

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 293 Elementary schools (includes K-8)
 - 77 Middle/Junior high schools
 - 97 High schools
 - 0 K-12 schools

467 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	62	58	120
7	56	54	110
8	52	48	100
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	170	160	330

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 3 % Black or African American
 - 81 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 9 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	330
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 1%
3 Total number ELL

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

3 students: Spanish, Greek

7. Students eligible for free/reduced-priced meals: 46%
Total number students who qualify: 153

8. Students receiving special education services: 11 %
37 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes No

If yes, select the year in which your school received the award. 2011

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

The mission of the Archimedean Middle Conservatory is to initiate the young mind to the art of thinking through the teaching of Mathematics, English, and the Greek language.

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

Archimedean Middle Conservatory is a Charter School. The applications are completed online and are available in three languages – English/Spanish/Creole. First, the Archimedean students are articulated in the next grade level. Then, admissions are based on a public lottery system in the event that there are more applicants than positions available. The purpose of this lottery is to create a priority list of student applicants per grade level for the upcoming school year only. Students are admitted based on their place on the priority list in numerical order and until all positions are filled. If an applicant is not offered admission for the upcoming school year, he/she will need to reapply for the following year.

PART III – SUMMARY

Archimedean Middle Conservatory (AMC) is a Conservatory of Mathematics and the Greek language whose mission is to initiate the art of thinking through a high-level curriculum, which includes teaching Philosophy at the middle school level. AMC opened its doors in 2005 and in 2011 received its first Blue Ribbon award. AMC has had a tradition of excellence, success, and achievement since its inception. In the 14-year span of its existence, AMC has continuously ranked among the top 10 middle schools in the state of Florida and ranks at the top 1% in the state. In 2014, the Archimedean Schools were declared a Candidate for School District Accreditation by AdvancED SACS-CASI. In 2015, AMC's charter was renewed for a 15-year span, instead of the usual 10-year span, as a result of its high performing status. In 2018, according to School Digger, Archimedean Middle Conservatory ranked 2nd among 72 ranked middle schools in the Miami-Dade School District and 7th among 1035 Florida public middle schools.

The students are accepted into AMC based on a lottery system, and the ethnic background of the students is primarily Hispanic (around 80%), representative of the community in which it is located. In 2005, 9.8% of AMC students qualified for free/reduced lunch, while for the past eight years the percent of students who qualify to receive free/reduced lunch has increased to 49.8%. At the same time, the performance of AMC students on the yearly state exams has remained at the highest level, above 90% of students proficient for all grade levels and all subjects. AMC addresses the needs of all its subgroups and provides opportunities for all students to succeed; as a result, all its subgroups make satisfactory learning gains every year. In 2018 specifically, 90% of 6th, 96% of 7th, and 100% of 8th grade students achieved proficiency on the ELA FSA. Additionally, 98% of 6th grade students passed the Mathematics FSA, 94% of students in Algebra I passed the EOC Algebra I exam, and 98% of students in Geometry passed the EOC Geometry exam. In Science, 95% of students met or exceeded state standards on the Florida Comprehensive Assessment Test (FCAT) 2.0 Science Assessment, while the passing rate in 7th grade EOC Civics was 100%.

Every child at AMC is expected to succeed and achieve excellence in an academic environment free of interruptions and distractions. AMC implements a fair and transparent discipline system that emphasizes respectful behavior towards all school members based on the three R's: Respect, Readiness to learn, and Responsibility. Overall, there is a system of trust and honesty in place, which encourages the students to seek positive recognition. This structure and emphasis on productivity provides a sense of structure, safety, and belonging for the students at all times. All students and parents sign a contract at the beginning of the year, so that the expectations and procedures at AMC are well known by all parties. Instruction in all classes is interactive and student-centered; as a result, students actively participate in learning and become interested in classroom discussions. Parental involvement consists of participation in the PTO activities, which include fundraising events such as book fairs, as well as assisting in the production of school events like the annual award ceremonies. Teachers, along with the principal and counselor, make themselves available for mentoring and supporting students academically and socially.

The principal holds a student assembly twice a month to discuss upcoming events and expected behaviors, while also recognizing student and club achievements. AMC pushes and supports students to achieve their potential through philosophical discourse, critical thinking skills, and interdisciplinary analysis. Each class encourages students to excel across the content areas using differentiated instruction and rigorous expectations. Teachers at AMC not only serve as leaders in the classroom but also outside of the classroom by organizing and sponsoring academic competitions, organizations, and clubs, including student government, environmental clubs, class field trips, student dances, and more. Student learning is enriched through participation in extracurricular clubs and activities during and after school hours, including the following: Science Olympiad, SECME, Science Fair, Philosophy Slam, Math Club, Model United Nations, Philosophy Club, Mythology, Art & Publishing, Chess Club, Book Club, History Club, Pandora's Box, Drama Club, AMC Talent Show, Student Government, Peer Mentoring and athletic competitions. Through these clubs, AMC students are provided ample opportunities to compete and succeed in multiple disciplines on a district, state, national, and international level.

