

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Bentley Elementary School**

### **School Improvement Plan 2021-2022**

---

## 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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

---

## School Information

---

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

Bentley Elementary is committed to creating a nurturing and safe environment where students excel and diversity is appreciated. By working together with the home and the community, we challenge students to reach their maximum potential.

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

Altermese Bentley Elementary will be the premier elementary school in Seminole County and will be recognized for high standards, academic performance, and offering students customized education opportunities.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

Parents and the community provide feedback each year through various surveys, Snapshot 5essentials, and the Bentley Safety Survey. Input was also provided to the district and school for the upcoming year, in response to social distancing when possible, student safety and optional wearing of masks. All of this important information was heard and incorporated into this plan. Also, a meeting between administration and the 2021-2022 PTA was held on July 6, 2021. Discussion included thoughts, concerns, and ideas for supporting the school for the upcoming 2021-2022 school year. In addition, parent input is taken at any point during the school year, with specific input at all SAC and PTA meetings. Administration maintains an open door policy, and works closely with families for ways to improve the school.

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the Skyward Portal on Clever, (4) hosting an FSA parent night to share important information with families, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

---

## Supportive Environment

---

**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

Bentley builds a positive culture throughout the year by incorporating our theme for the year in all we do each day, "Work Hard, Dream Big, Never Give Up". Bentley utilizes the Positive Behavior Supports initiative to encourage positive behavior. School-wide expectations are posted in common areas around the campus and in classrooms, students are rewarded with "Bentley Bucks" for displaying positive behaviors, and students can then use these "Bucks" to purchase fun rewards. Bentley also builds a positive culture by implementing the Restorative Practice Program within each of our classes. Teachers participate in professional development throughout the year to learn how to positively build relationships with their students and to help strengthen these relationships after students have had a behavior issue in the classroom. In addition, Bentley includes the Sanford Harmony Social Emotional Curriculum weekly during their Town Hall meetings. All of these help to build a culture where students, "Work Hard, Dream Big, and Never Give Up".

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may 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.**

All stakeholders involved with Bentley work to promote a positive culture and environment. Administrators support staff through professional development, of Restorative Practices, and providing classroom coverage for teachers to meet with students after behavior incidents. Teachers participate in professional development, then implement the information learned to build positive relationships with students. ESE teachers, ESOL teachers, instructional coaches, and other support staff all work to implement the RP curriculum and be available to classroom teachers to hold restorative circles with their students as needed.

**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.**

Bentley Elementary is incorporating Restorative Practices into our day. The staff at Bentley ensures the social-emotional needs of all students are being met through the implementation of character development activities such as Restorative Practices and Circles, Town Hall or class meetings and having a strong PBIS initiative. Referrals and recommendations to our mentoring and counseling programs are made through teacher identification, Student Study meetings, parent concerns, and academic/behavioral data. We have a network of administrators, teachers, special education professionals, and counselors who share information and collaborate on what is best for our students. Students and families are identified and are able to receive services as needed through the FIN program. We invest time in our students to create a safe environment in each classroom where teachers build relationships with students to encourage each student to achieve to his/her potential.

**Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.**

---

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem-solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students in compliance with 1001.42, F.S., elementary and middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics OR a substantial reading deficiency in Kindergarten through 3rd grade – Tier iii Reading Intervention Plan). In addition, the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally, from this report, schools schedule and monitor parent meeting invitations.

**List the members of the leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Dumarie Dillard	Principal	<a href="mailto:Dumarie_Dillard@scps.k12.fl.us">Dumarie_Dillard@scps.k12.fl.us</a>	Oversees total school program.
Carol Lynn Webb	Assistant Principal	<a href="mailto:CarolLynn_Webb@scps.k12.fl.us">CarolLynn_Webb@scps.k12.fl.us</a>	Assists principal in overseeing total school program.
Caryn Hinrichs	School Administration Manager	<a href="mailto:Caryn_Hinrichs@scps.k12.fl.us">Caryn_Hinrichs@scps.k12.fl.us</a>	Parent Involvement, non-instructional support, business partners
Melissa Brown	Instructional Coach ELA & Social Studies K-2	<a href="mailto:Melissa_Brown@scps.k12.fl.us">Melissa_Brown@scps.k12.fl.us</a>	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Mary Linda Swiatek K-5	Instructional Coach Math & Science, and Media	<a href="mailto:Kimberly_Nolting@scps.k12.fl.us">Kimberly_Nolting@scps.k12.fl.us</a>	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Ellisia Kimble	Guidance Counselor	<a href="mailto:Kimbleez@scps.k12.fl.us">Kimbleez@scps.k12.fl.us</a>	Student Study, MTSS, Small group counseling, Attendance
Serqet Barch	Instructional Coach ELA & Social Studies 3-5	<a href="mailto:Serqet_Barch@scps.k12.fl.us">Serqet_Barch@scps.k12.fl.us</a>	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers

