Bell Ringers in Reading, Algebra I, Geometry and Biology were designed and implemented to drive and focus instruction. A school-wide reading focus calendar was designed and implemented for support from teachers in all departments. Teachers meet weekly for common planning during lunch (we have one lunch) to address areas of concern, plan the next week's lessons, share "Best Practices", go over data, and Webb's Depth of Knowledge questioning. All targeted areas are scheduled once a week for lab time. Targeted subject areas were clustered together in the same area of the building. A school wide incentive plan was created to reward students for their hard work.

Students and faculty take a lot of pride in our school. From the moment the freshman class or a new staff member enters the building, "Patriot Pride" is felt around the campus. There are only three colors that are promoted year round in everything we do "Red, White and Blue." If an upper classman is nominated by their teacher he/she can have their picture (poster size) posted on the walls of the school that reads on the bottom, "I am American Sr. High." This is a great honor, and students get to keep their poster when they graduate. Pep Rallies are held to support fall, winter, and spring sports. We promote and encourage well rounded, high achieving students leaving our campus when they graduate. With that being said, we offer over 30 clubs/organizations for students to participate in.

The most notable characteristic about American Senior High School is the positive interaction related to diversity by all stakeholders. The students, as well as staff coexist, exemplifying cultural diversity in the utmost productive manner. Their social interaction is a model for all others to follow.

Comstock Elementary School

Deborah Wilson, Principal
Miami-Dade County Public Schools



2011-2012 Demographics

Total Enrollment	561
White	
Black/African American	13%
Hispanic/Latino	87%
Asian	
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	9%
Economically Disadvantaged	99%
ELL	72%
Migrant	

Comstock Elementary is an urban school located in the Allapattah community within the city of Miami, Florida. Our student population consists of 560 Pre K – 5th grade with 99% free and reduced lunch and 89% English Language Learners. These students are receiving services in the English Language Learners (ELL) Program.

Leadership definitely plays a significant role in our school's overall success. Our school's Literacy Leadership Team was comprised of the Principal, Assistant Principal, two (2) Reading Coaches, Mathematics Coach, Science Coach, Guidance Counselor, School Psychologist, Rtl Support, and Media Specialist. We met regularly every Wednesday morning or whenever needed to discuss strategies and brainstorm strategies to increase student achievement. The team reviewed ongoing data from PMRN, VPORT, Edusoft and Success Maker assessment systems, analyzed assessments from the instructional focus calendars, revised the master and intervention schedules as needed, developed professional development activities based on data, and collaborated with District personnel to provide resources for teachers in need.

The Literacy Leadership Team is established to promote school-wide activities geared toward increasing student achievement and on maintaining and improving the core instruction and developing interventions for students in Tier 1, 2 and 3 levels. School, district, and the state's Differentiated Accountability (DA) Region 5 team ensured that all staff participated in ongoing professional development on topics from the gradual release model of instruction, higher-order questioning techniques to implementing lesson study and FCIM mini lessons. Not only did the DA team provide professional development, but they monitored our progress through various instructional reviews throughout the year.

The instructional staff is provided opportunities to work and collaborate with each other within the grade levels and departments through common grade level planning. Clear expectations for acceptable student behavior and classroom procedures are established, communicated, modeled, and maintained throughout instruction. District pacing guides are available and followed along with Item Specifications and task cards are utilized during instruction and to design assessments. Intervention is targeted to address the needs of individual students within Adequate Yearly Progress (AYP) subgroups. The school's master schedule shows opportunity for common planning periods amongst instructional staff to promote Lesson Study, Professional Learning Community (PLCs), and teacher to student data chats.

A variety of instructional strategies, practices, and programs have been implemented to provide teachers with the tools to enhance the development of literacy among all students. In reading, students are explicitly instructed during whole group and then differentiated instruction (DI) targets certain students to rotate in centers based on deficient skills. Teachers develop and incorporate higher-order questions when examining students and probing for answers. Voyager Intervention takes place four times a week for an hour each day. We also infuse SuccessMaker to target a small population of students who are working more than two (2) years below grade level. In mathematics, teachers engage students in classroom discourse through “*accountable talks*” while incorporating Webb’s Depth of Knowledge questioning. Students are provided a hands-on approach to learning through the usage of manipulatives, problem-solving chart, technology, and project-based learning while jotting down marginal notes and utilizing “think-aloud” to convey meaning of application problems. In science, teachers infuse both GIZMOS and Discovery Learning to make science come alive. Also, Houghton Mifflin *Little Readers* are provided to expose students to non-fiction texts. Currently, we have 15 Smart Boards in grades 3-5 and the primary teachers utilize the Mimio to enhance classroom instruction. Students utilize computers daily as a form of remediation, enrichment, and/or project-based learning.



