

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Cecilia C. Sanchez

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ethel Koger Beckham K-8 Center

(As it should appear in the official records)

School Mailing Address 4702 SW 143 Court

(If address is P.O. Box, also include street address.)

Miami FL 33175-6893  
City State Zip Code+4 (9 digits total)

County Miami-Dade County

Telephone (305) 222-8161 Fax \_\_\_\_\_

Web site/URL http://beckham.dadeschools.net/ E-mail ceciliasanchez@dadeschools.net

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

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

District Name Miami-Dade County Public Schools Tel. (305) 995-1000

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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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

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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):
  - 220 Elementary schools (includes K-8)
  - 50 Middle/Junior high schools
  - 62 High schools
  - 0 K-12 schools

332 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	18	22	40
K	44	36	80
1	46	55	101
2	52	62	114
3	64	53	117
4	73	63	136
5	63	72	135
6	36	28	64
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	396	391	787

\*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
  - 1 % Asian
  - 0 % Black or African American
  - 97 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 2 % White
  - 0 % Two or more races
- 100 % Total**

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

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

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

n/a

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2017	766
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 19%  
150 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 75%  
Total number students who qualify: 592

8. Students receiving special education services: 11 %  
83 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>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>21</u> Other Health Impaired                |
| <u>2</u> Developmental Delay     | <u>40</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>12</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</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: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
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 18:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	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.

<b>Post-Secondary Status</b>	
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.

Nurturing Every Child's Potential...Every child comes to school with strengths and abilities. The staff of Ethel Koger Beckham K-8 Center is committed to connecting these abilities with deeper and wider ways of knowing, finding the intelligence, building character within our students, and seeing each child as an individual with unique hopes, dreams, skills, and needs.

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

## **PART III – SUMMARY**

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Ethel Koger Beckham K-8 Center is a Title I school located in a low-middle income community in West Miami-Dade, presently serving students in Pre-Kindergarten through sixth grade. Our student population is composed of 97% Hispanic, 2 % white, and 1 % Asian. The school community is 75% economically disadvantaged, 19% English Language Learners, and 12 % are Students with Disabilities. The school was founded in 1996 with a vision that the predominant purpose of education is to provide the opportunity for each child to grow into his or her full potential. The school's philosophy is that every child comes to school with individual strengths and abilities. The staff at Ethel Koger Beckham K-8 Center is committed to connecting these abilities with deeper and wider ways of knowing. This includes building character within our students and valuing each child as an individual with unique hopes, dreams, skills, and needs, thereby "Nurturing Every Child's Potential."

Ethel Koger Beckham K-8 Center is part of a select group of schools in Miami-Dade County recognized as Cambridge Schools. As a Cambridge School, we are part of an international educational program with the prestigious University of Cambridge. The Cambridge curriculum encourages students to become confident, responsible, reflective, innovative, and engaged learners. Our students are equipped with a strong academic foundation and global perspective for the next chapter of their education. Due to our legacy of excellence and commitment to students, the community requested and rallied for the school to become a K-8 Center in order to extend our reach past elementary and into the middle school years. Beginning with the 2018-2019 school year, our school's designation changed from an elementary setting to a K-8 Center. Our commitment to our students has been renewed as we continue to nurture and support students' social and academic needs while maintaining high academic expectations.

All stakeholders at Ethel Koger Beckham K-8 Center are committed to our school's mission and agree that cultivating an environment where students are motivated and engaged will result in academic success. Academic and behavioral interventions are implemented and monitored. Additional resources are provided for students in need of academic assistance. Targeted students participate in Reading Interventions and Journeys Tutorial Program in order to meet their academic needs. We also have a variety of clubs and extracurricular activities to motivate students. The leadership team meets regularly with stakeholders including grade level and department teams, Parent Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC) to determine how to continually motivate and engage students. Maintaining an overall positive environment that is conducive to learning is key in meeting academic goals for all students.

