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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Christine Sharpe

#### Position Title

Principal

#### Job Duties and Responsibilities

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Oversees total school program and operations.

### Leadership Team Member #2

#### Employee's Name

Carson Stone

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Assists principal in overseeing the total school program.

### **Leadership Team Member #3**

**Employee's Name**

Matthew Myers

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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Title 1 Coordinator, Testing Coordinator, Facilities, Non-Instructional Supervisor.

### **Leadership Team Member #4**

**Employee's Name**

Mary Linda Swiatek

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Oversees math/science projects within school body, MTSS, PLCs, curriculum and instructional support, and coaching.

### **Leadership Team Member #5**

**Employee's Name**

Kristina Lester

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Oversees literacy projects within school body, MTSS, interventions, PLCs, curriculum and instructional support, and coaching.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Collaboration between Bentley Elementary, families and the community provide a recipe for success for our students. Parents, students, and the community provide feedback each year through the Snapshot Survey, The 5Eessential Survey, Panoramic Survey, and the Bentley Safety Survey. Administration works closely with the PTA Board throughout the year and over the summer. Each summer, Bentley Administration meets with the new PTA Board to plan for the upcoming school year. Discussions include thoughts, concerns, and ideas for supporting the school for the 2024-2025 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.

Bentley partners with the community and business partners to support student activities, incentives, and food pantry. Our community partners recognize the need to ensure all needs are met (clothing, shelter, food) so students are in a healthy mindset for learning. School data is shared with parents, community partners, and staff for an awareness of Bentley's academic standings and to gather input for the development of the School Improvement Plan. The School Improvement plan is shared with PTA and at SAC meetings for input prior to finalizing the plan.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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Each quarter, the leadership team reviews the SIP and monitors the effectiveness of the action steps that have been implemented. As a team, decisions are made based on data analysis and teacher input during the MTSS process. At the end of the first semester, the principal discusses mid-year updates with SAC and refers to the SIP action plan. Parent input is taken during this meeting for continual growth and adjustments for action plan steps.

During MTSS meetings, Bentley's support team (coaches and interventionists) discuss interventions

and problem solve for students who are below proficiency to better support learning gains.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>77.3%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>73.7%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: B* 2021-22: C 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	5	40	35	43	27	31				181
One or more suspensions		3	5	16	5	20				49
Course failure in English Language Arts (ELA)	4	9	19	4	2	6				44
Course failure in Math	4	9	6	1	2	5				27
Level 1 on statewide ELA assessment				10	21	46				77
Level 1 on statewide Math assessment				8	15	57				80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	32	6	43	49						130
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	20	11	23	26	28					108

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	10	15	24	24	54				131

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	8		13	2					29
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	18	34	46	33	37	32				200
One or more suspensions		2	5	3		10				20
Course failure in ELA	1	9	9	3	5	3				30
Course failure in Math	3	9	9	1						22
Level 1 on statewide ELA assessment				2	35	42				79
Level 1 on statewide Math assessment				2	29	52				83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	15	24	30						133

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	14	18	15	37	52				139

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	8	8	2	4					26
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53	66	57	53	61	53	59	65	56
ELA Grade 3 Achievement **	57	69	58	57	62	53			
ELA Learning Gains	52	62	60				60		
ELA Learning Gains Lowest 25%	43	55	57				53		
Math Achievement *	54	67	62	53	64	59	53	46	50
Math Learning Gains	48	64	62				52		
Math Learning Gains Lowest 25%	49	43	52				47		
Science Achievement *	54	68	57	54	65	54	50	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	73	75	61	43	77	59	62		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	483
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	60%	55%	52%		56%	58%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	5	
English Language Learners	47%	No		
Asian Students	78%	No		
Black/African American Students	44%	No		
Hispanic Students	50%	No		
Multiracial Students	50%	No		
White Students	61%	No		
Economically Disadvantaged Students	47%	No		



## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	4	1
English Language Learners	43%	No		
Asian Students	88%	No		
Black/African American Students	40%	Yes	2	
Hispanic Students	53%	No		
Multiracial Students	68%	No		
White Students	65%	No		
Economically Disadvantaged Students	52%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	3	
English Language Learners	52%	No		
Native American Students				
Asian Students	67%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	55%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	50%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%	57%	52%	43%	54%	48%	49%	54%					73%
Students With Disabilities	16%	19%	34%	41%	29%	30%	38%	32%					65%
English Language Learners	32%	43%	49%	45%	45%	43%	47%	43%					73%
Asian Students	67%		80%		94%	70%							
Black/African American Students	46%	48%	43%	38%	43%	47%	47%	43%					
Hispanic Students	49%	57%	49%	45%	49%	41%	44%	47%					71%
Multiracial Students	54%	36%	62%		54%	46%							
White Students	63%	69%	59%	42%	66%	59%	64%	65%					
Economically Disadvantaged Students	44%	47%	45%	40%	46%	44%	47%	45%					68%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%	57%			53%			54%					43%
Students With Disabilities	23%	32%			23%			22%					50%
English Language Learners	33%	33%			35%			31%					85%
Asian Students	82%				91%			90%					
Black/African American Students	41%	50%			41%			29%					
Hispanic Students	45%	50%			44%			45%					83%
Multiracial Students	72%				62%			69%					
White Students	62%	68%			66%			64%					
Economically Disadvantaged Students	45%	46%			43%			44%					84%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	59%		60%	53%	53%	52%	47%	50%					62%
Students With Disabilities	33%		41%	28%	32%	36%	27%	19%					55%
English Language Learners	39%		67%	60%	41%	50%	42%						62%
Native American Students													
Asian Students	77%		75%		76%	63%		45%					
Black/African American Students	41%		49%	30%	33%	44%	41%	25%					
Hispanic Students	55%		63%	64%	46%	46%	50%	51%					65%
Multiracial Students	67%		68%		60%	47%		60%					
Pacific Islander Students													
White Students	70%		57%		69%	61%	55%	66%					
Economically Disadvantaged Students	51%		60%	54%	43%	45%	45%	37%					63%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	53%	67%	-14%	55%	-2%
Ela	4	45%	62%	-17%	53%	-8%
Ela	5	54%	63%	-9%	55%	-1%
Math	3	66%	69%	-3%	60%	6%
Math	4	44%	64%	-20%	58%	-14%
Math	5	33%	43%	-10%	56%	-23%
Math	6	100%	67%	33%	56%	44%
Science	5	52%	65%	-13%	53%	-1%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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Bentley's Grade 3 Math proficiency level improved by 5%. In addition, Learning Gains in Math and Grade 5 ELA improved. In Math, teachers in Grade 3 focused on fact fluency throughout the year and incorporated spiral reviews within center work. A Math interventionist pushed into classes in Grades 3-5 along with pulling groups of students who were identified as needing support to make learning gains. Data from PM 2 and iReady diagnostics (projected proficiency) was utilized to see how to group students for additional support.

##### Lowest Performance

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

---

Overall, Grade 4 students demonstrated lower levels of proficiency and learning gains in ELA and Math. Some of the 4th grade cohort were students who met the district criteria for passing; which allowed more students to be promoted than in previous years. In 23-24, there was a lot of transition within the grade level with new students enrolling throughout the year and two teachers on the team being on leave. However, teachers planned together regularly, incorporated exit tickets focused on the Achievement Level Descriptors from the DOE to try to make the most impact in the classroom. As a school, we need to work on improving overall proficiency in grades 2-5. Based on STAR Reading data, Bentley's Grade 2 students performed well below proficiency expectations. This will be our incoming third grade cohort.

##### Greatest Decline

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

---

When diving into the Learning Gain data, it appears that students scoring in the High 1, Low 2, and High 2 categories are not making the gains at the same rate of Low and Mid Level 1 students in both ELA and Math. Mid year, the Leadership team planned to work with this group of students; however other factors prevented that support from taking place consistently. Those factors included absenteeism (staff and students), testing make ups, portfolio groups, and so forth.