Comstock Elementary affords students opportunity to excel in every way. Students have the opportunity to attend before and/or after school tutoring, and receive incentives for academic achievement and outstanding behavior. Our staff has the opportunity to take part in the University of Florida Ready School Initiative in which they work in cooperative groups to develop inquiry-based research projects.

Comstock Elementary School strives to maintain a sense of community. We believe that all children will learn and all teachers teach by having a clear vision, goals and committed staff. We continue to provide a safe and secure environment which is conducive to learning.

Emerson Elementary School

Maria P. Acosta, Principal
Miami-Dade County Public Schools



2011-2012 Demographics

Total Enrollment	401
White	4%
Black/African American	
Hispanic/Latino	96%
Asian	
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	6%
Economically Disadvantaged	81%
ELL	55%
Migrant	

Emerson Elementary Community School's primary mission is to provide all students with the educational environment to become self-directed, lifelong learners contributing positively in a multicultural society with a primary focus and emphasis in reading instruction so that learning to read becomes reading to learn.

The school's curriculum includes a dual language BISO curriculum. In this dual language model, all students are taught in English 60% of the day and in Spanish the remaining 40% of the day, thus producing bilingual, biliterate students better prepared for the world tomorrow. We also offer Gifted and a variety of Exceptional Student Education Programs.

We believe that:

- All children can learn.
- All children can learn in two languages.
- All children are special and important.
- All children can grow to become critical thinkers.
- All children should feel proud of their cultural heritage.
- All children should respect others.

We, at Emerson Elementary Community School share the vision, feel the pride and experience the commitment to excellence every day.

Our entire staff is dedicated to the advancement of the whole student. The outstanding professionals at Emerson Elementary recognize the needs of the students enabling them to reach their full potentials. We encourage parental participation and offer support and guidance for the entire family. The open door policy provides students, parents, and staff members with the ability to voice concerns and offer suggestions.

Our school is a learning community that seeks success for each student as we strive to deepen our core values of: citizenship, life-long learning, problem solving, respect and responsibility. We believe that children should want to come to school each day to learn new things about themselves and the world around them.

We set high expectations and create a caring environment for all of our students.

Parents are valued partners in our educational system and are encouraged to visit the school, consult with the staff and participate in school functions. We routinely hold parent education nights, focusing on academics and a whole lot more!



We encourage each member of our educational system to work together to provide the highest quality educational program possible. Emerson Elementary School is a positive place where everyone learns and succeeds.

Ethel Koger Beckham Elementary School

Maria E. Tavel-Visiedo, Principal
Miami-Dade County Public Schools



2011-2012 Demographics

Total Enrollment	706
White	2%
Black/African American	
Hispanic/Latino	96%
Asian	1%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	12%
Economically Disadvantaged	76%
ELL	45%
Migrant	

Ethel Koger Beckham Elementary, a Title I school, is located in a low-middle income community in West Miami-Dade serving 727 students Pre-Kindergarten through fifth grade. Of these, 9% are classified as Students with Disabilities, 33% are Limited English Proficient, 23% are Gifted and 75% are Economically Disadvantaged. The ethnic/racial make-up of the student population is: 95% Hispanic, 3% White and 2% Asian. The school facility was founded in 1996 with the vision that the predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Every child comes to our school with strengths and abilities. The staff of Ethel Koger Beckham Elementary is committed to connect these abilities with deeper and wider ways of knowing, finding the intelligence, building character within our students, seeing each child as an individual with unique hopes, dreams, skills, and needs; and therefore "Nurturing Every Child's Potential."