The Blue Ribbon Award has been a validation of the endless hard work that all AMC stakeholders and community members have contributed to the pursuit of academic excellence. Faculty, administration, and

students alike understand the role that their diligence has played in this prestigious national recognition. This achievement has bolstered the educational system at AMC, inspiring its faculty members to continue seeking more effective instructional strategies for student improvement. It is a recognition of the emphasis that the students, faculty, and administration place on hard work and consistency of expectations and performance. The symbol of the Blue Ribbon has become a part of what AMC strives to achieve on a daily basis.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English Language Arts program at Archimedean Middle Conservatory (AMC) focuses on the components of reading, writing, speaking, and listening according to the Language Arts Florida Standards (LAFS) and the Comprehensive Research-based Reading Plan (K-12 CRRP). Teachers use novels to address the area of reading with an emphasis on reading comprehension, analysis, character and author motivations, by synthesizing differing modes of thought and interpreting symbolism. FSA argumentative and informative/explanatory essays are systematically broken down into brainstorming, constructing, organizing, and editing, through peer-editing and individual student conferences. Grammar is targeted with explicit instruction in areas ranging from parts of speech to subject/verb agreement. The areas of speaking and listening are addressed through classroom presentations, group discussions, and Socratic circles. Gifted strategies are also employed through an emphasis on critical thinking, open-ended responses, accelerated curricula, flexible grouping, and interest-driven content. Nonfiction texts addressing historical and scientific topics are used to build content knowledge while simultaneously addressing fluency and comprehension.

Progress is monitored and maintained for all students, using the Response to Intervention (RtI) strategies, Intensive Reading classes, in-class remediation, and additional weekday and Saturday tutoring for struggling readers. Through RtI, Tier 1 students receive instruction in English Language Arts primarily using chapter books and supplemental passages, along with the McDougal Littell Language of Literature series, but deepened through the Scholastic New York Times: Upfront and Scope magazines, Accelerated Reader, CommonLit website, NoRedInk Grammar Program, Prestwick House: Vocabulary from Latin and Greek Roots consumables, and the Triumph Learning Common Core Coach: ELA Florida workbooks; these materials guide vocabulary instruction, interest-driven content, critical thinking strategies, and essential practice for standardized testing. All students are assessed with the Triumph Learning Common Core Support Coach: Reading Comprehension assessments as a baseline during the first month of school and then as a mid-year progress monitoring assessment.

Additional instruction is provided weekly to all students during homeroom, after school, and on Saturdays from March to May. In these sessions, AMC faculty members utilize the Triumph Learning Common Core Coach: ELA Florida Reading materials and released statewide practice tests. Students in Tier 2 who continue to struggle in the reading curriculum are monitored within the Intensive Reading classes using the I-Ready program platform to track initial, mid-year, and end-of-year data. In Tier 2, teachers guide students in the areas of self-questioning, analyzing text, breaking vocabulary into root words and affixes, recalling textual information, and synthesizing and applying information using text-to-text, text-to-self, and text-to-life comparisons. Students who repeatedly struggle in Intensive Reading classes are placed into the Tier 3 category, where teachers and administration meet to find successful solutions through supplemental instruction in addition to Tiers 1 and 2.

1b. Mathematics:

The Mathematics curriculum at AMC is comprised of two components: American and Greek Mathematics. American Mathematics covers the Mathematics Florida Standards (MAFS), while the Mathematics curriculum instruction in the Greek language (Greek Mathematics) uses the European approach: students are taught fewer benchmarks with an in-depth analysis. Through this framework, 6th grade students follow the 6th grade advanced mathematics curriculum in American Mathematics, covering concepts such as operations of fractions, decimals, ratios, rates, proportions, percents, algebraic expressions, and some basic geometric concepts.

In Greek Mathematics, 6th grade students take parts of the 7th grade mathematics curriculum, covering concepts such as operations of rational numbers, rules of exponents, expressions and equations in one variable, and identities. Seventh grade students take Algebra 1 in American Mathematics, covering topics

such as equations and inequalities in one variable, systems of linear equations and inequalities, quadratic functions, exponential functions, and descriptive statistics. In Greek Mathematics, 7th grade students take Pre-Algebra to complement the American Mathematics curriculum, with topics such as rules of exponents, expressions, identities, and factoring. Eighth grade students take Geometry, covering topics such as congruence, similarity, right triangles, trigonometric ratios, circles, expressing geometric properties with equations, geometric measurement and dimension, and geometric theorems. In Greek Mathematics, 8th grade students continue with some Algebra 2 topics, as they also have to prepare for the FSA EOC Assessments.

The core textbooks used for the classroom are Holt-McDougal Mathematics Level 1 for 6th grade, and Pearson (Prentice Hall) Gold Series Honors - Florida for students in Algebra I and Geometry. Additional learning materials, such as the Triumph Learning Common Core Coach Florida: Mathematics materials are used to reinforce students' knowledge. Instruction is differentiated through the use of leveled passages, flexible groupings, teacher-guided instruction, and interest-based learning. Gifted strategies are also employed through an emphasis on critical thinking, open-ended responses, accelerated curricula, and interest-driven content. Students who have repeatedly struggled or have not passed the Mathematics FSA in 6th grade are placed in a 7th grade Mathematics class the following year, using the Holt-McDougal Mathematics Level 2 textbook. Individual tutoring is also offered within general instruction, before and after school sessions, and Saturday tutoring.