Our school creates a learning environment that maximizes instruction and fosters student achievement. Master schedules are designed to allow for common planning time and facilitate collaboration among teachers. Grade level and subject area groups are provided with additional planning time as needed to support curriculum and instructional goals. During faculty meetings, teacher leaders share professional development, best practices and curriculum updates. Data protocol meetings are conducted quarterly to review student achievement and overall student progress. The leadership team collaborates with teachers to make data driven decisions that guide instruction. When selecting curriculum resources, grade groups and subject area teams consider student needs for differentiated instruction using a multi-tiered approach. Teachers utilize formative and interim assessments to guide instruction and meet the needs of all students. In order to engage all learners and scaffold learning, teachers implement a variety of instructional delivery models and integrate technology resources to support curriculum and instructional goals, as well as remediate or enhance instruction. Technology labs and laptop carts are utilized to ensure that all students have equitable access to technology resources and use them to enhance their learning. Students use Microsoft Office 365 products to develop authentic work that integrates curriculum standards.

Ethel Koger Beckham K-8 Center has a legacy of excellence. In 2011, we were recognized as a National Blue Ribbon School and National Title I Distinguished School. Being recognized as a National Blue Ribbon School has elevated the school's legacy of excellence by further validating our culture of continuous improvement. School pride and commitment to academic success was revitalized as stakeholders continue to emphasize high standards for teaching and learning. In 2017, the school was recognized for being in the top

10% in all academic areas in the state. Our school has also been an ECTAC (East Coast Technical Assistance Center) award recipient for the 2013, 2017, and 2018 school years. ECTAC recognizes Title I schools which exceed expectations by showing significant student achievement progress. Ethel Koger Beckham K-8 continuously ranks as one of the top schools in the district in student achievement and schoolwide attendance.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The Reading and Language Arts Curriculum follows the K-12 Comprehensive Research-Reading Program and the Florida State Standards utilizing the adopted McGraw Hill Reading Series. Our instructional content is based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. Students in kindergarten through third grade receive daily instruction addressing phonics skills. Teachers use a variety of assessments that serve as diagnostic as well as progress monitoring tools. The tool iReady is used as a screening diagnostic and progress monitoring tool at the beginning, middle and end of the year to address students' reading proficiencies. Weekly assessments and Fresh Reads are debriefed providing opportunities for modeling, remediation, and enrichment. Florida Standard Assessment and Stanford Achievement Test data helps track students and provides additional information used for instructional decision making. Students that do not meet proficiency levels in Kindergarten through fifth grade receive an additional thirty minutes of reading intervention and the students in the middle school grades, participate in an additional intensive reading class.

In order to meet the needs of all our students and maintain high standards, we use whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. Reading comprehension and fluency practice is supported through independent reading. Students visit the library to check out leveled books. They take Accelerated Reader quizzes on the books and earn points for quizzes passed. Students are encouraged to read and rewarded when they meet their goal. The school developed a schoolwide writing plan that spirals from Kindergarten through fifth grade and integrates writing strategies and resources which aid in providing students with the necessary tools and strategies to become skilled writers. The reading and writing curriculum are supplemented with grammar and vocabulary workbooks to build and extend these skills in our students. Students engage in collaborative conversations which provide listening and speaking opportunities to enhance learning through discussions. The Bilingual department also supports the school's reading curriculum by integrating the tested benchmarks and implementing questioning techniques throughout the Spanish curriculum. Students who need additional academic intervention participate in our Journeys Tutorial Program before and after school. Computer labs and laptop carts are available before and after school as well as used by all classes on a rotating schedule to provide students with the opportunity to use instructional resources.

Departmentalization in the fourth and fifth grade helps to prepare our students for middle school. Data analysis is a vital part of curriculum planning and decision making to meet the needs of students as per assessment results.

#### **1b. Mathematics:**

The curriculum is aligned to the Mathematics Florida Standards and is implemented through targeted instructional planning. This is achieved by developing weekly and long-range plans that are continuously reviewed and revised as needed. Each standard is taught in a manner that ensures students' conceptual understanding and mastery via hands on learning and collaborative learning activities.

Multiple tools are used for effective planning purposes. The district provides pacing guides that assist with pacing instruction, content planning and transitions. Florida standards item specifications are used to deliver lessons within the appropriate grade level content limits. Instructional technology programs such as iReady and Reflex Math provide additional support and assessment data. Additionally, differentiated instruction is carefully monitored and driven by continuous student data that is collected on a regular basis from diagnostic results, topic assessments, and formal and informal assessment. The data reports are used to adjust instruction as needed to effectively meet student needs.

