

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Beutler Middle School
(As it should appear in the official records)

School Mailing Address 626 N. Westside Highway
(If address is P.O. Box, also include street address.)

City Dayton State ID Zip Code+4 (9 digits total) 83232-0140

County Franklin County

Telephone (208) 747-3303 Fax (208) 747-3705

Web site/URL http://www.bms.westside202.com E-mail superintendent1617@westside202.com

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* Dr. Spencer Barzee E-mail sbarzee@westside202.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Side Joint District Tel. (208) 747-3502

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 Mr. Daniel Garner
(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

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	38	31	69
7	33	20	53
8	35	36	71
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	106	87	193

*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
 - 0 % Asian
 - 0 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 3 % 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 2018 - 2019 school year: 5%

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, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2018	193
(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. Specify each non-English language represented in the school (separate languages by commas):

Spanish

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

4 Total number ELL

7. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 88

8. Students receiving special education services: 3 %
6 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>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
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.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	90%	90%	96%	96%
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 2019.

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.

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

Be REAL: Respect, Excellence, Attitude, and Language; Beutler Middle School's behaviors for success.

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

The students that attend Beutler Middle School come from the only feeder elementary school in the West Side District. Students from surrounding districts can apply to attend under open enrollment practices.

PART III - SUMMARY

Beutler Middle School (BMS) serves the West Side School District's students from grades 6 - 8. West Side also has one elementary and one high school, all on the same campus, which allows for a West Side Family. The concept of togetherness is what makes BMS amazing. It has generationally established relationships with students, parents, grandparents, and even some great-grandparents. A number of the faculty are former students of the school. As other families move into the area, BMS adopts them as its own. Beutler Middle School is a Title 1 school and has a high percentage of students from low socioeconomically rated families. The population is predominantly Caucasian with a low English Language Learners (ELL) population. Even though the area is not rich in financial assets, the community bonding and support are invaluable in making education equitable to all students.

Besides essential relationships, BMS has other priorities that make a difference. The school believes in protecting the integrity of the school day. The students are taught and held to rigorous standards in order to achieve academic proficiency. Teachers work in grade-level and content area teams to coordinate projects. When a student struggles, he or she is given the help needed, regardless of special population status. Students in the school may also be enrolled in high school or elementary classes, based on their need. This option goes far in meeting students at their instructional levels. Almost without exception when new transfers move to the school, they report that the curriculum is more demanding than their past school's practices. It may take a bit for those students to catch their breath, but the majority of them rise to the expectations.

Technology is imperative at BMS which has been a 1:1 school for 7 years. Each student is checked out a device to use for classes. Teachers are adept at weaving technology into traditional teaching methods in order to appeal to all students. Students are comfortable using the technology and accept it as a normal part of their educational experience. Much instruction and content are delivered through Canvas or Google Classroom. A teacher from BMS, who is an expert in technology, is given two hours a day to troubleshoot devices and educate both students and teachers on the technology. Both faculty and student body are comfortable using the technology which made the shift to online learning during the Corona virus pandemic much easier than it could have been.

Professional development is also a priority of the school. The teachers meet together to decide the focus for the year. During the early years of 1:1 adoption, technology integration and app instruction were core. Teachers became proficient with one area of technology and then shared their expertise with other members of the teaching team. In this way, teachers all grew together. Professional education credits or hours are set up regularly through a local university so teachers can also invest in their future plans. According to latest research in this area, the model of collaborative professional development run by the teachers is the most effective type of professional development in order to support ongoing growth.

The area of focus for the past year has been implementation of Positive Behavioral Interventions and Supports (PBIS). During the last months of the spring 2017, teachers expressed the need to coordinate behavioral expectations. Because of this reason, a PBIS grant was sought out and received. Team members within the school were trained during the summer on proper implementation, and they have spent countless hours preparing and supporting other teachers. By speaking common language, reacting in similar ways to students, and rewarding positive behavior, teachers report students being more respectful and responsible.

BMS is proactive in seeking out grants to improve the resources upon which teachers have to draw. One of these grants was pivotal in obtaining the 1:1 devices 7 years ago. Beutler Middle School was the one district school to receive those devices initially. Because the faculty team was so cohesive and supportive, the technology initiative was positive from the start. Since that time, the other two district schools have also moved to 1:1 devices with BMS teachers leading professional development. Other grants received in the past few years have been an after school program, reading initiative, a math initiative, science, technology, engineering and math (STEM) supplies and content, physical education equipment, and healthy lifestyle support. Some of these grants have been written by teachers and others have been under the direction of a district grant writer.