The school's mathematics website, Cinemath, plays an important role in fostering learning by utilizing technology to teach the lesson. With the Corel Painter program and a tablet, the lecture notes are written, saved, and recorded by faculty on the computer. These notes are then uploaded to the school's website (<http://209.155.76.243/cinemath>), where students are provided access to the teacher's lecture notes and lessons from their home computers, enabling them to review and better comprehend the material. A complete set of the teacher's assigned homework is accessible to the students year-round.

1c. Science:

The Science program at AMC covers the topics within the Next Generation Sunshine State Standards. Students take Comprehensive Science I in 6th grade with an emphasis on Earth Science, Comprehensive Science II in 7th grade with an emphasis on Life Science, and Physical Science in 8th grade, with an emphasis on the standards covered on the 8th grade FCAT Science Assessment. All topics are based around one of the three main science subjects: earth science, life science, or physical science. Each topic is addressed in context within the related sub-fields of science.

As a result, the AMC 8th graders are best prepared and have ranked among the top three schools on the Science FCAT. In addition to regular curriculum instruction, state-approved textbooks, online resources, standardized tests, quarterly assessments, and teacher-generated assessments, mandatory Science Fair projects are completed at all three grade levels, building from the start of the school year through the first two grading periods, culminating in a schoolwide Science Fair with projects selected from class evaluations. The finalists are chosen for the Fair, where they are anonymously judged by faculty members. Differentiation is best exhibited through the process of the Science Fair, which emphasizes the skills of processing, thinking critically, problem solving, and mastering the steps of the scientific method.

The AMC Science curriculum is enriched through various science competitions under the Archimedean Science Club (ArchiSci). Through this club, students participate in the SECME competition, Science Olympiad, Department of Energy Science Bowl, and Fairchild Challenge. The students work on STEM projects over the course of the school year; these activities provide extraordinary opportunities for learning, problem solving, and critical thinking in a hands-on and exciting way that encourages personal growth and self-confidence. Through ArchiSci, students have participated in the SECME competition, Department of Energy Science Bowl, and National Engineers Week Future City Competition. The students are able to work on STEM projects over the course of the school year. These activities provide extraordinary opportunities for learning, problem solving, and critical thinking in a hands-on and exciting way that encourages personal growth and self-confidence through competition. In Science Olympiad, students compete in 23 different events including physics, chemistry, earth space science, biology, and engineering.

1d. Social studies/history/civic learning and engagement

The AMC Social Studies department bases its curriculum on the grade level standards outlined in the Next Generation Sunshine State Standards, with additional standards covered at the high school level. Since 2016, based on district and state curriculum changes, 6th grade has covered the American History curriculum from early colonial America to the Obama administration. This span of information has enriched the students' education by allowing them to analyze the progression of politics, foreign affairs throughout the years, immigration policies, expansion of U.S. territory, impact of infamous court cases, and U.S. involvement in World War I and World War II. In Civics, 7th grade students are guided through the English Heritage of the United States, founding documents, comparative government structures, and legal rights and duties of citizens. Students explore in-depth studies and analyze the concepts outlined in the NGSSS benchmarks assessed on the EOC exam at the end of the year. The Civics course is designed to build the foundations for civic engagement, a most essential component for the health of a democratic society. In World History, students in 8th grade students are exposed to the use of geography tools and map projections; themed studies of Ancient Civilizations, which include the differences, similarities, and locations of each specified civilization; and the geographic locations of earth's physical and political features. Like 6th grade history, the content surpasses the span of state requirements, allowing students to study time periods from 3,000 BC to 1400 AD, covering the eastern region of the world.

Additionally, the Social Studies department encourages students to participate in extracurricular activities such as History Club and Model United Nations (MUN). In History Club, students delve more deeply into their studies and use their knowledge to compete against high school teams. The AMC Social Studies curriculum finds its real world application in the Model United Nations club at AMC. Through careful research, students, or "delegates," work together in teams representing countries from around the world, to simulate the work of the United Nations: finding global solutions to global problems such as poverty, disease, environmental problems, and war. The research papers, speeches, and debates that they generate help prepare them to be advocates within the school, community, and world. The skill set of public speaking, research, writing, negotiation, and teamwork is a useful tool for overall development of communication skills and, most notably, the delegates' self-confidence and leadership. The Social Studies department is also in charge of mentoring the AMC Student Government (SG); all AMC students participate in the election of class representatives and SG officers. They learn in practice the principles of electing representatives responsibly in an organized democratic society. The AMC SG sponsors educational, humanitarian, and social activities for the student body.

1e. For secondary schools:

As a school of choice, AMC provides a framework centered around the school's philosophy, so explicit instruction in college and career readiness is not officially offered; however, AMC uses enrichment and extracurricular activities to promote student learning beyond the general curriculum and expose students to career and college topics, strategies, and opportunities. The level of rigor promoted and maintained at AMC within the general curriculum is further embellished by the pursuits of the extracurricular programs offered to all students, whose learning is deepened through participation in enrichment activities and clubs held during and after school. These include: Science Olympiad, SECME, Science Fair, Math Club, Model United Nations, Philosophy Club, Philosophy Slam, Mythology Club, Art & Publishing Club, Chess Club, Book Club, History Club, Drama Club, Pandora's Box, AMC Talent Show, Student Government, and various academic and athletic competitions. Students are also encouraged to become leaders in the Archimedean educational community through activities like developing their own campaign, participating in student government elections, fundraising, and organizing school activities. Student government is very active in organizing academic activities, like Brain Awareness Day, as well as social activities, like themed dances, and community activities, like the AIDS Campaign.