Students participated in walk to interventions four times weekly. Students receiving Tier 2 and 3 interventions were provided small group supports during the intervention time for ELA skills. For the 24-25 school year, intervention supports will be revisited.

### **Greatest Gap**

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

---

As mentioned previously, Grade 4 scores overall were much lower than expected. Grade 4 ELA proficiency was 45%; however the state average was 53%. Bentley students fell 8% below the state average in ELA. In Math, Bentley 44% of Bentley fourth grade students demonstrated proficiency; whereas 58% of the state scored proficiently making a 14% difference between the school average and the state average. In looking at mid-year iReady data, students were on track for growing in both Math and Reading and many students making Typical Growth. However, students needed to meet their Stretch Growth goal in reading and math in order to increase proficiency. More remediation (through iReady and in the classroom) could help close gaps and build proficiency.

One factor to mention is the internet outage that took place the day of Grade 4 ELA FAST testing. Students began the test and had to stop in the middle due to internet loss. Students resumed the test later that day; however, the effect of stopping and starting a test session is immeasurable.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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An area of great concern is attendance at Bentley. We have a growing number of students missing ten or more days of school. Chronic absenteeism leads to lower proficiency levels and creates a challenge when trying to close academic gaps.

### **Highest Priorities**

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

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Bentley's highest priorities are:

1. ELA Proficiency
2. Math Proficiency
3. Science Proficiency
4. SWD Learning Gains
5. Math Learning Gains



## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area of focus for the 24-25 school year, will be supporting SWD in the areas of ELA and Math. When solely looking at data for SWDs on the FAST Assessment, only 16% of SWDs scored proficiently on the ELA portion and 31% scored proficiently in Math. Reviewing ESE services and making sure students are in an optimal environment to maximize learning will be key in the 24-25 school year. Traditionally, SWDs have a slower rate of progress and lower proficiency ratings; however this trend needs to change in order to make all students successful in Reading and Math. The goal for Bentley SWDs will be to improve learning gains through strategic steps in planning, instructing, and assessing which will subsequently improve proficiency levels.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 23-24 school year, 37% of SWDs made Learning Gains on the FAST Math assessment(grades 3-5). Bentley's goal will be to increase learning gains for SWDs to 50% in Math for the 24-25 school year.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be monitored from classroom assessments (quizzes, tests, unit assessments), iReady, and FAST results throughout the year. Monitoring will take place during MTSS cycles, IEP reviews, and PLCs. If a student is identified as not making progress, the student team (teacher, ESE teacher, coach, counselor, admin) will determine adjustments to support growth.

#### Person responsible for monitoring outcome

ESE Case Manager

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (strong evidence), Reading Mastery (promising evidence), , Corrective Reading (strong evidence),and Quick Reads (strong evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Quality Tier 1 Instruction with Support Facilitation

**Person Monitoring:**

Christine Sharpe and Carson Stone

**By When/Frequency:**

ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Through purposeful PLCs teams will plan standards-based, student centered lessons that include whole group and small group times. Instruction will be differentiated to meet the needs of students. ESE Teachers will use researched-based models from the Florida Inclusion Network for Support Facilitation.

**Action Step #2**

SWD will participate in quality Tier 2 or 3 Interventions

**Person Monitoring:**

Instructional Coaches (Mary Linda Swiatek and  
Krissy Lester)

**By When/Frequency:**

6 week cycles

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

SWD will participate in a walk-to intervention to address areas of deficit 4 days weekly. Intervention classes will be taught by reading endorsed teachers.

## Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA required by RAISE (specific questions)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A solid foundation in phonics, decoding, and fluency is necessary for reading development. When students are provided strategic instruction in the core foundations of reading, they can become independent readers. In addition to phonemic awareness and phonics, students will practice and master high frequency words. On the 2024 FAST Assessment, 52% of students scored proficiently in ELA. In two grade levels, less than 50% of students scored proficiently. Grade 2 students had a 43% proficiency level and Grade 4 students had a 46% proficiency level. The low achieving scores has created a sense of urgency for Bentley to strive for higher scores in ELA all around.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will use Flamingo Phonemic Awareness and CORE Phonics to assess foundational skills of students in grades K-2. Instruction will be provided based on the assessment results.

#### Grades 3-5: Instructional Practice specifically related to Reading/ELA

Students in grades 3-5 will be assessed on Oral Reading Fluency with comprehension questions added to identify reading ability for small group instruction. Teachers will offer daily small group reading lessons in ELA classrooms.

#### Grades K-2: Measurable Outcome(s)

Using the STAR assessment, 70% of students in grades K-2 will demonstrate grade level proficiency in ELA.

#### Grades 3-5: Measurable Outcome(s)

Using the FAST assessment, 60% of students will demonstrate grade level proficiency in ELA.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

STAR and FAST testing take place at the beginning, middle, and end of the year. Student results will be monitored after each testing session. If adequate progress is not being made, the MTSS team will work with teachers to provide additional supports.

**Person responsible for monitoring outcome**

Christine Sharpe and MTSS team

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (strong evidence), Reading Mastery (promising evidence), , Corrective Reading (strong evidence),and Quick Reads (strong evidence).

**Rationale:**

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Teachers will participate in weekly PLCs

**Person Monitoring:**

Carson Stone

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teams will meet with coaches on Tuesday to plan for ELA and on Thursday to plan for Math. During PLCs, teachers will discuss instructional strategies to use during units of study. Coaches will provide guidance and support during the discussions.

**Action Step #2**

Student Data Notebooks

**Person Monitoring:**

Christine Sharpe

**By When/Frequency:**

ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will record progress monitoring, iReady, and unit data within data notebooks. Teachers will conference with students regarding progress and goals. Parents will be invited to conference and review the data notebooks mid-year.

### **Action Step #3**

Backpack Reading program for students reading below grade level.

#### **Person Monitoring:**

Krissy Lester

#### **By When/Frequency:**

each MTSS cycle (6 weeks)

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students who receive Tier 2 and 3 interventions will join a weekly backpack program to encourage reading at home. They will be invited to take Accelerated Reading quizzes to earn points towards incentives.

### **Action Step #4**

Science of Reading Small Groups

#### **Person Monitoring:**

Krissy Lester

#### **By When/Frequency:**

ongoing

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will participate in workshops on the Science of Reading then will utilize techniques from the training to use in small groups for reading. Ongoing coaching and support will help teachers make small group reading more impactful.

## **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Math**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 FAST Assessment, 54% of students in grades 3-5 scored proficiently in Math. Bentley's goal will be to increase the number of students reaching proficiency through a focus on fact fluency, student collaboration with challenging tasks, and practice with multi-step problems. It is crucial to increase the levels of proficiency in grades 4 and 5 and to work on increasing the number of students participating in the RAMP acceleration course.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

When looking at data from students who are not enrolled in a RAMP course, only 33% of Fourth and Fifth Grade students demonstrate proficiency. A goal for the 2024-25 school year will be to increase proficiency in non-RAMP courses to 50% or higher.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress in Mathematics will be monitored through FAST and STAR assessments, unit tests, iReady, and Fact Tactics data. Math data will be discussed regularly in PLCs as well as MTSS meetings (every 6 weeks). Regular monitoring and adjusting support will aim to increase overall achievement levels in Math.

**Person responsible for monitoring outcome**

Christine Sharpe and Mary Linda Swiatek

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

**Rationale:**

All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Fact Tactics Program

**Person Monitoring:**

Mary Linda Swiatek

**By When/Frequency:**

September - December 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students in grades 3-5 will participate in the Fact Tactics program to learn multiplication facts. Bentley students will be incentivized to learn and master facts quickly within the program. Students take bi-weekly quizzes to demonstrate mastery of facts. The Math Coach will provide updates on student progress through the semester.