A final factor that makes BMS unique is the reality that all teachers wear many hats. Besides being teachers, our faculty members are also coaches, a driver's education teacher, a technology coordinator, a head teacher, a reading specialist, pep band director, musical director, Fine Arts Committee member, and other various community positions. In fact, the BMS principal is also the district superintendent. Because everyone is so involved in everything, BMS is able to support teachers and students both inside and outside of school. Truly, the reason BMS is so successful is because of the big family atmosphere.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Beutler Middle School (BMS) provides a rigorous curriculum intended to challenge and support students simultaneously. BMS aligns its curriculum with the Common Core State Standards (CCSS) and continually refines and modifies curriculum to increase support to all students. Teachers are willing to help each other with students or share material throughout the year. If a student is struggling, more applicable content is provided to him or her. If a student needs more challenging material, teachers share those resources also.

Beutler Middle School relies heavily on the use of technology to enhance and support content. Each student is expected to have his or her Chromebook to each class charged and ready to go. Using technology is one way the school modifies content to fit all learning needs. By assigning varying levels of access, students can be taught at their educational and developmental levels. Some teachers join in to work on the same big assignment, thus allowing students to go deeper into the material.

Teachers meet regularly in content level meetings not only across the 6-8 grade band, but also with the high school and elementary to ensure material is vertically aligned. The same teachers also meet in grade level meetings to share insight and support of all same aged students. Some of our students take classes at the nearby high school and others join in with elementary students for remediation. Because we are small enough to work closely together, this teamwork is beneficial not only for students but teachers also.

Data is regularly collected and analyzed to determine student need. Both formative and summative testing provides information that teachers utilize to plan instruction. In a continuous cycle of teach, assess, evaluate, and reteach, all students are treated with respect and supported by the belief that the BMS teachers care about their success.

1b. Reading/English language arts

The English Language Arts (ELA) department at BMS is one of the strongest teams in the district. Each student attends both a 50 minute reading and 50 minute writing class. BMS believes strong literacy skills are considered foundational for all other subjects. Therefore, teachers carve out two periods a day in order to ensure students are reading and writing on grade level. The school has two 6th grade ELA teachers, one 7th grade ELA teacher, and two 8th grade ELA teachers. The number of teachers to each grade level changes as the number of students fluctuate. One reading specialist works with those students who need it. A special education teacher and paraprofessionals support the lowest learners.

Most English teachers at BMS have been in their positions for years. When Common Core first came out, the ELA department did not find any published curriculum it liked. Instead, each teacher spent the summer creating their own content based off of the Common Core State Standards (CCSS) and connections to college/career readiness. This approach has worked well for the school as shown by consistently solid state testing scores. This curriculum is organized in Canvas courses for the students.

Weekly assignments are completed and graded for formative assessment information. If students need reteaching in an area, either whole, small, or individual grouping is utilized for extra support. Bigger projects are broken down into more manageable chunks in order to help students. Each grade level requires students to complete weekly free choice reading and apply skills on a reading log that is specifically aligned to the standards.

Writing is taught in a similar way from grades 6-12. Each summer the ELA department meets together to analyze data and tighten curriculum. The yearly curriculum is broken into different quarters with the focus order being narrative writing, expository writing, persuasive writing, and research writing. Each student is given a pre and post test to determine growth. The third quarter of each year, all secondary students are

given a Direct Writing Assessment that is patterned after the Idaho Standards Achievement Test (ISAT). Students are given five articles to read and discuss before the test. One the day of the test, each student is given a prompt that asks them to assume a role and take a position for or against the topic. Then each student individually writes at least a five paragraph essay responding to the prompt and convincing the audience of his or her opinion. These essays must be written in Modern Language Association (MLA) format and correctly cited when referring back to material from the articles. The ELA department then spends 5 days grading these papers together based on a standard rubric. These five days are long and difficult, but are critical to the writing success of students. The rubric is rated on a 20 point scale and a wholistic combined score of at least 15 is required to pass. If not, the student works individually with the teacher to revise and edit into a passing essay. The ELA team feels that students must be able to effectively communicate in order to be successful in college or chosen career paths.