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

2. Other Curriculum Areas:

1. Performing Arts: General music is an integral part of the curriculum for all students at AMC. Throughout their middle school careers, all AMC students learn basic music notation, the foundations of healthy singing, and the skills necessary to play classroom instruments, such as keyboards and drums. Also, students have the opportunity to intensify instruction on their instrument by joining a performance-oriented experience in Chorus Club, as well as Modern Band Club. The Archimedean Chorus, Χορωδία, and AMC Modern Band envision a community where students explore the joy of singing and playing instruments while representing and promoting Greek culture and language in the community. Students also perform in a variety of settings throughout the year. In the fall, the AMC Talent Show provides an opportunity for students to share their individual talents with the school community in a non-competitive environment.

2. Visual Arts: Since 2007, the students and teachers have participated in the Fairchild Challenge, an environmental education program facilitated by the Fairchild Tropical Botanical Garden. All students at AMC are actively engaged in creative projects through their humanities classes (English Language Arts, Philosophy, and Social Studies, primarily) that allow for unique artistic modes of content application. A school wide art competition is held every year that awards students who creatively portray thoughtful answers and illustrations for the Kids National Philosophy Slam prompt through painting, photography, and digital illustration.

3. Physical Education: Physical education is an important part of the AMC curriculum in which students are taught the values and skills of maintaining a healthy lifestyle. Through exposure to sports, team-building, and physical activities, AMC students strive to be better in every aspect of their lives. The disciplines of sports and fitness teach structure, responsibility, selflessness, and other crucial life lessons. In class, students are exposed to movement and fitness by not only participating in the sport but also understanding the motivation and means for improvement. The rules and proper techniques taught in each sport aid in providing daily improvement strategies that teach students to assess and maintain a level of physical fitness and nutrition to improve their health and performance. Throughout the school year, fitness tests, including the mile test, evaluate and monitor current progress and develop yearly goals. AMC students participate against other middle schools in Boys' and Girls' Volleyball, Soccer, Basketball, and Flag Football.

4. Foreign Language: All AMC students receive instruction in Greek as a foreign language in the 6th, 7th, and 8th grades. The curriculum incorporates the written expression, spoken language, and culture of Greece, including Greek mythology. Many of the students participate in and demonstrate proficiency on the International Greek Certification Exam at the end of each school year. This rigorous exam, comparable to AP exams, provides the students with skills and experiences necessary to succeed in an advanced learning environment. The students are tested on all four components of a foreign language: understanding and production of oral speech and understanding and production of written speech. If they successfully pass all four categories, students receive a certificate in one of the four levels A, B, C, D (A being the lowest and D the highest level). A percentage of the Greek language teachers come directly from Greece, through a sponsored collaboration with the Greek government. In 2013 the AMC students won first place for producing the most authentic Greek video in synergy with their sister school in Crete. Through the Greek curriculum, students learn Greek songs and traditional Greek dances, which they perform during the annual Archimedean Greek Night. Additionally, at the end of the 2017-2018 school year, AMC completed its first international 10-day educational trip to Greece for all 8th grade students. The 2019 educational trip has already been scheduled with plans to continue offering it annually.

5. Technology: The curriculum of the Computer Class at AMC, offered to all students in 6th, 7th, and 8th grade, provides exposure to formal typing lessons, proper finger placement, and touch typing at reasonable speed with good accuracy. The goal of incorporating technology into the weekly schedule is to prepare them to become skilled professionals with enhanced career opportunities. The students become familiar with the computers and the skill of typing, perform touch numeric and symbol keying on the keyboard, compose and save stories at the keyboard, use the internet to locate information, and create and format letters and reports. This class also familiarizes students with the computer and the typing skills necessary for success on the Florida Standards Assessments (FSA) and End-of-Course (EOC) Assessments. Students also have the opportunity to work on NoRedInk, Commonlit, and the Dadeschools.net applications like Math Nation and NBRS 2019

Gizmos; these programs provide enrichment in core content areas.