In general, two types of assessments are used, and they are both aligned to specific learning goals – ongoing

formative assessments and summative assessments. These ongoing assessments are used to adjust instruction, and for reteaching, remediation and enrichment purposes. A variety of assessment data is used to evaluate student learning such as weekly and monthly quizzes/tests, District Topic Assessments, iReady Diagnostics, and FSA assessment data.

### **1c. Science:**

Our science curriculum is aligned to Next Generation Sunshine State Standards and composed of four clusters: Nature of Science, Life Science, Earth Science, and Physical Science. We also group our standards by topic, which include the following: energy, matter, force and motion. The curriculum is taught using higher-order thinking strategies, and hands-on inquiry-based science investigations. Our students are actively engaged in their own learning, which helps provide a better understanding of science. We center our curriculum on an instructional learning model that engages the mind with phenomena, and investigation lessons, which allow students the opportunity to explore and synthesize concepts and ideas. Technological resources such as Discovery Education Videos, Fundamentals, Explorations, Gizmos, and Pearson Elevate Science: Realize Online Platform, as well as other videos and interactive activities are regularly incorporated and used as a support-based learning tool. Furthermore, our classroom environment, in combination with science lab explorations, help foster self-exploration and risk-taking. Students are provided with opportunities to work in teams and learn cooperatively.

Teachers gauge students' understanding using formal assessments such as topic assessments and quizzes, as well as informal assessments through group activities, discussions and hands-on learning opportunities. Students in fifth grade participate in the Florida Comprehensive Assessment Test (FCAT). This assessment measures student mastery of science standards and provide data that guides science instruction. In order to ensure that we have reached all students, teachers differentiate instruction by incorporating leveled science readers that include fiction and non-fiction materials to help stimulate prior knowledge and provide background information. CRISS Strategies and "Crosswalks" curriculum are regularly incorporated to meet the needs of all learners.

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

Our social studies curriculum follows the Next Generation Sunshine State Standards and provides students with the skills they need to become knowledgeable and informed citizens in a culturally diverse community. Our program introduces important concepts and generalizations from history, geography, political science, economics and other social sciences through an integrated study of children and their families. This approach allows students to enhance their ability to examine places, culture and the lives of the around the world, in the present and in the past. As a school, we realize the importance of developing our students as socially responsible citizens which begins at the primary level. We ensure that instruction is provided using a variety of teaching methods and instructional materials such as, textbooks, leveled readers, and collaborative conversations. Technology resources such as Quavel's Marvelous World of Music integrate critical thinking, reading, and writing skills throughout the curriculum. Students work in groups, learn to respect the rights of others and to care for themselves as well as their community at large.

Student growth in social studies is supported and measured through traditional assessments that focus on content specific standards. In addition, authentic assessments and project-based learning provide students with real-world applications. We further emphasize geography through our Cambridge program. Students become aware of the world around them and the importance of staying abreast of current events while learning about cultures through the integration of different grade level activities and projects. We also enhance our school curriculum by integrating "Time for Kids" magazines in our instruction. Students learn about history by conducting internet research and through engaging activities that allow all learners to be involved. Social studies provide students with the critical skills needed for problem-solving and decision-making, as well as fostering a sense of civic responsibility.

### **1e. For secondary schools:**

As we expand to a K-8 Center is important that students acquire the knowledge and skills to gain the academic preparation required for college and career readiness. Technology plays a large part in that endeavor therefore it is infused across the curriculum. In addition, students are encouraged to achieve Microsoft Office Certification through the computers elective which serves them throughout their future educational and business career. Participation in clubs provide students with leadership roles that help them practice important social-emotional skills.

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

Our Pre-Kindergarten Primary program follows the Florida Early Learning and Developmental Standards which are incorporated through the Scholastic Big Day curriculum. These standards are grouped by eight domains of early development: physical, approaches learning, social and emotional, language and literacy, mathematical, scientific, social studies and creative expression through arts. A social-emotional focus is incorporated within weekly lessons that allow the child to develop a greater understanding of themselves and the world as they move forward to kindergarten. Fostering a relationship with the student's parents and families is key to developing lifelong successful learners. Our teachers meet three times a year with parents to discuss both formal and informal assessments, student development, and kindergarten readiness.

