Beulah Elementary School

2022-23 Schoolwide Improvement Plan

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Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Monica Silvers R

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2021-22 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	2021-22: B (55%) 2018-19: B (60%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

Provide the school's vision statement.

At Beulah Elementary, we believe that the school is primarily for children. Our aim shall be to enhance the learning and development of the individual student in all phases of academic, physical, creative and emotional endeavors by providing a positive classroom climate. Our function is to provide opportunities for choices and decisions while promoting independent thinking using all available resources, materials, and training. Our goal is to hear students say "I can do it!" We believe that through a cooperative effort between the home, school, and community we can reach our goal. Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

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
Silvers, Monica	Principal	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The admin team will provide a common vision for the use of databased decision making , ensure that the school based team is implementing RTI, and parents are being informed of student progress.
Mott, Angela	Assistant Principal	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The admin team will provide a common vision for the use of databased decision making , ensure that the school based team is implementing RTI, and parents are being informed of student progress.
Aiken, Kimberly	Teacher, K-12	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.
Desposito, Jennifer	Teacher, ESE	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.
Roughton, Sherry	Instructional Media	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.
Palmer, Kristen	Teacher, K-12	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.
Smith, Sara	Teacher, K-12	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.

Name	Position Title	Job Duties and Responsibilities
Williamson, Denise	Teacher, K-12	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.
Wilson, Emily	Teacher, K-12	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. The leadership team will participate in the RTI process to provide support and other strategies to the teachers as well as providing input as needed in all areas.

Demographic Information

Principal start date
Tuesday 8/2/2022, Monica Silvers R

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.*
9

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.*
3

Total number of teacher positions allocated to the school
67

Total number of students enrolled at the school
951

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
16

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	150	132	144	158	177	190	0	0	0	0	0	0	0	951
Attendance below 90 percent	18	38	34	47	49	47	0	0	0	0	0	0	0	233
One or more suspensions	1	3	2	2	1	6	0	0	0	0	0	0	0	15
Course failure in ELA	0	4	3	13	7	9	0	0	0	0	0	0	0	36
Course failure in Math	0	3	4	9	8	14	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	11	28	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	23	49	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	5	14	22	30	0	0	0	0	0	0	0	75

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	14	7	0	13	4	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	1	0	6	1	0	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Thursday 9/29/2022

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	132	120	136	167	167	125	0	0	0	0	0	0	0	847
Attendance below 90 percent	12	29	26	41	29	37	0	0	0	0	0	0	0	174
One or more suspensions	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	6	12	8	2	1	0	0	0	0	0	0	0	29
Course failure in Math	0	2	10	10	7	5	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	22	21	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	23	28	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	5	6	7	11	12	8	0	0	0	0	0	0	0	49

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	3	9	4	6	3	0	0	0	0	0	0	0	25

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	13	6	3	5	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	1	0	0	0	1	1	0	0	0	0	0	0	0	3

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	132	120	136	167	167	125	0	0	0	0	0	0	0	847
Attendance below 90 percent	12	29	26	41	29	37	0	0	0	0	0	0	0	174
One or more suspensions	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	6	12	8	2	1	0	0	0	0	0	0	0	29
Course failure in Math	0	2	10	10	7	5	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	22	21	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	23	28	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	5	6	7	11	12	8	0	0	0	0	0	0	0	49

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	3	9	4	6	3	0	0	0	0	0	0	0	25

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	13	6	3	5	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	1	0	0	0	1	1	0	0	0	0	0	0	0	3

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	61%	51%	56%				62%	53%	57%
ELA Learning Gains	55%						64%	55%	58%
ELA Lowest 25th Percentile	46%						56%	52%	53%
Math Achievement	57%	46%	50%				62%	57%	63%
Math Learning Gains	55%						65%	60%	62%
Math Lowest 25th Percentile	44%						42%	52%	51%
Science Achievement	64%	52%	59%				67%	54%	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	64%	56%	8%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	56%	52%	4%	58%	-2%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	51%	14%	56%	9%
Cohort Comparison		-56%				

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	56%	55%	1%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	60%	58%	2%	64%	-4%
Cohort Comparison		-56%				
05	2022					
	2019	69%	55%	14%	60%	9%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	55%	11%	53%	13%
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	40	50	35	49	52	55	27				
ASN	82			88							
BLK	43	48	50	37	52	48	54				
HSP	63	79		56	63		60				
MUL	50	53		59	67						
WHT	65	53	43	61	54	39	71				
FRL	54	57	49	50	52	46	67				

| 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	27	27	30	35	25	17	21				
ASN	75			75							
BLK	33	28	31	39	36	20	32				
HSP	51			49							
MUL	55	42		61	58		75				
WHT	65	41	45	56	37	38	59				
FRL	50	30	39	42	35	31	38				

| 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	23	45	48	31	36	32	25				
BLK	38	45	35	39	53	44	44				
HSP	70	89		78	83						
MUL	60	63		57	69		80				
WHT	66	65	58	66	64	33	68				
FRL	51	54	52	50	53	40	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	55
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	
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	55
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	54
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?

SWD's showed the lowest performance. They showed an upward trend but are still the lowest subgroup.

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

Students with disabilities data shows that this group is in the greatest need for 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?

SWD scored lower across ELA and Math. Teachers must review data regularly and focus on results of the SWD. ESE and Gen Ed teachers will coordinated lesson planning and learning methods to improve the learning for our SWD.