6. Philosophy: The AMC Philosophy Department encourages students to live philosophy through student-led Socratic circles, artistic endeavors, ethical challenges, month-long projects, written essays, presentations, and speeches. Through communal inquiry, students develop abstract, creative, critical, and logical thinking. Upon completion of the three-year AMC philosophy curriculum, students will not only have a full understanding of philosophy as an academic discipline, but will also carry with them academic maturity and personal confidence enabling success at the high school and college level. AMC Philosophy guides students to approach problems holistically, asking that the learners focus not only on the content of the solution, but also on the form of its assertion and the process of its attainment. Furthermore, emphasis is placed on the reflection over one's choices, actions, beliefs and on the self-regulation of tasks, goals, and aspirations. One way this has been achieved is through the introduction of Chess within the Logic Unit, which allows students to practice real world application of logic and critical thinking. Additionally, all AMC students participate in the Kid's National Philosophy Slam; through their submissions to this contest, students showcase artistic representations, essays, and poems addressing the annual theme in order to deepen their understanding of the topic and compete with other schools nationally. For the last six consecutive years, AMC has been honored with the designation of Most Philosophical School in America. The AMC Chess Club serves a social and competitive experience to over 100 students, making it one of the largest middle school chess clubs in the country. Members learn chess history, train with tactical puzzles, acquire opening theory, and apply middle game strategy in positional studies. Forty-three students are USCF-rated tournament players and represent the school in scholastic competition. In the 2018-19 circuit, after participating in nine local tournaments, AMC has received 6 first place, 2 second place, and 1 third place awards. In the Regional tournament, AMC was ranked 2nd of 15 total teams.

3. Special Populations:

In addition to direct instruction, teachers differentiate instruction within each content area and elective to meet the needs of individual students within the classroom. At the Tier 1 level, teachers instruct by using multiple levels of questioning, discussion, and assessment, and continuous interactive learning. Teachers meet with students to provide feedback on individual progress on a weekly basis. Within general instruction classes, workshops/groupings address the needs of individual weaknesses by pairing stronger and weaker students to provide for samples of excellent work. During class time, teachers use split-class debates, oral reading fluency practice, teacher-guided readings, choral readings, jigsaw strategies, and reciprocal teaching. Instruction is differentiated through the use of leveled passages, flexible groupings, teacher-guided instruction, and interest-based learning. Students in Tier 2 who continue to struggle in the content areas and district assessments are monitored and assessed within the Intensive Reading classes for struggling readers; those struggling in mathematics concepts receive instruction via Mathematics remediation, which is provided within class, during lunches, and after school. Additional tutoring support is also provided for students with issues in any other subject area, as needed. These intensive remediation classes allow for more individualized attention with a smaller student-teacher ratio. Each class focuses on providing a more detailed analysis of the concepts with which students have difficulty in a small group scenario. Students who repeatedly struggle in the remediation classes are placed into the Tier 3 category, in which teachers and administration meet informally and formally in School Support Team (SST) meetings to find successful solutions through supplemental instruction and individual tutoring within general instruction, additional and supplemental to Tier 2 remediation and tutoring groups, lunch-time and after-school sessions, and Saturday tutoring. Informational meetings are held with parents regarding planned strategies for the year and preparations for testing. One-on-one conferences are held with those parents of students who are at risk of failing or not performing on grade level. At these meetings, individual and differentiated plans are developed to meet these individual students' needs. These needs may range from organization, behavior, extra academic support, or referrals for educational testing.

This is an integral part of AMC's effectiveness; the school strives to meet each and every student's need. AMC has a Consultative Model in place for its Special Education (SPED) program. The Exceptional Student Education (ESE) Specialist regularly supports the general education teachers in meeting the needs of students with learning disabilities, provides information and instructional resources to the general education teachers, supports the teachers in implementing accommodations and strategies, maintains

documentation of ongoing consultative sessions, updates students' progress on Individualized Education Plans (IEP) as indicated in consultative sessions, meets with the students regularly to discuss their progress, and arranges for Team Conferences for ESE students, parents, and teachers. The general education teachers are responsible for conducting classroom instruction and assessment of the ESE students, implementing the IEPs, providing accommodations, utilizing specific instructional strategies to ensure that all ESE students access the curriculum, engaging regularly in the consultative process, and seeking additional assistance when needed to address student concerns.

AMC students receive English Language Learner (ELL) services via a mainstream/inclusion instructional model. The ELL Committee consisting of the ELL teacher, the parent, the ELL chairperson, and the administrator monitors the progress of the ELL students. The progress regarding acquisition of language is monitored via Comprehensive English Language Learner Assessment (CELLA). In the ELL meetings, important discussions and decisions are made regarding interventions, accommodations, and instructional adjustments. Through Planbook, the lesson plan sharing program, general education teachers include accommodations for ELL students that include using contextual clues (gestures, expressions, body language), using multiple media to provide different stimuli, providing individualized instruction and assistance when necessary, encouraging peer tutoring and role-replaying, allowing extended time on assignments and assessments, using written and pictorial forms (maps, webs, charts, pictures), adjusting or shortening assignments appropriately, using small group instruction and cooperative learning groups, using alternative assessments when appropriate, providing approved dictionary selections, and assisting in the Heritage Language. Classroom teachers document applied ESE and ELL instructional strategies in the lesson plans uploaded to Planbook each week by Sunday evening.