#### **2. Other Curriculum Areas:**

The visual and performing arts curriculum at Ethel Koger Beckham K-8 Center is aligned to the Next Generation Sunshine State Standards which integrates ideas, skills, knowledge, values, and creative abilities. The goal is to develop students' artistic talents and aesthetic sensitivity, while encouraging the pursuit of excellence in artistic self-expression. In support of this vision, students who participate in chorus, recorder ensemble, and art club collaborate with the students from the dance community school classes to perform twice a year for the school community. Art and music teachers support the core curriculum by incorporating higher order questioning as well as planning and implementing lessons that support the reading, language arts and mathematics curriculum. The art lessons incorporate a variety of cross-curricular activities, and students analyze and interpret art pieces through written responses. Reading skills are reinforced while learning about art and music history, backgrounds, and related vocabulary. Students practice mathematical skills such as geometry by using shapes, patterns, symmetry, and measurement, to create their art pieces. Student work is highlighted annually at the Miami Dade County Fair and Exposition. Furthermore, the art teacher collaborates with teachers and students in all grades to design art pieces to showcase during the Family Art Night.

The physical education, health and nutrition programs follow the District Competency-Based Curriculum which is aligned with the state and national standards. A variety of safety education lessons are also incorporated in the program targeting water safety, Walksafe/pedestrian safety, backpack safety, bicycle safety and internet safety. Nutrition and health programs are taught in collaboration with the classroom teacher and support the science and social studies curriculum. The physical education classes include activities that help relieve stress and anxiety while providing opportunities to practice concentration and maintain focus. A healthy lifestyle is promoted through the Presidential Active Lifestyle Award (P.A.L.A.) which promotes activity and good nutrition by teaching students to document their physical activity and nutritional intake. Students practice jump roping skills through the Jump Rope for Heart program. Through their participation students learn about heart health and community involvement through fundraising for heart disease research. As a culminating activity, students participate in jump rope contests. Field day is held annually for all students at our school. It is a fun day that promotes school spirit and designed with a variety of age appropriate activities that showcase skills such as running, throwing, and jumping among others. This activity reinforces teamwork, collaboration and good sportsmanship which is essential in all areas. Parents are invited to attend and cheer on the students while supporting our program.

Spanish instruction places emphasis on concepts taught in core curriculum areas, such as reading and writing, to create connections that facilitate the transfer of information between languages. This bridge serves as an essential tool to enrich performance for both native and second language learners. The Spanish curriculum introduces a different Spanish speaking country per unit. This diversity allows students to absorb the geography, history, and culture of each country, and it also provides opportunities for students working

below and above grade levels to make presentations and projects regarding the native animals, foods, dances, and cultures. from the studied countries. These activities motivate students to participate and communicate in the target language. Hispanic Heritage month, which runs from September 15th through October 15th, is celebrated with poetry and music that helps promote the significance of second language acquisition.

An integral support system for all teachers and programs at Ethel Koger Beckham K-8 Center is our media center. The media center clerk actively works with teachers and staff to complement curriculum lessons and support activities among grade levels. Story time is available to build upon the love and passion for reading that teachers help foster. Bulletin boards and displays featuring selected books that enhance celebrations such as Dr. Seuss's birthday, African-American history, women's history and Hispanic heritage are all found in our media center. Authors are invited to speak to our students and build a connection between the writing process and reading. Our school participates in the Sunshine State Young Readers program which is offered in grades three through six to help motivate students to read. Students who have been successful in the Sunshine State Readers Program are selected to participate in the Battle of the Books contest sponsored with Miami Dade County Schools. This program encourages students to read independently and improve reading fluency. Awards are given to encourage students to read as well as motivate them to meet their Accelerated Reading and Sunshine State goals.

### **3. Special Populations:**

The student subgroups represented at Ethel Koger Beckham K-8 Center include the following: Hispanic, English Language Learners, Economically Disadvantaged, and Students with Disabilities. These subgroups overlap and have similar needs. For this reason, when differentiating instruction, we look at student performance, learning styles, and specific strengths and weaknesses in the assessed benchmarks. Struggling students, or students working below grade level, are targeted via small group instruction and remediation during the school day. Additionally, we offer before or after school tutorials. Additional instructional staff are regularly scheduled during the Reading and Language Arts block to reduce the teacher to student ratio and aid teachers in facilitating individualized instruction. Instructional technology programs play a large role in differentiating instruction and meeting the needs of all learners. Student accommodations are followed with fidelity and implemented according to student Individualized Educational Plan (IEP). English Language Learners and Students with Disabilities participate in all tutorials and are provided with recommended accommodations.

