

Hillsborough County Public Schools

# Bevis Elementary School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Bevis Elementary School

5720 OSPREY RIDGE DR, Lithia, FL 33547

[ no web address on file ]

## Demographics

**Principal: Rebecca Thoms**

Start Date for this Principal: 7/17/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	18%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (80%) 2018-19: A (79%) 2017-18: A (79%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hillsborough 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Bevis Elementary School

5720 OSPREY RIDGE DR, Lithia, FL 33547

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">18%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">38%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

All students will maximize their potential for learning and acquire skills necessary for success in the 21st century.

#### Provide the school's vision statement.

Colleen Bevis Elementary will be a top performing school in Hillsborough County.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Thoms, Rebecca	Principal	Leads ILT, administration, plans professional development
Boudreau, Charlena	Assistant Principal	Co-chair of ILT, supports principals, testing
MacDonald, Circe	SAC Member	Gifted Teacher, SAC Chair, Science Lead
Crosson, Leigh	Teacher, K-12	Grade 5 Teacher
Dasta, Kristin	Teacher, K-12	Grade 4 Teacher
Gaffney, Kellie	Teacher, K-12	Grade 1 Teacher
Batchelder, Michele	Teacher, ESE	ESE Teacher
Denton, Gabriela	Teacher, K-12	Grade 2 Teacher
LeSavage, Jamie	Teacher, K-12	Grade 3 Teacher
Peacock, Ian	Teacher, K-12	Music Specialist
Tiffany, Rebecca	School Counselor	Responsible for 504, monthly guidance classroom lessons, ESE/AGP paperwork, ILT member

### Demographic Information

**Principal start date**

Tuesday 7/17/2018, Rebecca Thoms

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

57

**Total number of students enrolled at the school**

860

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

7

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	0	
Attendance below 90 percent	1	21	9	7	8	10	0	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	3	4	7	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	3	7	9	0	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	4	7	0	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	7	9	0	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	10	12	5	3	4	7	0	0	0	0	0	0	0	0	41

**Using the table above, complete the table below with the number of students by current grade level who have 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 1 0 0 0 0 0 0 0 0 0 0 0 1

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 2 0 1 0 0 0 0 0 0 0 0 0 0 0 3

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**Date this data was collected or last updated**  
Wednesday 7/27/2022

**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	

Number of students enrolled 112 145 121 163 159 164 0 0 0 0 0 0 0 0 864

Attendance below 90 percent 24 12 8 10 15 15 0 0 0 0 0 0 0 0 84

One or more suspensions 0 0 1 0 0 0 0 0 0 0 0 0 0 0 1

Course failure in ELA 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Course failure in Math 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Level 1 on 2019 statewide FSA ELA assessment 0 0 0 0 6 6 0 0 0 0 0 0 0 0 12

Level 1 on 2019 statewide FSA Math assessment 0 0 0 0 6 7 0 0 0 0 0 0 0 0 13

Number of students with a substantial reading deficiency 5 33 24 12 5 8 0 0 0 0 0 0 0 0 87

**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 0

**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 1 0 1 0 0 0 0 0 0 0 0 2

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**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	
Number of students enrolled	112	145	121	163	159	164	0	0	0	0	0	0	0	864
Attendance below 90 percent	24	12	8	10	15	15	0	0	0	0	0	0	0	84
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	5	33	24	12	5	8	0	0	0	0	0	0	0	87

**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	

**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	1	0	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	86%	53%	56%				88%	52%	57%
ELA Learning Gains	73%						75%	55%	58%
ELA Lowest 25th Percentile	68%						75%	50%	53%
Math Achievement	91%	50%	50%				88%	54%	63%
Math Learning Gains	86%						75%	57%	62%
Math Lowest 25th Percentile	74%						68%	46%	51%
Science Achievement	85%	59%	59%				82%	50%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	52%	36%	58%	30%
Cohort Comparison		0%				
04	2022					
	2019	91%	55%	36%	58%	33%
Cohort Comparison		-88%				
05	2022					
	2019	84%	54%	30%	56%	28%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	54%	33%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	93%	57%	36%	64%	29%
Cohort Comparison		-87%				
05	2022					
	2019	82%	54%	28%	60%	22%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	56	62	47	73	64	53	38				
ELL	77	73		91	93						
ASN	89	82		92	88		92				
BLK	73			82							
HSP	83	67	83	88	90	80	90				
MUL	87	58		94	95						
WHT	87	76	66	91	84	71	81				
FRL	71	72	78	74	71	57	68				
2021 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 2019-20	C & C Accel 2019-20
SWD	53	52	63	57	57	60	44				
ELL	83	83		83	83		75				
ASN	84			88							
BLK	85			75							
HSP	85	65	55	81	68	36	79				
MUL	92			92							
WHT	88	69	58	91	80	75	80				
FRL	78	68		75	68		75				
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	58	56	42	63	59	45	32				
ELL	82			76							
ASN	96	88		96	94		100				
BLK	87	90		73	64						
HSP	85	83	79	85	78	73	87				
MUL	96	83		100	83						
WHT	88	71	73	87	73	66	79				
FRL	76	61	69	75	66	53	57				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	633