All AMC students meeting eligibility criteria for the Gifted Program under State Board Rule with a documented need for a Gifted Program, demonstrating a majority of gifted characteristics, and an intelligence quotient in the superior range, are provided gifted services in a full-time, self-contained-program. Students receive 20 hours of instruction in the Gifted Program a week, in the areas of English Language Arts, American Mathematics, Social Studies, and Science. In each grade level, there are 2-3 sections of self-contained gifted students. All core content area teachers of the gifted sections hold Gifted Endorsements or are working towards the certificate; these required courses demonstrate how to better utilize gifted strategies and address student needs. Teachers in AMC are very aware of the gifted characteristics that the student exhibit and they make recommendations for the students to be tested and placed into the program. A very high percent of the tested students qualifies for the Gifted Program and, as a result, the number of the students in this program increases every year. All gifted students have Education Plans (EPs) tailored to their individual strengths; each EP contains a set of goals for the individual student and the overall gifted program. The Chairperson for the Gifted Program works together with the teachers of the gifted students to oversee that the Educational Plans include appropriate goals for each gifted student, are up to date, and are implemented with fidelity. These gifted strategies include posing open-ended questions that require higher-level thinking; modeling thinking strategies, such as decision-making and evaluation; accepting ideas and suggestions from students and expanding on them; facilitating original and independent problems and solutions; and helping students identify rules, principles, and relationships.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Archimedean Middle Conservatory (AMC), there is an emphasis on providing an academic environment free of interruptions and distractions, in order to ensure direct and engaging instruction at all times. Each student is recognized for his or her individual areas of specialty and a tremendous emphasis is placed on achievement. AMC teachers are available to support student learning in the morning before classes and after school and they emphasize the value of education and its relevance to academic and career success. In addition, remedial level classes are provided to support students who need additional help beyond the general curriculum. Response to Intervention (RtI) procedures are followed throughout the Tier 1 general curriculum, Tier 2 remediation and intensive programs, and Tier 3 struggling students whose needs are met through SST meetings and constant progress monitoring. When students need additional time and support to become proficient in an academic area, the teachers hold Saturday tutoring sessions.

All faculty members serve as tutors and mentors and they meet to discuss student progress and strategies to bridge student learning. Emphasis is placed on monitoring not only the academic progress of the students but also the social and emotional development. The teachers communicate student concerns to the principal on a daily basis, and together, faculty and administration formulate an action plan. The AMC Student Support Counselor is available to support all students by providing a climate for all that is safe personally, socially, and emotionally. Additionally, the Student Support Counselor promotes school improvement by focusing on programs, services, and activities related to leadership, mental health awareness, school safety, and emotional intelligence. One such program, which is certified by the National Association of Peer Programs Professionals, is the Archimedean Peer Mentoring (APM) program. The APM program trains 8th grade students in mentoring practices, effective leadership skills, and support strategies in order to guide their weekly lunch workshops with groups of 6th grade students. They are trained in empathy, responsibility, and educational strategies. The students feel safe to discuss concerns with the teachers and principal, as well as with the Student Support Counselor. There is a safety network in place, where students and faculty feel welcome to bring forward concerns.

General faculty meetings, grade-level meetings and department-level meetings are held at least once a month to provide a support structure for the faculty. These meetings are conducted to voice concerns, review student data, and reflect on classroom instruction, strategies, activities, and events to improve overall performance. As the year progresses, each department and grade level meets with the principal monthly in order to evaluate teaching methods, analyze student data together to gauge effectiveness of instruction and determine any necessary adjustments to the curriculum. The meetings are a form of constant guidance and professional development. In addition to this, morning homeroom and planning periods often serve as collaborative discussion and planning time. Mentors are provided to ease the transition of new teachers and the faculty works as a unit in supporting each other. The mentoring program focuses on the necessity of supporting new faculty members with one-on-one feedback including strategies used to improve instructional methods and support for extracurricular programs. An experienced faculty member offers better guidance on existing programs and curricula while the newer faculty member can shadow during extracurricular meetings and classroom instruction. Additionally, teachers observe other faculty members' teaching styles and classroom management styles in order to reflect on and improve their own. The AMC faculty and staff work together as a team and complement/support each other harmoniously while the AMC principal, who is the instructional leader of the team, is available daily for impromptu meetings and discussions and ready to provide guidance and support. As a result, all AMC teachers and staff feel safe and happy at school and the vast majority of them have been in AMC between eight and fourteen years. The teachers are recognized and honored for their contribution in various appreciation events organized by the principal with the support of the PTO.

2. Engaging Families and Community:

Archimedean Middle Conservatory encourages and supports parent participation in the education of their children. Parents are very involved and supportive of the academic and athletic programs at Archimedean.

Newsletters are sent monthly to parents, faculty, and stakeholders to update the community on events, achievements, and goals for the school. Monthly AMC assemblies are held to review the goals and purposes of our academics and extracurricular programs with students, faculty, and stakeholders. Newsletters are sent monthly via the mass email Archie system to parents, faculty, and stakeholders in the school to keep everyone informed on events and goals for the school. This information is also posted on the Archimedean Website, which is also updated every year with the latest scores and accomplishments. Parents and stakeholders can visit the site and view the scores, as well as charts and graphs plotting the overall progress throughout the years. All students receive individual reports with their yearly scores and a pamphlet that provides explanations of the scores. The principal and faculty members are always available to discuss individual scores and assist students and parents in planning for the future. For students not meeting the grade-level expectations and standards, the parents receive a letter explaining the score and the need for intensive remediation classes. The principal and teachers meet with the students and parents to discuss the intended plan of action.