Our Horizons program services students with disabilities. It focuses on nurturing and educating students in ways that address their individual needs and differences, enabling every child to successfully develop to their fullest potential. Students use visual schedules, reading guide strips, tennis balls on chairs, and privacy folders as needed to minimize distractions and promote engagement. In order to allow students to access their education in the least restrictive environment, we offer various delivery models such as resource, inclusion, support facilitation and consultation. Students participate in the Imagineers at Work Club where they create crafts and develop art work to sell to the community. Field trips are planned and integrated into the curriculum to support student learning. Disability History and Awareness week is celebrated annually to include a parent breakfast with a guest speaker addressing topics of interest that are important to the families of children with exceptionalities.

To support the language acquisition and academic learning of the English Language Learners (ELL) populations, teachers incorporate ELL strategies that make learning interactive and cooperative. This allows for functional communication as well as social interaction between the ELL students, teachers, and non-ELL students. The print rich learning environment that includes word walls, environmental print and survival words helps motivate students to learn and write in English. Use of graphic organizers allows students to organize and visualize information to understand essential concepts and ideas. Students receive additional support from an ELL teacher who provides targeted English language instruction. Students in ESOL Level 1 use the Imagine Learning instructional technology program daily to build academic language skills that are aligned to standards and curriculum. Teachers work with families providing support and community resources. These strategies help close the achievement gap and improve learning outcomes for all students.

Our full-time gifted program, Disk'overy, uses multiple intelligences to enhance learning in all subject areas. The goal of our program is to promote creative thinking, critical thinking, research and leadership, and cooperative learning. School sponsored field trips that support yearly themes help students connect learning to real life experiences. Students have visited Washington D.C., Chicago, New York City, Walt Disney World, Cape Canaveral, St. Augustine, Everglades National Park, Biscayne National Park and other museums and performing arts venues. The program creates an atmosphere of achievement and success across all areas of the curriculum.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At Ethel Koger Beckham K-8 Center our school's mission "Nurturing Every Child's Potential" is evident in our school culture. All stakeholders agree that a culture where we celebrate success will motivate students and staff alike to maintain high expectations for continued success. Parents are encouraged to attend awards ceremonies held each grading period. Students are recognized for their academic achievement, behavior, effort, improvement, and demonstration of kindness. Students exemplifying core values are recognized through the Values Matters Initiative. Student participation and accomplishments in the Accelerate Reader Program and Sunshine State Young Readers Award Program are broadcasted in the morning announcements daily. Additionally, during the morning announcements, students are invited to share personal successes. We have a variety of clubs to motivate students to include the following: Chorus, Art Club, Safety Patrols, Garden Club, Recycling Club, Future Educators of America, Imagineers at Work, Cheerleading, Rubik's Cube Club, and C.A.K.E (Cooking and Kindness Engineers) Club. Additionally, Ethel Koger Beckham K-8 Center offers a variety of extracurricular activities through our Community School program that include sports, dance, drama, and art classes. The upper academy students participate in activities to engage and motivate them. The Silver and Navy Games provide year-long challenges and team-building activities to build school pride and promote a healthy school environment. Sixth-grade students also participate in Intramural Basketball to learn about the sport and develop the skills needed to compete with other teams.

The faculty and staff also participate in activities to promote team-building and celebrate success. The "Sunshine Committee" has developed an interactive bulletin board where kindness and accomplishments are shared. Special events and recognitions are showcased through social media school sponsored accounts. At Ethel Koger Beckham K-8 Center we believe a happy and motivated faculty and staff will result in students also being motivated to do their best and result in high academic achievement.