Leslie Jephson	iReady Champion	<a href="mailto:Leslie_Jephson@scps.k12.fl.us">Leslie_Jephson@scps.k12.fl.us</a>	Scheduling and monitoring of iReady diagnostics and lessons, and teaches classes on the wheel
Katy Regan	Gifted Resource & Technology	<a href="mailto:Kathryn_Regan@scps.k12.fl.us">Kathryn_Regan@scps.k12.fl.us</a>	Monitors EP implementation, works with talent development (AO) students, technology support
LaTeisha Carter-Dixon	Behavior Support	<a href="mailto:Lateisha_Dixon@scps.k12.fl.us">Lateisha_Dixon@scps.k12.fl.us</a>	Implements and monitors PBS & Restorative Practice, provides behavior support

**List the members of the literacy leadership team.**

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Dumarie Dillard	Principal	<a href="mailto:Dumarie_Dillard@scps.k12.fl.us">Dumarie_Dillard@scps.k12.fl.us</a>	Supports Literacy Team
Carol Lynn Webb	Assistant Principal	<a href="mailto:CarolLynn_Webb@scps.k12.fl.us">CarolLynn_Webb@scps.k12.fl.us</a>	Supports Literacy Team
Melissa Brown	Instructional Coach K-2	<a href="mailto:Melissa_Brown@scps.k12.fl.us">Melissa_Brown@scps.k12.fl.us</a>	Monitors data, tiering of students, organizes interventions, maintains records for DRA, modeling of instruction
Serqet Barch	Instructional Coach ELA 3-5	<a href="mailto:Serqet_Barch@scps.k12.fl.us">Serqet_Barch @scps.k12.fl.us</a>	Monitors data, tiering of students, organizes interventions, maintains records for DRA, modeling of instruction

---

## Public and Collaborative Teaching

---

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Bentley teachers are building positive working relationships by being actively involved in the Professional Learning Community at Work initiative. Collaborative time is built into the weekly PLC schedule and the monthly PD schedule for teachers to work on specific grade level tasks of planning for engaging students in the learning process. Each grade level had a representative at the summer professional development for this program that is able to take the lead on guiding their teammates through the process of answering the four guiding questions: What do we want students to learn? How will we know if they have learned? What will we do if they don't learn? What will we do if they already know it?

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair during the 2019-2020 school year. The registration for our job fair exceeded over 400 candidates and we were able to sign 200 plus new contracts who were highly qualified and certified. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one-on-one mentor. This support is provided beyond the first year to support growth and professional development.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

NEST-New Educator Support Team is being used this year to help new teachers build their knowledge of classroom instructional strategies, offer emotional support/self care tips, conduct book studies, provide peer to peer coaching, and provide general advice and support as needed. This program is being led by Melissa Brown, instructional coach and her partners, Serqet Barch, and Mary Linda Swiatek.



**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.**

---

Annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. We will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the achievement gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

---

## Student Transition and Readiness

---

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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

Bentley Elementary focuses on integrating Skills for Future Ready Graduates into the curriculum to prepare students for college and careers. These skills were identified by local employers, as skills needed to be successful in the future. To introduce students to the endless choice of careers, each year, Bentley Elementary hosts a Teach In where local businesses, community members, and parents volunteer to become teachers for the day, sharing about a wide variety of topics. Advanced coursework in Math is offered to qualifying students in grades 4 and 5 through the PRIMES curriculum. Bentley also offers Talent Development and Gifted curriculum to students. Bentley offers STEAM enrichment to students and their families. STEAM night include activities for students to explore and learn through various experiments. Students even display their own STEAM project, similar to a science fair experience. Bentley also invites the Orlando Science Center to offer families science activities to explore together.