1c. Mathematics

Beutler Middle School prides itself on a rigorous math curriculum for the students. Four years ago, the school invested in a new math curriculum called Core Focus. This curriculum came supported with intensive, on-going professional development. Another factor was the addition of a math coach to help teachers and students adapt to the new curriculum. This curriculum was chosen as it most closely aligned to the Common Core State Standards (CCSS) and the goals of BMS, the elementary feeder school, and existing district high school. Because the math coach also works in the other schools, she was able to make sure the adoption happened smoothly.

Even with these supports, a brand new curriculum can be challenging. Luckily, the math coach did a great job of providing the support necessary for it to happen. Each year since, even the first, the school's Idaho Standards Achievement Tests (ISAT) scores have risen steadily. As teachers become more comfortable with the curriculum, they are willing to invest time and effort into the differentiation and active learning portions of the program.

One reason the school liked the program was because it was a great mix of traditional math and CCSS. Students gain the basic skills but also have the opportunity to work in small groups, peer tutoring, use differentiated materials, and enjoy hands-on activities. One particular activity the school uses is called Ladders. All students work in groups of two. Everyone gets the same beginning activity and as the groups complete the math correctly on that colored sheet, the pair can move on to a slightly harder set of problems. This continues through 5 levels. Some pairs only get through 2 levels, but get the help they need to complete those correctly. Others in the group may complete all levels and work hard to get there. Because it is in a game format, the students often forget they are doing lots of math along the way.

The math program data is collected through two summative tests and numerous formative tests. Each student does benchmark testing 3 times a year. Another formative test is the ISAT testing from Idaho. Each unit, all students are given traditional testing which shows teachers what needs to be retaught and to whom. Review and reteaching are presented daily so skills remain fresh in the students' minds.

Beutler Middle School places students in a variety of math levels: 6th grade basic math, 7th math and PreAlgebra, 8th grade and Algebra 1, as well as geometry for the few students who are ready for it which they take at the high school. This rigor allows students who are interested in science, technology, engineering and math (STEM) careers to get a solid foundation in higher math skills while still in high school. A few other students who need more support than a regular classroom can give are taught in the Assessment and LEarning in Knowledge Spaces (ALEKS). This program is a web-based, artificially intelligent assessment and learning system. This allows students the ability to work on skills they are truly lacking, with some students on 4th grade material, and others 8th grade material. This is taught by a regular teacher and two aides. These students move up a level once they complete 85% complete mastery.

1d. Science

Beutler Middle Schools science department is strong and effective. Students take an integrated science during 6th-grade, life science in 7th, and earth science in 8th. The course in 8th grade meets the standards

for a high school course so students can choose to get 2 science credits for high school if they score high enough in the class. This allows for more specialized science classes to be taken in high school, allowing students to be ready to embrace science, technology, engineering and math (STEM) careers. The school has a total of 3 science teachers to support the students.

The 8th-grade science teacher has honed his curriculum for many years. For a while he was the only science teacher in the school, but he consistently had students scoring among the highest in the state on the Idaho Standards Achievement Tests (ISAT) exam. When the school population grew a few years ago, it was necessary to add in another part-time science teacher for 6th grade, and a full-time teacher for 7th grade. Because the first teacher was so invested in his program, he mentored and shared regularly with both of the new teachers to ensure the curriculum remained strong. The team remains stable and works together to ensure students gain necessary science skills.

Formal curriculum material supports the learners, but all teachers invest in many online and additional materials to create an extremely strong foundational support for science. Each teacher attends offered professional development and often seeks out additional professional development. All teachers have strong technological skills and make sure students incorporate technology often in their learning.

Testing is done in both a formative and summative manner. Regular assessments guide teacher instruction from week to week, with allowances built into the schedule for reteaching and extra practice. Summative testing includes pre- and post-testing on core material to show growth and progress. Idaho also offers a summative science ISAT which teachers use to align and adapt yearly curriculum.

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

Beutler Middle School students are supported by two social studies teachers, one who teaches 7th grade geography and 6th grade world history as well as one who teaches 8th grade United States history. This same US history teacher also teaches the follow up US history in high school. This allows for continuity in curriculum. Both of these teachers are passionate about their teaching assignments and put many hours into ensuring their students get a deep understanding of social history. The students are also taught about their future responsibilities as adult members of our society. The expectation is that the students will be highly responsible citizens in their future careers and college years.

While both of these teachers rely on a traditional curriculum, they have both supplemented extensively with online and other digital resources which they adapt each year for best results. Their students may listen to lectures and complete paper or digital assignments. The next day they may be making forts out of materials of their own choosing or creating presentations in groups to present to the class. The students often write out narrative stories depicting themselves in scenarios of days gone by, or they might be debating their assigned role in the original Continental Congress.