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	81
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	78
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

At Bevis Elementary, our students in grades 3-5, have increased in mastery of standards. our ELA mastery is 86%, Math is 91%, and Science is 85%.  
 For 3rd grade ELA, 38% earned a 3, 30% a 4, and 15% earned a 5. In 4th grade the percentage of students who earned a 3, 4, and 5 are 23%, 40%, and 24% respectively. In 5th grade, 23% earned a 3, 35% earned a 4, and 28% a 5.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

At Bevis Elementary School, we saw great improvement with our bottom quartile learners and will continue to provide opportunities for them to succeed.  
 While our ELA bottom quartile students rose 9%. Math bottom quartile was up 11%.there is room for continued improvement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

We attribute this success to our focus on differentiation and cross curriculum math/science activities. Continuation of small group activities.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math gains shows the most improvement from 2018 (74%) - 2022 (86%).

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Last year's school improvement plan focused on small group instruction within multiple content areas. Our usage of this differentiation provided opportunities for individualized instruction.

**What strategies will need to be implemented in order to accelerate learning?**

We will continue our focus on small group instruction and embedding science in math and ELA.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Our Instructional Leadership Team, Professional Learning Communities and Vertical Teams will continue to plan content rich, small group instructions to provide individualizations. Our Science department has quarterly professional development opportunities for teachers.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will continue progress monitoring through grade level teams. Our content specific vertical teams will reflect on data from formal and summative assessments to plan for future professional development.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student Achievement will increase, evident in learning gains on year end assessments, when teachers plan and provide differentiated instruction to meet the needs of every student.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students that prove mastery of standards will increase each year by 3%.  
 (SSA Science)

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

ELA and Science teachers will plan lessons that connect science content and reading standards. This will be implemented in both shared reading and small group instruction.

**Person responsible for monitoring outcome:**

Rebecca Thoms (rebecca.thoms@hcps.net)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

•Small group, shared reading and independent reading of science rich informational text during ELA instruction.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated instruction is personalized and can be utilized within small group and ELP settings. Using vocabulary rich text for instruction provides students with context as they are introduced and use accurate terminology.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**



Positive rapport between students, faculty, administration and community members is evident throughout Bevis. Each student feels welcome, safe and respected due to the many established programs. Character development is as essential to academic growth in our school culture. The guidance department supports Bevis' commitment to the whole student by meeting regularly with parents, small student groups, and individual students as needed. Each classroom receives monthly lessons on positive character traits, good decision making, problem solving, and conflict resolution. Every student applies for a school leadership position at the conclusion of their 4th grade year. Safety Patrol, Peer Mediators, Media/PE/Homeroom Helpers are all opportunities for 5th graders to make a positive impact as role models for younger students. Each homeroom class selects a "Bronco of the Month" who models a specific character trait. Students are rewarded with a horseshoe car magnet, gifts from local business partners, and their group picture is displayed in the media center. Recognition is also given to students who have participated, or succeeded, in school and local competitions through our weekly newsletter, "The Trailblazer." Our Twitter feed (@HCPSBevis) is another venue for students and families to share in our Bevis accomplishments. Students' academic growth as well as citizenship is rewarded in each classroom and during Bronco Award Assemblies. A Principal's Breakfast is held each academic reporting period to give families an opportunity to celebrate their child's academic successes.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Our community plays a direct role in the positive culture and environment at Bevis Elementary. Through constant communication between administration, teachers, parents, guidance, social workers, psychologists, nurses, office staff, ESE/AGP, parents are included in the educational life of their children. Our SAC (School Advisory Committee) is an integral component to the culture of our school being the informational liaison between community and school. Monthly meetings are held with participants (parents, teachers, administration, and business partners) to highlight positive areas and accomplishments as well as discuss opportunities for growth.

The Bevis PTA is a strong influence on our school environment in their many activities, fundraisers, uniform orders, monthly teacher appreciation events, and student recognition (Reflections, Birthday Book Club). Parent Volunteers are plentiful and add to our culture of the whole student as they aid teachers with classroom supplies, activity preparations, and tutoring.