Efforts to keep the school mission alive are evident in the manner in which the leadership, faculty and staff collaborate to provide opportunities for students to not only excel academically but also learn to be positive role models in their homes and communities. The principal has been a pillar at the school for 17 years and many of the faculty and staff opened the school or have been at Ethel Koger Beckham Elementary for over 15 years. Forty-six percent of our faculty hold advanced degrees and six are National Board Certified teachers. The expertise and professionalism shared among the leadership and faculty are key in the continuous academic achievement.

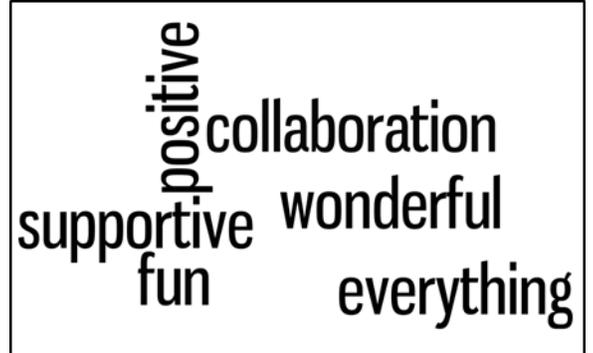
A variety of instructional programs are offered at Ethel Koger Beckham Elementary. Our gifted students in grades first through fifth participate in a full-time gifted program. Students with Disabilities are serviced in an inclusion or resource setting based on individual needs. Students who are in need of academic intervention participate in our Journeys Tutorial Program. The computer labs are made available before and after school to provide students with the opportunity to use instructional websites.

Ethel Koger Beckham Elementary also fosters high academic achievement through student involvement in school sponsored programs such as Beckham Bears Cheerleaders, EKB Soccer Team, Chorus, Art Club, Future Educators of America, Newspaper Club, Green Schools Club, Imagineers Club, Journeys Tutorial, Beckham Ambassadors and Safety Patrols.

School musical and theatrical performances are coordinated by the Music, Art and Gifted departments twice a year for all students and community members to enjoy. School sponsored field trips to Washington D.C., Chicago, New York City, Philadelphia, Walt Disney World, Cape Canaveral, St. Augustine, Everglades National Park, Biscayne National Park and other museums and performing arts venues make learning authentic and meaningful.

In an effort to teach our students the importance of giving back to the community, we established “Three Wishes/Adopt a School” holiday activity that benefits students in low income schools. For twelve years, we have sponsored students from schools such as Fairlawn Elementary, Lakeview Elementary and Dr. Carlos J. Finlay Elementary. Since 2009, we implemented the “Angel Tree” holiday program in which our school sponsors needy students from the community. In each program, classrooms adopt a needy child and provide holiday gifts for the parents to give during the holiday season.

Ethel Koger Beckham Elementary has been at the forefront of family literacy services since 1997. The school sustained the program through various funding sources and competitive grants such as Florida First Start, Even Start, Adult Education and Family Literacy Education for Households, the National Center for Family Literacy’s (NCFL) Toyota Family Literacy Program, and most recently the Barbara Bush Foundation for Family Literacy. The school has integrated family literacy services by providing parenting skills, adult English Language Learners classes, developmentally appropriate and research-based services which involve parents as their child’s first teacher via Parent and Child Together Time (PACT Time). Additionally, the school was awarded the Florida Department of Education (FLDOE) Collaborative Curriculum Challenge Grant for the 2009-2010 school year, which has further enriched the educational needs and achievement of gifted students.



As a direct result of the programs and services provided, Ethel Koger Beckham Elementary has consistently earned an A+ rating from the FLDOE since 2002. During the 2009-2010, our school achieved the highest A+ grading of schools rating, scoring a total of 681(out of an 800 point scale), 57 points higher than the previous year, ranking 6th highest in the District and first among all elementary schools in Miami-Dade County. In 2011, the school was honored with both the National Blue Ribbon Schools Award by the U.S. Department of Education as well as the National Title 1 Distinguished Schools Award by the National Title 1 Association. The students’ academic achievements and successes are a reflection of the instructional rigor that takes place at Ethel Koger Beckham Elementary as we strive to reach every child’s academic needs. In essence, students at Ethel Koger Beckham Elementary are provided with vast opportunities to excel in school as well as develop artistic and athletic skills in order to become well-rounded individuals in society.