The AMC Parent Teacher Organization (PTO) meets once a month to discuss fundraising and opportunities for schoolwide improvement. The principal is always present to discuss the progress of the school and/or any concerns that they may have. These concerns are discussed in an open forum and addressed through discussions. All stakeholders are invited to participate in the Educational Excellence School Advisory Committee (EESAC) meetings; the EESAC is comprised of students, faculty, administration, parents, and community members. Since AMC is a high performing school, it is no longer requested to complete the annual School Improvement Plan. However, the EESAC Committee meets to monitor and improve the school's climate, academics, and overall effectiveness, and to discuss the evaluations and reports conducted at the end of each year. During the EESAC meetings, possible strategies are discussed by parents, faculty, students, and principal in order to maintain and improve schoolwide performance in issues ranging from parent involvement to student academics. In addition, all student accomplishments are submitted to local newspapers for publication. Whenever the students participate in a competition, the results are published throughout the community. The state standardized test results are posted at frequently visited websites that include <http://oada.dadeschools.net/FSA/FSA.asp>, <http://www.greatschools.org/> and <http://www.schooldigger.com/go/FL/schoolrank.aspx>.

School Climate surveys provide feedback from students, teachers, parents and staff alike. The data collected from these Climate Surveys are used to evaluate schoolwide progress and reflect on the feedback each year. AMC is transparent in its operations and holds an open-door policy regarding conferences and visitations. The principal of AMC holds an open-door policy indeed; parents and students feel free to drop by to discuss a concern or suggestions, any day or time. The principal may meet with parents, prospective parents, and/or community members any time and the AMC Team may hold conferences where student, parents, and faculty address issues and seek solutions. At the end of the year, AMC holds an Academic Award Ceremony for all students in 6th and 7th grade and an Academic Graduation Ceremony for 8th grade students. Each student is recognized for his/her individual areas of success at these assemblies, where there is tremendous emphasis on achievement. All students, parents, faculty, and AMC community members look forward to these celebrations of academic success. The school's doors are open to the public, and it welcomes stakeholders to explore the academic program and to observe the performance of its students and teachers on a daily basis. Members of the Greek Ministry have visited the school on many occasions. The Miami-Dade Superintendent, as well as other Miami-Dade County School Board members, have visited and subsequently praised the school. The school always welcomes guests whose interests vary from educators interested in starting a charter school to a group of educators from Stanford University interested in studying the success of the program and the implementation of the curriculum in Philosophy. Recently, the school headed a conference for all national schools offering a Greek Program. Ultimately, the school hopes to spread its knowledge and success to other schools across the district, state, and nation and impact education as a whole, through the idea that we cannot continue to underestimate our children.

3. Professional Development:

At Archimedean Middle Conservatory, special importance is placed on the continuous growth of faculty and staff. Faculty meetings occur the first Wednesday of every month, department meetings the second Wednesday of every month, and grade-level meetings the third Wednesday of every month. Numerous In-

NBRS 2019

House Professional Development activities are organized to support the faculty and provide opportunities for collaboration. These have included workshops on Classroom and Time Management, Incorporating FSA-style Questions into Curricula, and other areas based on evaluations and student data. In addition, teachers and students are trained in holding Socratic Seminars and analyzing high complexity materials while providing evidence for their findings.

Teachers are required to submit their annual scope and sequence a week before the school year begins; during this time frame, teachers use their data to write out and determine their goals for each class for the year, and they complete a scope and sequence to target when these goals will be achieved per grade level. An integral part of teachers' evaluations, these goals must be measurable and student-based. At this point, teachers are required to study their data and determine the needs of students in their class and the principal conferences with each and every teacher regarding this goal. Additionally, teachers must complete a Deliberate Practice Growth Target (DPGT) Form, which includes a specific goal tied to professional development implemented throughout the year. After completing the professional development, each teacher must reflect and evaluate the process and results based on putting the content into practice. These are reviewed and discussed along with the teacher evaluations. In order to maintain continuity throughout lessons, departments, and grade levels, all of the lesson plans are uploaded weekly on the website Planbook, where all teachers have access to all lesson plans in order to facilitate cross-curricular planning. In this way, students can be exposed to parallel concepts in the different subject areas, and departments can better plan to align their curricula with one another to better facilitate student learning. Departmentalization has the advantage of allowing us to provide tailored professional development by focusing primarily on the areas of need in each specific subject through subject-area, department, and grade-level meetings. Many of our teachers hold Masters/Specialist Degrees. These teachers serve as role models to our students and mentors to their colleagues. Some have come to teach core content areas from fields of study such as engineering and/or physics. Many AMC teachers are currently pursuing higher degrees, areas of concentration and specialization, and following articles in the world of education. In addition to In-House Professional Development, teachers also participate in various professional seminars and workshops provided by the district and state in order to keep up to date with the latest instructional program shifts, strategies, and methods. Mentors lead faculty through the latest information gathered from district-level professional development workshops. In this way, the information is disseminated through department heads and filtered down into lesson plans, which are monitored and evaluated by the administration and department chairs. The materials used in instruction meet the Common Core and Florida Standards.