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

Learning gains in ELA and Math showed improvement. Both went from 39% to 55%

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

Our school used iReady for reading and math. We also used Reflex Math to help our 2nd-5th grade student learn their multiplication facts.

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

Our school will utilize the B.E.S.T. standards in all grade levels and use our core curriculum with fidelity. We will also use RTI strategies with students that are struggling.

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.

We have scheduled iReady trainings throughout the school year. Professional development days will be utilized to improve understanding of the ELA and Math series as well as the B.E.S.T. standards. Data reviews at grade levels will focus on the use of Schoolnet and START360 to create effective groupings for instruction. Teachers and administration will closely monitor subgroup performance on iReady, AR,

STAR360, FAST. Reading endorsed teachers are teaching Tier 3 students during their intensive remediation block. Use of proven strategies will assist our teachers and ensure there is student growth.

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

The school is increasing focus on kindergarten and first grade students, the goal being to reduce the need for retention and assuring students will read on grade level as they enter second grade. The use of parent educators provides additional support to our lower grades. We are working on creating a mentor and volunteer program which will increase the opportunities for our students to receive additional support. Our PTA will assist and support with AR prizes and math motivational programs. We are adding Frax math onto our Reflex Math subscription due to how many student where 100% fluent in multiplication at the end of the last school year.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Over the past two reporting period, the SWD subgroup has scored lower than other subgroups in ELA on the FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students with disabilities will increase their federal index by 10 percentage points going from a federal index of 43% for 2022 to 53% federal index on the 2023 FSA. SWD in grades K-2 will be monitored using the STAR assessment, with the goal being 50% proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will target SWD's and track data to ensure they are making learning gains and progressing towards proficiency. Teachers will use student data to track progress from FAST, STAR 360, Schoolnet, AR, and iReady throughout the year to ensure that students remain on track. ESE teachers and General Ed teachers will meet to discuss progress and strategies used for improving student learning. ESE teachers will ensure accommodations are in place across all subject areas and not just in ELA and Math. General Ed and ESE teachers will discuss current and future lessons plans in order to include the necessary interventions for the students to succeed. This will allow for bell to bell support of the students, instead of only when the ESE teacher is present.
Person responsible for monitoring outcome:	Monica Silvers (msilvers@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Students need additional instruction in decoding, background knowledge, and vocabulary. Students need assistance in knowing which comprehension strategies to use a\when struggling with difficult text. Students need explicit instruction in comprehension strategies, vocabulary, decoding, and need repeated readings and increased time spent reading to improve fluency.

implemented for this Area of Focus.

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

The WWC practice guides recommend explicit instruction in reading comprehension strategies such as visualization, questions, making inferences, and retelling. Embedding instruction in how to use intentional mental actions to improve comprehension will help students navigate the more complicated texts they encounter in grades 4 and 5. Students in K-3 also need explicit instruction and guided practice in decoding and vocabulary study.

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.

Data will be monitored by ESE/Gen Ed teachers and reviewed by administration.
ESE teachers will utilize Reading Mastery, Sound Sensible, Sonday System, Heggrety, 95% Chip Kits, and/or ESGI programs as applicable to student level to improve student learning
Staff PD: B.E.S.T. Standards, iReady, Reflex Math, ESE Programs for ESE Teachers
Admin will conduct weekly walk throughs. Teachers will be informed in advance of the particular area of attention.

Person Responsible   Monica Silvers (msilvers@ecsdfl.us)

The average daily attendance of students will be monitored and excessive absences addressed according to the Attendance Flow Chart.
Students in grades 2-5 will use Reflex Math to improve math fluency.
Data will be monitored by ESE/Gen Ed teachers and reviewed by administration.

Person Responsible   Angela Mott (amott@ecsdfl.us)

#2. -- Select below -- specifically relating to	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	
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.

Beulah Elementary strives to promote a positive learning environment and a family atmosphere between faculty, staff, volunteers, parents, and the community. The school has an active PTA, which supports the positive learning environment and atmosphere of the school. The students and staff are reminded daily to always be kind in words and in actions as well as to try their best in everything that they do. Thursdays are designated as Be Kind day where everyone is encouraged to wear kind words on their shirts. Administration doors are always open to assist as needed. Any issues that occur are dealt with in a calm, professional manner. Bulletin boards in the hallways display positive message. AR Wall of Fame students, math achievers, and other positive shout outs decorate the school walls. The morning news showcases all levels of student achievement, from collecting pop tops for the Ronald McDonald house to winning a martial arts competition.

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

Students - Follow rules and procedures, respect school as bully free zone
Faculty - demonstrate and model kindness towards students, other faculty members, parents, and staff
Guidance - Suite 360, Weekend Food Backpack Program
MFLAC - support military dependents and all classroom teachers with positive behavior lessons
Admin & Staff - Model positive behavior expectations, support positive environment and activities
Parents - PTA, Volunteers, Parent Educators, mentors, SAC members
Social Media - promotes positive Beulah news as it occurs
Community - Financial and resources support, mentors, GCKH training

Beulah Elementary involves the community throughout the year. The school engages in Sonny's and Papa John's spirit nights. The money raised from these events are donated to the technology fund at the school.

Teachers have implemented Whole Brain Teaching in Grades K-2 and the Ron Clark House System in Grades 3-5. The WBT Virtues are being used school wide.
Monday: Glorious Kindness; Tuesday: Positive Leadership; Wednesday: Selfless Courage; Thursday: Invincible Grit; Friday: Brainy Creativity; Diamond Rule: Keep Your Eyes on the Target