Assessments are based on both formative and summative models. Pre- and post-testing shows the proof of the growth model required by the district. Such testing also allows for adjusting for a year-long overview of the subjects. However, both teachers feel the formative tests are the more important information. This allows teachers to understand what students need from a remediation view and they reteach as necessary. The state of Idaho does not require state testing for this subject but the teachers at middle school approach their subjects as educationally necessary as other subjects. These social studies teachers' peers support their efforts as part of the integral curriculum required for BMS students.

1f. For secondary schools:

Beutler Middle School, as part of the West Side School District, supports its learners in college and career readiness. One way this happens is with the career class. Many middle school students, especially in a rural school district, often are unaware of opportunities for future growth and careers. Most students this age rely on what they know: their parents' occupations. The purpose of the career class is to provide exposure and activities to help students start thinking early on about their future lives. This popular course is offered to all 7th and 8th grade students for a semester long class and classes have to be capped at 25 each semester.

Each year the entire 7th grade has Reality Town. Limited by their current grade point average (GPA), students get to choose a career path. The program randomly assigns students life situations such as marriage, two children, single parent, etc. Students are given a bank register in which to keep track of expenses and incomes. All students rotate through a variety of stations representing real life scenarios such as housing, taxes, transportation, illness, and some fun options. The students also get the chance to sell poor choices, apply for a loan or a second job, join the military, or take additional schooling. The students love the activity and community support for it is strong, year after year.

BMS also supports learners by preparing them for college and career readiness. This is one reason the English Language Arts (ELA) teachers start teaching Modern Literacy Association (MLA) citations to 6th grade students. Numerous students who have gone on to college have come back to thank teachers for helping them become great writers at an early age.

Each spring, all 8th grade students and parents meet with the high school counselor to help map out their high school courses. This is a flexible map, of course, but helps students conceptualize the paths they need to take to be ready for their chosen professions.

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

2. Other Curriculum Areas:

In addition to rigorous academic support and expectations, Beutler Middle School believes that students are better students once they are involved in other challenging and exciting programs. To that end, BMS supports the following classes where 6th grade has mandatory electives and 7th and 8th grades get to choose two electives for the year.

Visual art is a required class for all 6th graders for one trimester because most students have never been exposed to art as a structured curriculum. This allows all students to have the opportunity to decide if further study is desirable. In 7th and 8th grade, it is offered as an elective. In the past year, 60% of the students took an art class. The art is always on display for peers to appreciate and each year, an art competition in both the school and community allows for further opportunities. The art teacher also teaches at the high school.

Performing arts are not for every student, but once again, the school feels like all incoming 6th grade students should have an opportunity to explore the medium. To that end, all 6th grade students participate in a trimester of beginning band. This class is based on music theory and provides an introduction to various instruments. A parent/community concert is presented each trimester. Further electives are offered with a 7th and 8th grade band or percussion class. Approximately 70% of all students take some kind of music class each year. Those students who perform well enough are invited to be part of the high school pep band. Another type of performing arts is the elective of choir in 7th and 8th grade. Performances for the parents/community are given each semester. For one quarter of the year, all 8th grade students have the option to perform in a musical. Class time is devoted each day to learning the musical scores and individual parts. Many members of the community get involved in this project and volunteer their time and skills to make the performance a positive experience. Students love this and look forward to it their entire middle school career. Two certified music teachers support the performing arts.

All students in Beutler Middle School is expected to complete three years of Physical Education (PE) /Health credit. Three teachers support learners 6-8. Health is taught two times a week, trading off with PE for the other three days. One challenge for the PE/Health courses is the need to share gymnasium facilities with both the elementary and high school. All students are given pre-and post-testing on individual levels and work to become more fit. Extra-curricular sports include football, volleyball, basketball, cross-country, track, and wrestling. A large majority of students join in these activities with the understanding that they must stay academically eligible. These activities motivate many students to keep up on their schoolwork. The school also participates in Healthy Schools initiatives and received a number of regional grants to support the efforts.

As mentioned before, Beutler Middle School relies heavily on technology to support education. One other required trimester class in 6th grade is keyboarding. So many assignments and activities require students to have correct keyboarding techniques in order to keep up. This class supports that need. Students are graded on individual progress, not against other students. The teacher enjoys watching the students transfer from texting thumbs to effectively using all fingers to key in information.