Hialeah Gardens Elementary School

Rouben J. Yaghdjian, Principal
Miami-Dade County Public Schools



2011-2012 Demographics

Total Enrollment	933
White	1%
Black/African American	
Hispanic/Latino	97%
Asian	1%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	19%
Economically Disadvantaged	79%
ELL	51%
Migrant	

Hialeah Gardens Elementary is located in Miami-Dade County. Our school enrollment consists of 914 students in Pre-K through Fifth grade with the demographics of 97% percent Hispanic, 1% white, 1% black, and 1% other. We currently have 84% of our students on free and reduced lunch. Exceptional Student Education makes up 19% of our population and English Language Learners make up 52%. We also serve over one hundred students with autism. The determining factors that lead to the success of any school are never easily defined. Hialeah Gardens' success comes from multiple factors. We believe the greatest factors to the school's accomplishments are the following: quality professional development of teachers, data driven intervention programs, high expectations of all school stakeholders and the development of a positive school climate.

High levels of active engagement are an important part of the success at Hialeah Gardens Elementary. This is attributed to the many ways we encourage faculty to engage, activate, and motivate students every day. Administration is present at all grade level meetings, not to supervise and monitor, but to facilitate the instructional and operational planning process. A culture of empowerment and ownership drives our teachers to do the best that they can. In addition, through the planning of our curriculum coaches we have established Professional Learning Communities in which thorough and detailed discussion and development occurs such as best common core practices and model lessons.

Hialeah Gardens Elementary believes in the intervention process. Student data is disseminated to all Kindergarten thru fifth grade teachers. Teachers track and share a student's progress using a tracking sheet. In order to give proper feedback and use the data correctly, assessments are given four times a year. Based on prior year's performance and current year baseline assessments, students in the lowest 25 percent are targeted for intervention. For the past three years a higher emphasis on utilizing interventionists has been practiced. Hialeah Gardens Elementary has between six to eight interventionists that are utilized as pull-out or push-in programs. This practice has had a tremendous impact on the learning gains made over the past three years.

Teachers and staff at Hialeah Gardens Elementary set high expectations for ALL students, not just their own, and there is a strong belief that ALL students can learn. This belief has led to a highly committed and

hard-working team. Emphasis is placed school wide on setting high expectations for behavior and academic success. We not only believe that there should be a strong focus on reading, writing, math, problem solving and critical thinking skills but that every child is respected, has the opportunity to develop his or her voice and attend school in an environment that is safe and nurturing. These high expectations are not only for students but for all teachers and staff as well. Clear expectations for interactions with colleagues, students and within the community have been set. We reflect on the developmental needs of the individual staff member and the staff as a whole, providing opportunities for both individual and group growth.

The leadership team and staff at Hialeah Gardens Elementary prides itself on developing a vision for the school that focuses on engaging, inspiring and challenging students every day as well as ensuring a school climate that is positive and supportive. An atmosphere of bottom-up leadership focuses on the instructional empowerment of teachers. Teachers can often be found meeting with the administration discussing ideas on how to improve student achievement and further develop school wide or classroom based initiatives. By encouraging teacher and staff engagement, we have created an open environment where everyone feels welcome to share their ideas and be heard. At Hialeah Gardens elementary we believe that leadership needs to be both people and outcome focused.



As a school, we are proud of our students, teachers, staff, parents, and community members. By creating a common goal of focusing to improve student achievement we have created a learning environment that promotes and celebrates the success of all stakeholders at Hialeah Gardens Elementary.

Royal Palm Elementary School 2011-2012 Demographics

Marta Garcia, Principal
Miami-Dade County Public Schools



Total Enrollment	532
White	3%
Black/African American	
Hispanic/Latino	94%
Asian	2%
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	12%
Economically Disadvantaged	89%
ELL	54%
Migrant	

Royal Palm Elementary is the place where learning abounds, laughter surrounds, dreams come true, and love rules! We are a family united by inspiration, motivation, dedication, and determination.

As a Title I school in the Miami-Dade County Public School System, we consistently go beyond expectations. We have been a Florida A+ school for 11 consecutive years with 90.9% of our students on free and reduced lunch.

Over 25 years ago, a group of our faculty met together and decided what our students were lacking was a rich English vocabulary. Many of our teachers have attended the two-week intensive Writing Institute sponsored co-operatively by the Miami-Dade Public Schools and the University of Miami. Additionally, professional development offered here, along with intensive instruction in writing, has resulted in great success. Royal Palm Elementary was the top school in Florida on the 2012 FCAT Writing Test. Additionally, we led Miami-Dade County on the FCAT Mathematics Test.