### 2. Engaging Families and Community:

Ethel Koger Beckham K-8 Center is committed to building sustainable relationships with stakeholders to positively impact student achievement. Our school develops relationships with stakeholders by establishing common goals, vision, mission, and objectives. Communication plays a crucial role therefore we use ConnectED and the PTA Reminder APP to keep parents informed and up-to-date on school related activities. Social media is also utilized to keep our school and community connected. Our Instagram and Twitter pages are used to highlight special activities and events, and every month a different teacher is the featured guest on our Instagram page. Parent/student communication folders serve as a method to maintain open lines of communication with parents. Such folders are used to share report cards, interim progress reports, weekly assessments, performance data and often daily behavioral updates. Ongoing teacher parent conferences are regularly scheduled to discuss student progress and strategies to help enhance student performance. Student data chats are conducted between teachers, students and parents individually to discuss assessment results and set future goals. Parent workshops are provided at convenient times for parents and are available in parents' native language. Teachers and administration are available at parents' workshops to answer specific questions.

The importance of attendance is reinforced via phone calls and letters sent home when students are absent from school and when they have excessive attendance issues. The teachers, school counselor, and administrators work alongside parents to create joint reward systems to motivate and engage students to meet their academic and behavioral goals.

Our school has created a Parent Resource Center located in the media center. The parent center provides families with tools and resources available in our community that can help support our students' learning. Information such as the school's calendar of academic and social events as well as informative brochures can be found here. In addition, parents can check out books, DVDs, and other instructional resources to help their child strengthen their academic skills. In order to strengthen relations between home and school,

the PTA holds several family events and fundraising drives throughout the year which serve to further unite families to our school community.

Family Art Night is an evening dedicated to showcasing and celebrating art creations. Students proudly display their art work for parents and members of the community to view. Additionally, we hold a Family Holiday Night where our Chorus is showcased, and students take pictures with Santa and participate in other holiday activities.

Our school's Educational Excellence School Advisory Council (EESAC) is comprised of teachers, parents, students, educational support personnel, and business or community representatives. The EESAC committee engages all stakeholders in developing and monitoring of school improvement goals. Stakeholders participate in shared decision making impacting the overall school program.

### **3. Professional Development:**

Every year our school leadership team reflects upon current practices and previous school goals to develop a School Improvement Plan (SIP). Through this process, school-based professional development is planned and implemented. In addition, teachers are surveyed to ensure that their needs and interests are addressed. Teachers participate in both school-based and district provided professional development. Teachers attend professional development to support school-wide and personal professional growth goals. Staff attending professional development share and disseminate the information gathered with the leadership team and with the grade level/subject area teachers. Teachers are given opportunities to take on leadership roles that utilize their strengths and interests to develop professional development activities that enhance and support curriculum goals and support the development of other teachers. Active participation in professional development allows teachers to consistently improve their practice and implement curriculum resources that effectively meet and exceed student achievement goals.

The school administration is open to student teachers and interns from the local colleges and universities to observe and cooperate with expert teachers in the building. Ongoing partnerships with Miami Dade College, Florida International University, Barry University, and Nova Southeastern University afford opportunities for sharing of best practices and lessons learned with aspiring teachers. The faculty at Ethel Koger Beckham K-8 Center also shares expertise and best practices amongst each other via regularly scheduled weekly common planning time. Annually, the administration allocates time for vertical articulation among consecutive grade levels. As a result, unification among all grade levels and departments is evident throughout the school.

### **4. School Leadership:**

The school leadership at Ethel Koger Beckham K-8 Center is comprised of the principal, assistant principal, reading coach, grade level chairpersons, and department chairs. The leadership philosophy and structure in the school revolves around the school mission which is founded on the belief that every child comes to school with strengths and abilities and the staff and administration needs to be committed to "nurturing every child's potential." At Ethel Koger Beckham K-8 Center, the whole child is "nurtured" by infusing our "Kids with Character" program which emphasizes the six pillars of character: trustworthiness, responsibility, respect, caring, fairness, and citizenship into the school curriculum. Additionally, participation in school sponsored extracurricular activities, such as cheerleading, soccer, art club, and chorus have proven to increase student achievement. The commitment and team work reinforced during these activities motivate students to excel in all aspects of their development.