Beutler Middle School has a beautiful, well-kept library that is supported by a librarian each day. Each student is required to have a free choice book for many classes, especially the English courses. Student requests are gladly explored and filled as deemed appropriate. The library also serves as a quiet learning and testing environment.

Lions Quest is offered as a semester elective to 7th and 8th grade students and about 20 students take it each semester. The curriculum is sponsored by the Lions Club International. The course covers self-awareness, character building, study skills, service learning, and communication skills. This class has completed quilts for the local hospital and performed songs at a local nursing center.

Career Class is another semester elective to 7th and 8th grade students. The curriculum focuses on the 16 different nationally identified career paths. Students are exposed to careers in all of them through activities, readings, community volunteers, and media resources. Over the course of two years, 90% of all 7th and 8th grade students choose to take this class.

3. Academic Supports:

3a. Students performing below grade level

Beutler Middle School has students who are performing below grade level. A number of reasons cause students to not meet grade level expectations such as special educational issues, dyslexia, or poor mental and emotional health. The school treats each student as fully as possible given the limitations of the student.

Students who are identified as having a specific learning disability are braced by specific curriculum, individualized or small group instruction, and extra paraprofessional support in the classroom. One example of this would be the reading intervention class. While most incoming 6th grade students are placed in a regular 6th grade English Language Arts (ELA) track, some students are given an additional reading intervention class. This course is taught by a reading specialist who targets specific reading disabilities for each student. The students continue to receive grade level instruction in a regular class also, but with modifications as needed. Once students show proficiency in reading growth, they are moved out of the intervention class. Summative state testing and Standardized Tests for the Assessment of Reading (STAR) testing provide a baseline for these students. Additional baseline and progress monitoring testing is tracked through Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

A similar situation happens with math. When students cannot perform grade level math work as based on STAR math and the Idaho Standards Achievement Tests (ISAT) summative testing, they are enrolled in a mastery-based math curriculum (ALEKS) that instructs them at their level. The math teacher and support staff work with these students on individual needs. As formative testing shows proficiency, the students' content level math is raised. Once the student is performing at grade level as measured by summative testing in ALEKS and the ISAT, he or she can return to the regular classroom.

Content area teachers still serve all populations but are willing to make accommodations as needed for students. These accommodations may include paraprofessional support, adjusted assignments, assistive technology for reading or writing, and extended time for assignments.

All students, regardless of their academic performance, are allowed to participate in a variety of electives. Some students who may not perform well in reading, writing, or math, are some of our best musicians, artists, or athletes. BMS strives to make each student's educational experience positive.

3b. Students performing above grade level

Beutler Middle School is fortunate to have a large number of its students performing about grade level expectations as measured by the Idaho Standard Achievement Testing (ISAT). Those numbers do not happen by accident but through a variety of intentional practices. BMS believes that each student is expected to grow during the year and ensures that happens.

One main factor for high performing students is that Beutler Middle School expects quality work from all students. Teachers instruct at a rigorous level and students respond. Using technology has been a way to differentiate learning to nudge those higher learners to achieve more. By allowing options with assignments, teachers can support the levels of learners in each class.

Our math curriculum is especially rigorous and around 2/5 of the students complete Algebra 1 before they leave middle school. This allows them to be ready to move onto Geometry as freshman. Another option for those students who are gifted in math upon entering BMS is to allow them to skip the basic 6th grade curriculum and move right into pre-algebra. This path allows those learners opportunities for college credit while still in high school. Summative testing is gathered through the ISAT and End of Course curriculum assessments. Formative testing is gathered through benchmarking with the Core Focus math program.

The science curriculum is taught at freshman level standards. If a student scores high enough in the class, he or she can receive high school credit for the 8th grade course. About 60% of the students receive this credit by earning at least a B average throughout the year and by receiving a proficient or advanced rating on the ISAT. Summative testing is gathered through the ISAT and End of Course curriculum assessments.

Other opportunities for students who perform above grade level are leadership opportunities, peer mentoring options, extracurricular activities, and numerous contests and competitions. No student in Beutler Middle School is allowed to just hold status quo. The school expects the best from all of its learners.

3c. Special education

Special educational services at Beutler Middle School supports the most struggling learners by working closely with both the high school and elementary schools. We have two special education teachers in the district, one who focuses on grades K-7, and one who focuses on 8-12. As much as possible, we try to have special educational students in regular classes, interacting with the peers in a normal setting. If reading, writing, and math intervention is more strongly indicated, those students will have a separate class for core content. Summative Idaho Standard Achievement Testing (ISAT) and the Standardized Test for the Assessment of Reading (STAR) testing provide a baseline for these students. Additional baseline and progress monitoring testing is tracked through Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The Woodcock Johnson IV is also used to place and monitor yearly goals for special education students. Another model utilized is having some middle school students join a lower grade for core instruction, and then returning to the middle school for electives and other content areas. The students are placed in such settings only after the Individualized Education Placement (IEP) teams determine that the option will be the least restrictive environment for the student.