When vocabulary is developed and writing techniques are taught and practiced, students improve in reading, as well. Understanding figurative language aids reading comprehension. Always endeavoring to learn more strategies, our faculty often has workshops on Saturdays. Several of our teachers serve or have served as elected officers and board members of the Dade Reading Council. More than half have advanced degrees. Among them are published authors, trainers of trainers, board certified specialists, conference presenters, innovative grant writers and award winners.

Royal Palm has received the Silver Award from the Alliance for a Healthier Generation. This award recognizes the promotion of a healthier lifestyle for the entire learning community. The organic garden, which was a labor of love by our creative faculty, enthusiastic students, and community volunteers, was singularly noted by the award presenters. We provide research-based programs such as Accelerated Reader, Success Maker, and Voyager models in V-Math and Ticket to Read. We use Reading Plus, FCAT Explorer, and Discovery Education. Classrooms have an average of six computers. The Media Center has 20 units for use of the students. In an effort to support our community, we open the Media Center for 45 minutes before school. Most of the intermediate classrooms have Smart Boards. Nooks are utilized in the Gifted classes to facilitate the teaching of reading literature.

In addition to providing bilingual workshops for our parents, we utilize the talents of our parents and community. Parents serve on the Educational Excellence School Advisory Council (EESAC). On our annual planting day, they help the children dig and plant. For our musical shows, parents make costumes, build props, paint scenery, and help decorate murals around the school. They chaperone field trips to Epcot, Shark Valley, Fairchild Gardens, St. Augustine, and other local spots. Our parents work on our annual, legendary, Hispanic Heritage Festival. We feast on Latin foods and have a musical show replete with costumes and a driving Latin beat for all to enjoy. Our Media Center is open with a concurring Book Fair that offers books in both English and Spanish for sale. Many parents take a day off from work to assist children during our annual Field Day, carnival, and Student of the Month activities.

The PTA conducts multiple fund-raising activities. Some of the money is used to upgrade site licenses for the technology used in the school. With our community partners, the PTA helps to organize food drives, toy drives, and holiday baskets for families in our community. The PTA Gingerbread House provides inexpensive presents that students can buy for their families during the holiday season.

The administration closely monitors all classrooms to ensure that teachers utilize research-based instructional activities that address individual differences with differentiated instruction. Tutoring is provided both before and after school. Intensive intervention strategies are implemented during the day with co-teachers and paraprofessionals. Title III funds supplement tutoring of ELL students. Many of the teachers donate their time to support and enhance the school's Saturday tutorial program.

Our Leadership Committee consists of grade level chairpersons, special area representatives, the administration, the reading coach, and the United Teachers of Dade steward. The academic program is thoroughly discussed to allow faculty input into the kind of staff development needed. Teachers who attend "Train the Trainers" workshops come back to school and train our teachers. Monthly Data Chat meetings are conducted with each grade level. Testing data is discussed and a consensus is drawn on how to use the material as a teaching tool. Learning plans are devised for targeted students. In the intermediate grades, teachers set individual educational goals that are monitored by the student and the teacher. Periodically new goals may be set as needed.



Student progress is discussed at RTI meetings with the parents, the classroom teacher, the reading coach, the social worker, the counselor, and the administration. Strategies are designed to meet that student's needs. The Inclusion Model is the delivery method for our students with disabilities. We enjoy an inclusion rate of 98.6%. These students are included in a selected general education classroom at each grade level. Visitors would be hard-pressed to identify a student with disabilities from a general education student. These classrooms have the benefit of two teachers for a prescribed amount of time.

All of these instructional strategies and resources used by dedicated professionals, committed parents, and enthusiastic students have resulted in making Royal Palm Elementary a unique learning place where we believe and we achieve, always exceeding expectations.