The principal has been a pillar at the school and contributed significantly to the school culture, not only as an administrator, but also as a teacher. The principal is the coach; however, a coach is only as good as his or her team. The school leadership treats all teachers with respect and professionalism. The principal maintains an open-door policy which enables teachers, parents and students to be comfortable discussing any issues they may have and trust that all avenues to solve the problem will be explored. Faculty and staff at Ethel Koger Beckham K-8 Center know that they have full support and confidence from the principal. In return, teachers go the extra mile to ensure students excel. The leadership is dedicated to promoting teamwork, recruiting and retaining highly qualified staff and allocating resources efficiently to maximize

student achievement. The school leaderships' philosophy lies in making decisions based on what is in the best interest of the children.

The leadership at Ethel Koger Beckham K-8 Center recognizes that investing in high quality instructional personnel is key to impacting student achievement. The principal maximizes the impact of fiscal resources on instructional goals by hiring hourly teachers and paraprofessionals to further reduce the teacher student ratio in critical areas such as English Language Arts and Mathematics. Hourly personnel support Reading Interventions for students in our lowest quartile in kindergarten through fifth grade. Hourly teachers and paraprofessionals are vital in supporting the Special Education program particularly in the expansion of inclusion services and assisting in providing accommodations for students. In addition, funds are allocated to purchasing supplemental instructional materials to support our Reading and Mathematics instructional program. Title I and Title III funding also provide opportunities to provide tutoring for the ELL students. Currently, the school is implementing a long-range plan to replace obsolete computers with modern technology to include the use of laptop carts. The leadership team works closely with the Parent Teacher Association to organize a variety of fundraisers to support the extracurricular clubs that are critical in motivating and engaging students. Together, the leadership team, teachers, paraprofessionals, staff and parents support the different programs at Ethel Koger Beckham K-8 Center to ensure all students' needs are met.

The Principal and Assistant Principal engage in data analysis for instructional planning and improvement using a school-site developed data debriefing protocol. The debriefing protocol process was developed by the leadership team using guiding questions to evaluate student needs and reviewed with staff at grade level/department meetings. The process serves as a tracking vehicle to follow student progression throughout the school year to ensure that all student needs are met. Teachers and the administrative team have concrete discussions regarding student progress as well as student and teacher needs to develop a plan of action to increase student achievement.

Building teamwork within the staff is another way the administrators support teachers. By designing schedules that support common planning times, providing additional planning time as needed, and facilitating resources the administrators promote collaboration thus empowering teachers.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Our school's mission of Nurturing Every Child's Potential has paved the way for our academic success. A similar approach guides our school's stance on teacher development. Nurturing and cultivating highly effective teachers is the key to our success.

The staff at Ethel Koger Beckham K-8 Center are skilled, knowledgeable and have developed a high level of expertise in their areas of teaching. Many of the founding faculty and staff that opened the school are still at the school, and most staff members have been at Ethel Koger Beckham K-8 Center for over 10 years. Forty-eight percent our faculty hold advanced degrees and seven teachers hold National Board Certifications. The faculty takes pride in being results driven and working towards goals. They understand that even when high expectations are attained, there is always room for improvement. Teachers practice the same skills they instill in their students as reflective, innovative, and engaged learners themselves. In addition to schoolwide professional development, teachers select personal professional development goals for the year based on reflection, student need, and prior assessment results. The dedicated staff at Ethel Koger Beckham K-8 Center exceed expectations not only for their students, but for themselves. They are constantly remediating, reteaching and enriching the curriculum as needed while implementing best practices as well as innovative ones. The shared culture of continuous improvement is evident in the work ethic of our teachers which translates to high student expectations and achievement.

At Ethel Koger Beckham K-8 Center teachers collaborate to refine their individual teaching practice. Through a shared vision and cooperative approach, teachers discuss ideas, successful teaching practices, and remain informed of latest educational research. Within their learning communities, the teachers support schoolwide goals as well as each other's development. Teachers analyze their students' data to drive instruction and reassess objectives. The administration holds quarterly meetings with grade levels to assist them in interpreting and analyzing data, as well as providing support or training in areas of need.

At Ethel Koger Beckham K-8 Center our school community is like a family. Teachers understand the power of building and sustaining positive relationships with students and their families. These relationships strengthen and improve the academic motivation, behavior, and social-emotional development of our students. We pride ourselves in celebrating teachers' and students' successes while building community amongst all stakeholders.

Our highly effective teachers are the driving force behind our students' success. Nurturing everyone's potential keeps us focused on a child centered approach to teaching and learning.