Beulah Middle School

2019-20 Schoolwide Improvement Plan

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Beulah Middle School

6001 W NINE MILE RD, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Frank Murphy J

Start Date for this Principal: 6/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	68%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2018-19
Grade	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to develop an inclusive community of self-confident, innovative, critical and creative thinkers who practice resiliency, show empathy, and take initiative for learning while embracing technology.
Beulah Middle School believes that all students have the ability to learn and be successful. We believe that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide a varied, well-organized curriculum which will promote positive academic, social, physical, and emotional growth. Students, staff and the community will work together to help every child realize their potential to become responsible citizens and life-long learners.

Provide the school's vision statement.

We strive to...
Be a safe, caring, nurturing environment in which all students can feel supported emotionally, intellectually, and physically.
Encourage critical thinking, integrity, self-confidence, and a desire for excellence.
Achieve academic excellence by embracing technology and encouraging students to try new things in order for them to reach their highest potential.
Recognize that each student is unique. Build positive personal characteristics such as tolerance, cooperation, honesty, and encourage respect for the individual differences that make each of us unique.
Support creativity, individuality, and innovative thinking; in order to prepare students to become leaders who can meet the challenges facing our world both today and tomorrow.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Reynolds, Sandi	Teacher, K-12	
Britt McCaskill, Marietta	Assistant Principal	
Jenkins, Kelly	Teacher, ESE	
Hamrac, Stephanie	Dean	
Taylor, Wilson	Principal	
Seigle, James	Teacher, K-12	
Westmark, Tamura	School Counselor	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	65	80	52	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	27	84	52	0	0	0	0	163
Course failure in ELA or Math	0	0	0	0	0	0	15	10	13	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	0	0	0	118	113	98	0	0	0	0	329

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	53	74	53	0	0	0	0	180

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	4	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	4	4	4	0	0	0	0	12

FTE units allocated to school (total number of teacher units)

70

Date this data was collected or last updated

Thursday 6/27/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	48%	54%	0%	46%	52%
ELA Learning Gains	58%	52%	54%	0%	51%	54%
ELA Lowest 25th Percentile	56%	45%	47%	0%	42%	44%
Math Achievement	43%	46%	58%	0%	43%	56%
Math Learning Gains	47%	47%	57%	0%	43%	57%
Math Lowest 25th Percentile	46%	43%	51%	0%	40%	50%
Science Achievement	40%	43%	51%	0%	44%	50%
Social Studies Achievement	51%	58%	72%	0%	56%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	65 ()	80 ()	52 ()	197 (0)
One or more suspensions	27 (0)	84 (0)	52 (0)	163 (0)
Course failure in ELA or Math	15 (0)	10 (0)	13 (0)	38 (0)
Level 1 on statewide assessment	118 (0)	113 (0)	98 (0)	329 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	42%	9%	54%	-3%
	2018					
Cohort Comparison						
07	2019	42%	43%	-1%	52%	-10%
	2018					
Cohort Comparison		42%				
08	2019	42%	50%	-8%	56%	-14%
	2018					
Cohort Comparison		42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	27%	36%	-9%	55%	-28%
	2018					
Cohort Comparison						
07	2019	57%	50%	7%	54%	3%
	2018					
Cohort Comparison		57%				
08	2019	30%	21%	9%	46%	-16%
	2018					
Cohort Comparison		30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	42%	-4%	48%	-10%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	54%	-6%	71%	-23%
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	52%	16%	61%	7%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	56	49	17	35	35	9	29			
ELL	31	58		25	46						
ASN	67	92		60	62						
BLK	29	50	54	24	38	40	24	31	50		
HSP	63	64	64	54	58		38	75			
MUL	51	60		54	63		62	44			
WHT	57	62	52	52	50	51	49	64	67		
FRL	39	53	55	34	42	45	28	39	55		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities
This is the first year we have been open so we do not have trend data.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No prior year data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No trends
6th grade math was the component that had the greatest gap. We accelerated our students and those students who took advanced math in the 6th grade, took the 7th grade FSA exam.