### **Identify the career and technical education programs available to students and industry or community organizations.**

Each Wednesday, Bentley Elementary students participate in STEAM time, which supports students in being prepared with Future Ready Skills. During this time, inquiry-based lessons are conducted to provide students additional opportunities to think critically and problem solve. Each grade level teaches coding to students as part of the CS2020 initiative. Students are taught different computer programming techniques within these lessons. In addition, all students participate in coding lessons during specials time. Bentley also offers a variety of extra-curricular clubs to teach students multiple technical and career-focused skills. Bentley clubs include: Robotics, Odyssey of the Mind, SECME, Chess club, Art, Chorus, Student Council, Runner's Club, News Crew, Safety Patrol, and Math Club.

## Elementary Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

  

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

## Essential Instructional Priority 1 – Quality Instruction

### Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will maintain data notebooks that will be updated regularly throughout the year.	Students, classroom teachers, ESE teachers, administration	5/25/2022	N	Baseline, Mid-Year, End of Year and reviewed at least quarterly.	Students' data notebooks to include iReady data and subject specific data
Teachers, coaches and administration will conference with students to discuss their goals and make recommendations for targeted growth to support students in making one year's growth in one year's time.	Administration, classroom teachers, ESE teachers, ESOL teachers and coaches	5/25/2022	N	Baseline, Mid-Year, End of Year and reviewed at least quarterly.	Students' data notebooks to include iReady data and subject specific data
Students in grades 3-5 will maintain an interactive math journal to show work and track progress.	Students, classroom teachers, ESE teachers	5/25/2022	N	Weekly	Students math journals

### Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Lowest 30% will be monitored on a regular basis during MTSS meetings, PLCs, and Leadership Team data meetings.	Classroom teachers, ESE teachers, ESOL teachers, instructional coaches, administration	Summer of 2022 (post FSA scores)	Y	During data meeting, during PLC meetings, during MTSS cycles (6 week intervals), base-line, mid-year, and end of year	iReady data, data tracking sheet, MTSS notes, summative classroom assessments
Teachers will complete an electronic data tracking form that will identify students in the lowest 30%. Data tracked includes iReady, DRA, ORF, Unit Assessments, and other assessments as determined by students' needs.	Classroom teachers	5/25/2022	Y	Monitored at least quarterly.	Electronic data sheets
Students will participate in classroom formative assessments and iReady growth monitoring assessments. Progress towards goals will be monitored.	Classroom teachers, ESE teachers, ESOL teachers, instructional coaches, administration	5/25/2022	Y	Monitored at least quarterly.	iReady growth monitoring scores and formative assessment data
Selected students will participate in after-school tutorial.	Teachers, instructional coaches, administration	5/22/2022	N	Weekly	Tutorial attendance, growth from iReady Diagnostic 1 to Diagnostic 3.

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Progress of High Level 1 and 2 students will be monitored during MTSS meetings and Data PLCs.	Teachers, instructional coaches, administration	5/25/2022	Y	During 6 week MTSS cycles and monthly data meetings	EdInsight notes and PLC notes
Students will be strategically placed in intervention groups based on need, and progress will be tracked through formative and summative assessments then recorded on electronic spreadsheet. Groups will be monitored and adjusted based on students' needs.	Teachers, instructional coaches, administration	5/25/2022	N	Quarterly and during 6 week MTSS cycles and monthly data meetings	Electronic data sheets
PLC grade level teams will review iReady data after each diagnostic and growth monitoring assessment to determine if additional support is needed.	Teachers, instructional coaches, administration	5/25/2022	Y	Quarterly	iReady data and PLC notes
Selected students will participate in after-school tutorial.	Teachers, instructional coaches, administration	5/25/2022	N	Weekly	Tutorial attendance, growth from iReady Diagnostic 1 to Diagnostic 3.

### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
<p>Teachers will provide high quality instruction to Tier 1 students during regular classroom instruction. Intervention/acceleration times will focus on areas of need. PLC data chats will identify who is mastering Learning Targets and what intervention/acceleration will need to be completed to support mastery.</p>	<p>Classroom teachers, interventionists, instructional coaches, administration</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Weekly</p>	<p>PLC data notes, Leadership Team, iReady and FSA Data, Electronic data sheet</p>
<p>Interventionists will provide support facilitation in classrooms and pullout small group instruction.</p>	<p>Interventionist, coaches</p>	<p>5/25/2022</p>	<p>N</p>	<p>Weekly</p>	<p>PLC data notes, Leadership Team, iReady and FSA Data, electronic data sheet</p>
<p>Teachers will provide small group instruction to identified students to fill in gaps in learning.</p>	<p>Classroom teachers</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Weekly</p>	<p>PLC data notes, Leadership Team, iReady and FSA Data, Electronic data sheet</p>
<p>Low level 3 students will be monitored on a regular basis during MTSS meetings, PLCs, and Leadership Team data meetings.</p>	<p>Classroom teachers, interventionists, instructional coaches, administration.</p>	<p>5/25/2022</p>	<p>Y</p>	<p>Weekly</p>	<p>PLC data notes, Leadership Team notes, iReady and FSA Data, Electronic data sheet</p>