Students who need extra help in speech or language are served by one of two speech and language pathologists (SLP) for the district. These students may meet one on one with the support personnel or be part of a group. The same is true for both occupational and physical therapists who contract with the school to assist the students who may need help. Between visits with the SLPs, occupational therapist, and physical therapist, students are scaffolded with daily practice from a paraprofessional trained in their needs.

Special education personnel are considered part of the faculty and attend faculty meetings. These specialists play a vital role in ensuring teachers understand specific needs of all students. Teachers often reach out to the special education teacher for ideas and resources for their classrooms for special education students. The students are expected to make adequate yearly progress as detailed in their IEPs, and each adult in the school plays a role in making that happen.

3d. ELLs, if a special program or intervention is offered

The English Language Learners (ELL) population at Beutler Middle School is not large as shown by the total 2% listed on demographic information. However, BMS still takes seriously the responsibility of scaffolding the learning of each and every student. All ELL students are initially placed, tracked, and released through the use of the World-class Instructional Design and Assessment (WIDA). All of our ELL students can communicate in English but still need additional supports to be successful in school. A formal ELL program does not exist per say, but each classroom teacher provides the extra help instead.

Two identified needs of our ELL students are a need for vocabulary support, especially in content areas and the ability to effectively communicate with our ELL's parents. A verity for most ELL learners is a weakness in English content area vocabulary. Because of this, teachers make accommodations that might include the addition of visual clues, the allowance for assistance from peers to discuss an unknown word, adjusted assignments, or assistive technology of some manner. By supporting this side learning in different ways, ELL students can grow along with their peers without feelings of frustration.

The other need, the ability to reach out to parents of ELL students who may not be fluent in English, is also addressed. Whenever communication needs to happen with those few parents who need translation, speakers of their language are called in to support the conversations. These can be faculty members who speak that language or volunteers from the community. Whenever print information is sent home to parents, it is translated into the correct language through technological means. One of the biggest supports for these parents are the students themselves. The school helps build pride in the student's duality of language and helps them foster their own supports. The school finds opportunities to have the students share their knowledge with the peers in any ways it can. So, while the ELL population is small, it certainly is not forgotten at Beutler Middle School.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Beutler Middle School participates in a Community Learning Center (CLC) program for 6th grade learners. The transition to middle school and having 7 teachers is a huge adjustment for students coming from an elementary setting with a single teacher. To help support this change, the 6th grade students are offered an after-school program for two hours. This is not a mandatory program but about 25% of the students choose to take advantage of the opportunity some time during the year.

The program is designed to support learners who are trying to learn to organize their study habits and materials from 7 classes. Each day, the teacher and paraprofessionals look through the student's required daily planner and help the student complete the form. The student then organizes the papers for each class in their binders and starts to work on homework. Once the daily homework is complete, the student either leaves or attends an enrichment activity. This program has helped many students make the transition much more smoothly. Parents who work especially like the added support with their 6th grade children. Most of the 6th grade students do not yet participate in extracurricular activities.

For the 7th and 8th grade students, daily tutoring by teachers is offered each day after school. Because so many of our students are involved in extracurricular activities, a formally run program does not happen. However, each student and parent know that there will always be a teacher to support learning needs after school.

These extra support programs are offered to any learners, but the school reaches out early to certain identified students to invite them to the program. Parents of students who show below grade level on the Summative Idaho Standard Achievement Testing (ISAT) and the Standardized Test for the Assessment of Reading and math (STAR) testing are invited at the beginning of each school year. As the school year progresses, PowerSchool records and curriculum formative testing indicate which students are struggling and who might benefit. Those students are personally invited also by the head of the program.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Middle school is a challenging time for any student. Not only is it a time of explosive academic growth, the middle grades bring about great changes physically, emotionally, and socially. Middle school has been described as beautiful chaos and Beutler Middle School is no exception.