Which data component showed the most improvement? What new actions did your school take in this area?

This is our first year with data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two highest areas of concern are the number of students who's attendance is below 90% and the number of level 1's per grade level.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities
2. Black Males
3. 6th grade math
4. 8th grade math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Our area of focus will be students with disabilities, mainly focusing on the subgroup of Black Males within this group.
Rationale	Students with Disabilities is our lowest performing group. Many of our ESE population includes Black Males within this category. By focusing in these targeted areas we feel we can help to raise their test scores, especially in the area of math.
State the measurable outcome the school plans to achieve	We will increase our percentage rate of these 2 subgroups on the FSA
Person responsible for monitoring outcome	Wilson Taylor (wtaylor@ecsdfl.us)
Evidence-based Strategy	We will use progress monitoring data from Star 360, grades in FOCUS and documented mentoring in small groups with male mentors to help with confidence and educational strategies.
Rationale for Evidence-based Strategy	Progress monitoring is done by the district 4 times a year. Students will have data chats with teachers and with their mentors. Grades being updated weekly will help teachers, mentors and students look for needs for remediation and tutoring. Making sure teachers know accommodations and how to use them will be essential as well.
Action Step	
Description	1. ESE training for Teachers 2. UDL training for Teachers monthly 3. Finding the ESE black males, lowest group at each grade level and form mentoring groups 4. Finding and assigning mentors to these boys. 5.
Person Responsible	Wilson Taylor (wtaylor@ecsdfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The only other subgroup needing attention is ELL students. We do not have a high population of ELL students as we are not a center. Our goal is to increase the number of teachers with ESOL/TSOL on their certification to help raise the percentage of ELL subgroup.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school is a Capturing Kids Heart School and a PBIS school. We have also funded a person to help increase parental involvement through parent mornings/nights. We are hoping that alternating parent engagement activities between morning and night we can increase parental participation. Our coordinator will also be conducting a survey to see what it is that the parents want or need to learn/know to help increase participation at events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We have 2 full time school counselors, a CDAC counselor, a full time Military counselor, a LMHC on campus 2 times a week, we have a full time dean and behavior coach that also help support the others when needed. We have a girls group consisting of girls with a history of high trauma and behavior issues. We have mentors for Take Stock in Children and we have students who have been referred for a mentor from outside sources through Community Involvement. This year we are planning on a boys group for those who are struggling academically and may or may not have trauma or behavior issues.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In the spring before school ends, we have an incoming orientation night, we have a fall orientation before school starts and we have open house in the fall a month after school starts. For the students leaving, we help them with school choice applications, send out notices of high school events and help them with high school registration in the late winter. Those who appear to be academically struggling we recommend Success Academy, which is a smaller school of overaged students, to help them get back on track and to their home district school in a timely manner.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

We conduct subject area meetings with each subject once a month. There we find out what resources are needed for teachers to be more successful in the classroom. RTIa and b meet once a month to discuss students and strategies that need to be put in place. Starting in September we will be doing tutoring one a day week for math and one day for ELA. Transportation will not be provided but the service is there for all students. We have 2 ESE support teachers on each grade level as well as a teacher assistant specialist to help all students, especially ESE in the classroom.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school currently has 5 career academies, Informational Technology, Culinary, Health, Pre-Engineering and Agri-science. Informational Technology has the CTE test. Agri-science has a test that was given last year. We have not heard if it is going to count for school grades. Culinary has Safe-Serv certification but does not count for school grade, however, it does help students get a job in fast food and grocery stores. All students either sign up for an academy or they try an academy class for a semester to see if they like it. This helps students prepare for high school. Our school also offers clubs assigned to

these academies, which keeps students engaged and attendance up. Currently we have a Culinary Club, FFA, FBLA and Robotics for pre-engineering.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Our area of focus will be students with disabilities, mainly focusing on the subgroup of Black Males within this group.**	$0.00
		Total:	**$0.00**