4. School Leadership:

The Archimedean School Board oversees Archimedean Middle Conservatory along with its two other schools, Archimedean Academy and Archimedean Upper Conservatory. The leadership at AMC involves a strong administrative role in the principal who has been in this position since its inception. There is no assistant principal or other administrator at AMC, but the principal works closely with the two Lead Teachers and the entire faculty in planning, organizing, and implementing the curriculum. The principal oversees operations on a daily basis, during which time she meets with faculty and students, oversees activities, conducts classroom observations, and analyzes student performance and data through meetings and teacher feedback. After meeting officially or unofficially on a daily basis with the teachers and holding discussions on the success of the implemented curriculum and the progress of the students, she knows all the students personally and is well aware of their strengths and weaknesses. As the instructional leader of the school, the principal shares the vision of the school with the faculty and ensures that the team implements the Multi Tiered System of Supports (MTSS), conducts the assessments, implements intervention support and documentation, provides professional development, and communicates with the parents regarding school-based MTSS plans and activities.

The School Leadership Team involves the planning of the principal with selected general education teachers and department chairs, the Exceptional Student Education Teacher, the School Support Counselor, School Psychologist, and Technology Specialist. Selected general education teachers provide information about core instruction, participate in student data collection, deliver instruction/intervention for Tiers 1 and 2, and provide appropriate instruction according to appropriate levels of individual instruction for all students. The Exceptional Student Education Specialist provides information about core instruction,

participates in student data collection, delivers instruction/intervention for Tiers 1 and 2, and provides appropriate instruction according to appropriate levels of individual instruction for all students. Subject Area Department Chairs develop, lead, and evaluate school core content standards, in addition to identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The School Support Counselor serves as part of the Student Support Team and provides counseling and emotional support to the students.

The principal, with the support of the two Lead Teachers, evaluates lesson plans and classroom instruction and provides feedback. Additionally, she visits the classrooms at least once a day and is actively involved in the learning process. Her philosophy on leadership is best expressed in the model of servant-leader. She is part of a team who has, as a goal, the success and overall development of each child. She supports all teachers in what they do by providing opportunities for them to reach full potential and to lead in each individual's area of expertise. Equally available to students and teachers and willing to assist them in whichever way she can, the principal supports all, while simultaneously holding all accountable for their actions. She has an open door policy and receives parents at all times without appointments. She is willing to have long conversations with parents, where she listens and supports each parent, all while taking the time to educate parents in both individual and group meetings about the importance of education and, in particular, what students need to do to become successful. At the same time, she does not hesitate to advocate for the best interest of each student. During weekly assemblies, she continually emphasizes learning by praising and rewarding positive examples while condemning and reprimanding negative behaviors. She believes that through the curriculum of Archimedean Middle Conservatory, the students have an opportunity to develop higher order thinking and thus will be prepared for the complex world in which we live. All children have the potential to succeed, if we expect them to succeed. At AMC, children are given this opportunity and the tools with which to excel beyond measure.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The true measure of the success at Archimedean Middle Conservatory can be seen in the ceaseless efforts of all stakeholders to create an engaged and supportive community of learners at AMC; this has developed a climate of academic rigor and contagious enthusiasm about learning and competing. These particular aspects of academic diligence, school spirit, and community support separate AMC from other schools. AMC team members are all made aware of the academic expectations and readily accept the challenges presented, because they believe in the mission of the school and trust in its ability to fulfill the goals it has set. It is truly a community with strong academic, social, and emotional support systems in place for students, teachers, and parents so that everyone feels safe and motivated to succeed. As a result, the performance of the school has consistently remained at the highest level over the past 14 years, in spite of the challenges that its students face every year. Teachers and administration are willing to give freely of their time way above and beyond the level of compensation to support students and parents; additionally, parents volunteer enthusiastically to support school events and activities. This has led to the development of a vibrant culture and strong academic climate in which students, faculty, and parents are excited to participate.

As such, AMC challenges itself to provide an educational environment where all staff members emphasize and implement instruction based on modeling the growth mindset to emphasize the importance of hard work and fostering a continuous and open dialogue between students and faculty members. Challenged by the level of academic rigor, AMC students work hard and strive for their best, while teachers communicate goals and expectations to students through explicit instruction, student-centered activities, and Socratic dialogue. AMC students are not underestimated, but rather encouraged to push beyond the scope of basic expectations and assumed limitations to excel in an academic environment. Every child is expected and supported to succeed and achieve excellence. Mediocrity is not an option. As such, AMC students are healthily competitive and eager to learn. Through rigorous academic instruction, foundational skills are developed, while student areas of interest are enriched through extracurricular programs and competitions. Students internalize the value of education and set goals to prepare themselves for academic discourse. An ongoing dialogue takes place between the principal, the students, and teachers about the expectations, potential, and strengths of individual students and groups. AMC students have learned to internalize the value of education and actively solve problems in order to achieve academic and social success.

All students and teachers are held to very high standards and the expectation of continuous improvement. Constant communication takes place through weekly assemblies, weekly newsletters, individual student meetings with a team of faculty members, and faculty meetings with the principal. There are many opportunities for students to not only communicate and advocate on behalf of their rights, but also to find their individual voices and to take interest and pride in their own education. It is the support of the administration, faculty, and community that bolsters the spirit of learning and creativity at AMC, where all stakeholders seek to instill in these students a passion for learning and improving the world around them, while guiding them to a means of conveying their contributions to society.