Tropical Elementary School

Yubeda Miah, Principal

Miami-Dade County Public Schools



2011-2012 Demographics

Total Enrollment	436
White	4%
Black/African American	1%
Hispanic/Latino	95%
Asian	
Native Hawaiian or other Pacific Islander	
American Indian or Alaskan Native	
Two or More Races	
Disabled	29%
Economically Disadvantaged	79%
ELL	69%
Migrant	

Tropical Elementary School is a Title I school comprised of regular education students and a large SPED population (33%). SPED programs offered are for visually impaired/blind students, other health impaired, profoundly mentally handicapped, and students with learning disabilities. All students participate in state assessments. The Tropical School Community is comprised of students, staff, parents, and business partners who work together to promote positive choices and behavior while cultivating life-long learners. Tropical provides services to ensure students requiring additional remediation are assisted through extended learning opportunities before/after school programs, Title III tutoring, and SES services.

The Title I Community Involvement Specialist serves as a bridge between the home and school. Other components that are integrated include our Reading Club, McDonald's Reading Challenge, Math Bowl, Spelling Bee, Parental Activity Nights, Reading Under the Stars and Reading For The Record.

Many community partnerships are established at our school and they provide experiences for our students. Every year students participate in the VSA program which is an arts/drama/music program that works with SPED students. The culminating event is a performance at the Arscht Center in Miami. We also participate in the Special Olympics where our students always bring back medals! The students of the visually impaired program compete in a Braille competition and this year we had a finalist and runner up; one of these students was just beginning to master the skill of reading through Braille.

We also believe in teaching our students the importance of giving back to their community. Although we are a Title I school, there are always others whom are in need. This year we collected over 200 pairs of sports shoes to donate to other students whom otherwise would not be able to participate in the Special Olympics. We make collections from our faculty, staff and students for Thanksgiving baskets and for other organizations.

The school's Literacy Leadership Team (LLT) consists of the school's administrators, and the liaisons for reading, mathematics, science, and social science. Also included on our team is our parental involvement specialist, media specialist, counselor, SPED program specialist, and our PTA president. This team meets once a month and our initiative is to promote literacy awareness between the school community and parents.

The LLT focuses on instruction and developing strategies to assist students in meeting high standards.

Tropical Elementary has high expectations for all students with a firm belief that all students learn. Students are monitored using state and district assessments, school-based assessments and informal observations. Student “audits” are held once every nine weeks with the assistant principal, teachers, counselor and sometimes the student. Grade level meetings are held once a month where students are individually monitored and their curriculum and goals are aligned to address benchmarks not yet mastered.

Our school has high expectations for our staff as well; professional development and opportunities for leadership roles are offered enabling our staff to grow and become experts in content areas. Teacher facilitators have been identified to conduct professional development workshops and serve as mentors to those teachers seeking assistance.



“The staff at Tropical Elementary share a common vision that education is best delivered with a sense of passion, commitment, professionalism, and a true desire to help each student on an individual basis. This has proven to be the key to our success”.

Hiawassee Elementary School

2011-2012 Demographics

Jennifer Gramzinski, Principal
Orange County Public Schools



Total Enrollment	745
White	2%
Black/African American	86%
Hispanic/Latino	10%
Asian	1%
Native Hawaiian or other Pacific Islander	1%
American Indian or Alaskan Native	1%
Two or More Races	2%
Disabled	11%
Economically Disadvantaged	82%
ELL	29%
Migrant	

Hiawassee Elementary is a neighborhood school located in the Pine Hills area of unincorporated Orange County. The original building was erected in 1966 and was replaced in 2003 by the two-story structure you see today. When it was originally constructed in 1966 Hiawassee served as a segregated school in a predominantly Caucasian area. Since then, the neighborhood has evolved into a culturally diverse area and the school has adapted to serve an area of high family-mobility. We strive to ensure every student has the opportunity for global competitiveness!

Our campus culture fosters children in becoming self-advocating global leaders and life-long learners. We strive to instill in our entire student body a passion to develop the skills necessary to pursue the American dream and the ethics necessary to avoid moral pitfalls along the way. By merging a school-wide behavior management system and a partnership with AVID®, we have cultivated an atmosphere of college/career readiness for all students.

As the Principal, it is my distinct pleasure to lead our school with an explicit vision, provide a strategic framework for instructional focus, and support quality professional development. Inspired by our common vision, we create a strong foundation for our school's paradigm shift toward developing globally competitive learners. Aligning strategic systems for maximum effectiveness and setting high expectations for all stakeholders have empowered our faculty, students, and parents to achieve a collective and collaborative culture. The result has been realized in remarkable student learning gains and higher levels of student achievement.