A key component of the positive environment of BMS is the School-Wide Positive Behavioral Interventions and Support system. The PBIS program in the school is based on four key components: Respect, Excellence, Attitude, and Language (REAL). The school recognizes when students show these character traits and reward them positively in some way. Many times, the recognition is simply a verbal thank you for being a REAL Pirate. Other times, gold cards are given out which the students can use for items such as removing a tardy, being entered into a monthly drawing, going to the front of the lunch line, or being allowed to wear a hat for the day. Each teacher hands out at least one physical gold card a day. When the students turn the card into the office, the secretary makes a copy and emails it home to the parents.

The school also encourages students to nominate their teachers when the adults show REAL Pirate behavior. The students email the principal and one teacher a day is spotlighted on the bulletin as doing something great. Students love to hear their Teacher Praise read over the bulletin, but often want to remain anonymous.

Other times the school will post pictures and ideas on their social media pages or school website. This shares with the community the efforts of the amazing students. Parents have emailed or personally thanked the school for its positivity and kindness.

With the rigor expected of the students, BMS feels like just spending time together laughing, sharing, and interacting are crucial. A student council helps plan monthly activities for the student body. With the rigor expected of the students, BMS feels like just spending time together laughing, sharing, and interacting are crucial. The student council keeps track of students who are involved in activities with assemblies and games and makes sure to include every student in some way. Another token of kindness from the student council is to provide birthday treats whenever those special days occur. One year, a Blow Pop was given out for each birthday. Another time, donuts were ordered for all birthdays in a given quarter. The student council enjoys planning unique ways to recognize students.

2. Engaging Families and Community:

Beutler Middle School is fortunate to serve supporting families and community. Parents care about the education of their children. The school has long established ties with many community businesses who are also interested in student success. Students strive to do well because they feel a large support community cheering them on. Specific details are listed below:

BMS implemented a program called Mission Respect. This program is staffed by school personnel as well as student and parent volunteers. Both students and parents have input on a skill to be developed by the school for the next month. Students create videos, serve as mentors, and meet to brainstorm ideas. Parents are involved mostly through technology and social media.

Seventh-grade Reality Town is an activity where many members of the community volunteer to help students gain an understanding of their adult lives and responsibilities. This yearly activity is supported by bank workers, civic leaders, role models for particular careers, and parents.

Between sports, visual and performing arts, and other extracurricular activities, parents are often busy supporting their children. Attendance to these activities is notable and students feel lucky to have such support. Students must keep grades at a high level in order to participate.

Another way the parents and community are involved is by coming into the schools to share their knowledge and expertise. Many professionals address the career class, as well as science, ELA, and social studies. Many of these are also parents for our students. Specific examples in the past year have been an oncologist doctor, military recruiter, hair stylist, soil scientist, bankers, and authors.

Because the school is very culturally similar, the teachers bring in adults who can share needed diversity. Visitors from other countries, in person and through technological means, share their lives. Students do country reports during their 7th grade year. Each student brings an adult with them, artifacts gathered from people they know or from world embassies, and a food treat to share that represents that country.

Parents have continual access to student achievement through the PowerSchool portal. Many parents sign up for daily feedback on grades and attendance. Grades and progress reports are mailed home quarterly. Yearly parent/teacher conferences are well attended. Honor rolls are published in the local newspaper and social media pages for the school.

Teachers are honored throughout the year by the county Rotary Club. An individual picture and short sketch are featured in the local newspaper. Teachers receive a plaque and are treated to a luncheon where they share their experiences in schools with the community. When teachers feel valued by parents and community, the students reap the benefits.

3. Creating Professional Culture:

The faculty of Beutler Middle School is often described as the strongest, most stable faculty in the district. This did not come about by accident but through years of carefully orchestrated efforts on the part of administration and faculty. Each of the members of the BMS team, regardless of their position, plays a part in making the atmosphere of the school supporting and encouraging.

While the administration team often coordinates the focus of professional development, that decision is also influenced by the expressed needs and wants of the faculty. Teachers know that if they feel needed support in implementing more technology, that is where the professional development will focus. If administrators feel that teachers need help with student engagement strategies, the teachers will be consulted before anything formal is carried out. No active teacher's union exists in the school because the administrators and faculty members work in tandem, not opposition. The framework of the atmosphere is built upon the trust that everyone wants what is best for all. That sometimes means teachers will agree to a change, but just as often, the leadership team adjusts.

To assist the faculty, a number of supports are in place. Professional development costs are covered by the district, including travel costs and stipends. Funds are set apart to help pay for recertification credits which each teacher must earn every five-year period. All professional development presented by the school is accompanied by offered credit through a partnering university so that the work and time teachers invest into their own learning is valuable and productive.