## Tutorial Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Tutorial funds will be used to hire instructional staff to provide after school tutoring to identified students, H1, H2 and selected L3.	Tutorial staff, instructional coaches, administration	5/25/2022	N	Weekly	iReady and FSA data, electronic data spreadsheets
Tutorial funds will be used to hire tutorial interventionist to work with identified/predicted (H1, H2, L3 & L30) students in 3rd-5th grade classes.	Classroom teachers, tutorial teachers, instructional coaches, administration	5/25/2022	N	Weekly	iReady and FSA data, electronic data spreadsheets



## Optional Action Plan

<b>Topic Item</b>	<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Science Instruction Monitoring	Teachers will provide quality instruction to all students during the Science block with a focus on vocabulary, and reading within the content area. 4th and 5th grade teachers will incorporate Fair Game standards for review	Teachers, ESE Teachers, ESOL Teachers, Instructional Coaches, Administration	5/25/2022	Y	Weekly	Classroom assessment, Walk Through submissions in iObservation

## Elementary Essential Instructional Priority 2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student-centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students identified as Advanced Opportunity, will work with the gifted resource teacher to identify strengths and areas of need and receive high quality enrichment instruction.	Gifted Resource Teacher, Administration	5/25/2022	N	Weekly	Talent Development class lists and lesson plans, Gifted cluster class enrollment and lesson plans, FSA scores learning gains and proficiency, data tracking sheets
Gifted Resource teacher will support Advanced Opportunity Level 4 and Level 5 students to help them achieve a Learning Gain.	Gifted Resource Teacher, Administration	5/25/2022	N	Weekly	Talent Development class lists and lesson plans, Gifted cluster class enrollment and lesson plans, FSA scores learning gains and proficiency, data tracking sheets
Identified Advanced Opportunity students in grades 4 and 5 will participate in Primes Math.	Teachers, Students, Parents, Administration	5/25/2022	N	Baseline, Mid-Year, End of Year	Talent Development class lists and lesson plans, Gifted cluster class enrollment and lesson plans, FSA scores learning gains and proficiency, data tracking sheets
Students will be provided enrichment activities through weekly STEAM lessons.	Teachers, Students, Parents, Coaches, Administration	5/25/2022	N	Weekly	Lesson plans
Students and parents will participate in a STEAM night (either virtually of Face to Face as appropriate) in which student projects will be displayed for parents to view.	Teachers, Students, Parents, Coaches, Administration	5/25/2022	N	One time per year	Parent sign in sheet

## Increasing the Number of Digital Tools Earned Action Plan

<b>Strategy/ Action Item</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Students in 5th grade will have the opportunity to earn digital tools certifications due to their use of coding opportunities	Administration, teachers, students	5/25/2022	N	Weekly	We will increase the number of students earning digital certifications by 5%.

---

## Essential Instructional Priority 2 – Conditions for Learning

---

### Attendance Monitoring Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Parents will be notified of absences and tardies following the SCPS Truancy Procedures Manual. School team will work with parents to encourage regular attendance.	Certified School Counselor, Social Worker, Administration, Teachers, Parents	5/25/2022	N	Weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Multiple Attendance Summary Report
Leadership Team will monitor attendance reports and track interventions	Certified School Counselor, Social Worker, Administration, Teachers, Parents	5/25/2022	N	Bi-weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Multiple Attendance Summary Report

## Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Bentley Elementary will focus on safety improvements by fostering relationships between students and the School Resource Officer.	To improve students' familiarity of and relationship with the School Resource Office, Bentley's SRO will communicate with students using various means. Bentley's SRO will be visible on campus throughout the day, interact with students in the lunchroom and participate in school events as appropriate.	Administration , school counselor, SRO	5/25/2022	N	Monthly and other times as appropriate	Bentley Safety Survey 2021

## Building Relationships and Connecting with Stakeholders Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Bentley staff will build positive relationships with students through the use of Restorative Practices.	All staff	5/22/2022	Y	Restorative Practices will be implemented into the daily classroom routines.	iReady growth from D1 to D3 and discipline data
Bentley will build positive relationships between staff members through the PLC at Work process.	Administration, instructional coaches and teachers	5/22/2022	Y	Weekly during identified PLC time and monthly during PD Wednesdays.	PLC notes, iReady data, FSA data