Using data to drive instruction is at the core of all decision-making at our school. As principal I model this for my faculty in staff by sharing with them the data I use in making school-wide decisions. School resource members construct and maintain visible, interactive data walls for the use of both faculty and students. Grade level teachers meet weekly in professional learning communities to review standards and curriculum, disaggregate and analyze current student-achievement and progress-monitoring data, and create common lesson plans that include differentiation for both enrichment and re-teaching on an individual student basis. Instructional focus calendars are developed at the beginning of each year within grade levels and, with the aid of our school resource team, among grade levels to ensure both horizontal and vertical alignment of school curriculum. All students, from pre-kindergarten to fifth grade, monitor their own learning, within each classroom, using data monitoring charts they maintain with guidance and mentoring from their teacher.

In teaching students how to be accountable for their own learning, as well as how to seek needed support,

we foster a culture of self-advocacy and ambition in our school community. Academic teams use a diagnostic and prescriptive approach to meeting the individual academic needs of all students. Team work and a cohesive faculty environment promote an environment where all adults are responsible for all students. Small group, targeted instruction is embedded and threaded throughout the school day for multiple subjects and performance levels. Employing a variety of tutoring models, our students are nurtured and stretched to their fullest potential. Students are abundantly aware that they are loved and cared for, and as such, will be held to the highest of expectations.

As a community looking to promote life-long learning it is important for the adults at Hiawassee Elementary to serve as exemplars for the students. In that respect, the faculty at Hiawassee Elementary is dedicated to the pursuit of continued professional development which targets improved and enhanced teacher pedagogy. Professional learning opportunities, designed to offer our teachers the chance to be educational leaders, focus on instructional strategies that maximize teacher understanding of the science of learning and transfer of knowledge to students through real world and practical application. Increasing instructional rigor through deepening knowledge of best practices related to classroom instruction, student data analysis, technology integration, and reflective teaching encourages and supports a continuum of professional learning and individual growth within our faculty.

In order to ensure the continued success of the students at Hiawassee Elementary it is vital to prepare them as 21st Century learners. This requires that students are comfortable with various forms of technology and mediums of communication. It has become necessary to infuse technology into student curriculum delivery, instruction, and assessment. A technology-rich learning environment targets differentiated instruction and individual student learning needs. Tech-savvy teachers incorporate interactive white board technology into their lesson plan delivery. Classroom teachers use an array of technology resources and educational software programs to integrate prescriptive instructional intervention. Additionally, these programs offer hands on interactive technology tools to engage students in real world learning activities, projects, exploration, and discovery. Embracing today's learners with strategic instruction that mirrors the learning style of this generation offers them opportunities to build and hone their technological skills. It is imperative to ensure our students are ready to be competitive and successful in the 21st Century global workforce.

In addition to onsite technological resources, we have embraced internet technologies that safely showcase the abilities of our students and expose them to the power of the World Wide Web. Multimedia technology is used in a variety of formats in our school. Teacher and student-featured videos using digital media formats are used to engage both parents and learners with school initiatives. Classrooms have begun to integrate student tablets which allow them to create classroom blogs, share student made videos and collaborate with one another using applications, such as Doceri™. On our own YouTube page we feature videos produced by students in an effort to continue our community outreach by utilizing 21st Century pathways. In this way we encourage student's technological use and innovation while also engaging parents and community members in school enterprises.

Parental involvement is a significant component in encouraging our students in developing a new way of thinking. In order to increase family and community involvement, monthly, family-friendly, academic events are held at our school. These are centered on various themes that encourage high family involvement and increase school exposure to all family members, thereby motivating them to become more involved with our school community. Creating excitement by encouraging families to include siblings and extended family has dramatically increased the participation in our monthly themed academic events and has led to them quickly becoming new Hiawassee traditions. We are proud of the strong partnership with our parent organizations and various community partnerships. They have helped us to succeed in making Hiawassee Elementary a leader in creating global citizens and life-long learners.



Exceeding Expectations (E²) is a project of the East Coast Technical Assistance Center (ECTAC), a network of 36 school districts in Florida. ECTAC provides technical assistance to school districts regarding ESEA Title I and other selective ESEA Programs. The fiscal agent for ECTAC is Seminole County Public Schools.

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