Another unique support is the offer of endowment funds to pay for advanced degrees. Through generous donations built up over the years, the teachers can have their master's degree work completely paid for with at least a five-year commitment to the school district. Additional funds are available with the same stipulations for those who may want to pursue doctoral work. But that is not all, paraprofessionals who are invested in the district and have shown a desire for further education can also access those funds to pay towards bachelor's degrees. These efforts have not only helped out teachers but also are passed onto the students who benefit from their teachers' additional knowledge and experience. At the current time, none of the adults who have taken advantage of these opportunities has chosen to leave the school, showing the bond that has been built between all members of the BMS team continues to be strong.

4. School Leadership:

Beutler Middle School has a unique leadership makeup. The superintendent of the district is also the principal of the middle school. However, there is a head teacher that works as part-time teacher and part-

time administrator. They work well together as both are housed in the same building.

The head teacher runs most of the administrative tasks for the school with principal support. However, priorities for staff, curriculum, and funds are agreed upon by not only these two key personnel but the HS and EL principals as well. The district is small enough that what happens in one school often affects the other schools. For example, half of the middle school staff also teaches high school students. The special education teacher, speech language pathologists, occupational therapist, physical therapist, and mental health counselor are shared with the elementary and high school. Without the cooperation between all administrative heads, the students would suffer.

Another unique part of this small school district's leadership team is that all members of the team hold multiple leadership roles. The superintendent is also BMS's principal as well as the head of the Title 1 department. The high school principal is also the athletic director for the high school. The middle school head teacher, beside teaching a reading remediation class, also is responsible for professional development for not only BMS, but the district also. The elementary principal is also the district special education director. Because all of these roles demand flexibility but also strict organization, the leadership team address issues with the whole puzzle in mind, always erring on the favor of student achievement.

The philosophy of the school states that all students can succeed academically, socially, and with sound mental health as long as the structure supports all needs. One way these needs are met are through the sharing of teachers and support personnel. As learner needs fluctuate over time, the needed support adjusts for those changes. If an administrator feels that a paraprofessional is not being utilized well in the current situation, the team will decide where that particular person needs to transfer. The same goes for students in classes. If a teacher feels a student needs more support than the student is already getting, the school adjusts schedules to better accommodate the need.

In order to capitalize on staff expertise, BMS has been fortunate to have access to leadership funds for teachers who step up to take additional roles. Some of these leadership funds are spent for technology support, Positive Behavioral Interventions Supports (PBIS) leadership team, department heads, and club supports. Teachers who are willing to invest extra time for their students are rewarded financially and emotionally.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Beutler Middle School owes its success to the ability of all stakeholders to work together as a team. From the school board members, parents, administrators, teachers and down to all the students, the feeling of belonging to the Pirate family is a strong bond. Without the efforts of any members of this team, the school would not be where it is today.

The school board and administration work closely together to ensure that all needs are met. When differences in thought occur, conversations are civil and productive. Most often, misunderstandings occur because of a lack of shared information which is solved easily in a collaborative model.

The principal and head teacher lead in a transformational manner, listening carefully to teacher concerns and balancing it with the real-world problems of finances and resources. Whenever possible, the teachers' desires are met because the administrative team knows that a validated teacher leads to success for students. When those sometimes-hard decisions must occur, non-confidential knowledge is shared freely to promote positive discourse. When confidentiality rules won't allow for full disclosure, the teachers trust that the administrative team is doing the best for the faculty that it can.

Parents are welcomed as part of the team. Communication is encouraged between the school and home in a variety of platforms. Emails, phone calls, texts, face-to-face visits, and video chats happen regularly to ensure honest discussions occur. When a concern does arise, the principal, teacher, parents, and student all sit together to solve the problem. The conversation may take time, but all feel the importance of successfully navigating troubled waters.

Students are the reason for all the efforts. One character trait the school seeks to instill in its learners is the ability to advocate for themselves. Students are free to discuss needs and challenge decisions, as long as it is done respectfully. The school trains students to look out for others but to not forget self. A student is only as strong as his or her support community. Beutler Middle School takes seriously its charge to educate the next generation. The future holds limitless possibilities as well as challenges for these students. Not only do they need to have the academic knowledge to start them off on their chosen career paths, they also need the mental and emotional stability to survive. As the world becomes more unstable and restless, the need only grows. Beutler Middle School commits itself each year to its students and plans to do so for as long as its walls stand.