## Elementary Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners.
- B. Provide opportunities for students to collaborate and develop personal and social responsibility.
- C. Develop expectations for success in college and careers for all students.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95



---

## Every Student Succeeds Act Instructional Priorities

---

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

*See data points in Quality Instruction for the subgroups listed below.*

### **School has a subgroup scoring below 42% on the FPPI**

---

Yes

Finding(s):

Students with disabilities

## Action Plan

### 1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students with disabilities will be monitored on a regular basis during MTSS meetings, PLCs, and Leadership Team data meetings.	Administration, ESE teachers, instructional coaches, classroom teachers.	Summer of 2022 (FSA scores)	N	Ongoing	iReady data, data tracking sheet, MTSS notes, summative classroom assessments

### How will your school's culture and environment be monitored through the lens of behavior or discipline data?

By implementing Restorative Practices, Bentley Elementary will build a positive culture that will lead to a decrease in SESIR incidences. School leadership will monitor and identify students with repeated misbehavior and connect them and their families with services as needed, including Trauma Informed Care, social worker services, mental health services, etc.

---

## Essential Instructional Priorities

---

### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

---

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.	Fully
---	-------

---

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.	Partially Beginning
--	---------------------

---

General and special education teachers regularly plan instruction together.	Partially Beginning
---	---------------------

---

## Action Plan

### Indicator 1

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.

---

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ESE teachers and classroom teachers will meet during PLC time to collaborate on lesson planning for ESE students.	Classroom and ESE teachers, administration	5/25/2022	N	Quarterly	Lesson plans

---

### Indicator 2

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.

---

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ESE and special area teachers will meet during PLC time to share and collaborate about the needs of ESE students.	ESE teachers and special area teachers, administration	5/25/2022	N	Quarterly	PLC notes

---

### Indicator 3

General and special education teachers regularly plan instruction together.

---

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
ESE teachers and classroom teachers will meet during PLC time to collaborate on lesson planning for ESE students.	ESE and classroom teachers, administration	5/25/2022	N	Quarterly	Lesson plans

---

## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Science, Math, ELA PLCs based on Professional Learning Communities at Work	1		PLCs will meet weekly to discuss the 4 focus questions, instructional plans will be developed based on students needs to achieve academic success.	Teachers	75	Administration, SAM, Instructional Coaches
iReady Training	1		Instructional	Teachers	75	Administration, Coaches
Instructional Rounds	1	Once per semester TBD	Instruction	Teachers	20	Administration, SAM, Instructional Coaches
Restorative Practices	1	Sept. 9th, Oct. 7th and Oct. 28th	Instruction	Teachers	75	Administration, SAM, Instructional Coaches, Select Teachers
Professional Learning Communities at Work	2	June 14-17 Training for TL, PLCs weekly, & Wed. Monthly	Building strong grade level teams focused on outcomes	Staff	85	Administration, SAM, Instructional Coaches, team leaders
Restorative Practices	2	Aug. 5-6, Sept. 9, Oct. 7, Oct. 28	De-escalation strategies and building relationships	Staff	85	Administration, SAM

Child Abuse Prevention and Suicide Prevention Training	2	1st quarter	Safety	staff	15 (new staff only)	Administration, SAM (online)
Digital Tools school based representative will attend any district level PD opportunities.	3	TBD	School based staff will increase knowledge of students earning digital tools.	Bentley Digital Tools representative will attend district training, then train staff.	1	Digital Tools Representative
Book Study: Power of a Positive Team	1,2		Teams will learn to work together to disseminate data, plan for instruction, and monitor outcomes.	Teachers	75	Administration, select teachers
PLCs at Work	1,2,3	Ongoing	Various strategies for improving instruction, increase PLC effectiveness, and building relationships with students	Teachers	85	Administration, select teachers
Restorative Practices	1,2,3	Ongoing	De-escalation strategies will be learned to help teachers build positive relationships with their students, increasing academic focus and success	Staff	100	Administration, SAM, Presenter
NEST - New Educator Support Team Sessions	1,2,3	Ongoing	Teachers will learn strategies to increase students' academic success, classroom safety, mental health/self-care supports, etc.	1st and 2nd year teachers to SCPS	10	NEST mentors and new teachers