**Action Step #2**

Cooperative Learning strategies to be incorporated in Math classes

**Person Monitoring:**

Administration and Mary Linda Swiatek

**By When/Frequency:**

ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During the week of Pre-plan, teachers who attended a Kagan workshop will share strategies to support team work, discussion, and collaboration that can be utilized in math classes. Teachers will be encouraged to use these (and other) cooperative learning strategies to actively engage in math content. Administrators will walk through classes to monitor the use of cooperative learning strategies.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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In the 2024 school year, 54% of Bentley 5th Grade Students scored at a level of proficiency. Using District TOA's for additional science support, teachers in all grade levels will dive into the science standards to better address grade level skills while utilizing impactful instructional strategies.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

With additional support and focus on science instruction, Bentley students will raise proficiency to 58% in 2025.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Students take a Common Science Assessment quarterly to identify areas of growth and remediation. Teachers will meet in PLCs to analyze results and plan ahead for upcoming units of study.

**Person responsible for monitoring outcome**

Carson Stone

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific



strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

N/A

**Rationale:**

N/A

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Monthly Science PLCs

**Person Monitoring:**

Carson Stone

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The District Teacher on Assignment will hold monthly PLCs to support science instruction with the newly adopted textbook as a resource for standards-based instruction. Discussions will focus on the expectation and rigor of the science standards.

**Action Step #2**

Hands on Science Lessons

**Person Monitoring:**

Mary Linda Swiatek

**By When/Frequency:**

ongoing August 2024 through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teams will plan hands-on interactive lessons for each unit of study along with posing higher order questions while students are experimenting in order to allow for a deeper level of thinking and understanding.

**Action Step #3**

Science Review Rotations

**Person Monitoring:**

Carson Stone

**By When/Frequency:**

March-April 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Fifth grade classes will participate in a Science review of identified topics needing extra attention. Students will rotate throughout the weeks to review fair game standards along with identified standards needing review from CSA results.

## IV. Positive Culture and Environment



## Area of Focus #1

Student Attendance

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In the 2023-24 school year, 284 students had 10 or more unexcused absences. Many students with chronic absences fell behind in coursework and did not make adequate learning gains.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Bentley has been identified as a RAISE school due to lower levels of ELA proficiency and with approximately 31% of absences coming from students with 10 or more missing days, a large population of students are missing instruction. Through community outreach, we plan to reduce the number of students missing ten or more days of school (unexcused absences) by 20%. Attendance Data will be monitored on EdInsight along with communication attempts.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

EdInsight will be used to monitor attendance data and communication methods by the school truancy team. Improving student attendance will lead to improved academic achievement by students and will improve proficiency levels so that all grade levels reach 50% or higher proficiency.

### Person responsible for monitoring outcome

Tara Peifer, SSW

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

### Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Truancy Team Meetings

**Person Monitoring:**

Tara Peifer

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Bentley's School-based Truancy team (counselor, social worker, and admin) will meet weekly to discuss students who high levels of absences. The team will communicate with families in an effort to improve student attendance. Conferences will be scheduled as needed to offer any resources families may need.

**Action Step #2**

Community Meetings to support Literacy and Attendance

**Person Monitoring:**

Tara Peifer, Krissy Lester

**By When/Frequency:**

quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Bentley staff will schedule town hall meetings in the community to share literacy strategies and highlight the importance of regular attendance. Meetings will take place in community rooms of local apartment complexes.

**Area of Focus #2**

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Bentley's motto has always been "Better Together" where staff is treated like family. With the state of education changing and educators leaving the field with smaller numbers entering the field, it is more

important than ever to retain top quality staff. A motivated and satisfied staff will transfer positive energy into the classroom. Bentley administration and support staff will provide opportunities to build positive relationships, camaraderie, and a spirit of collaboration.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Based on Panarama Survey results, 49% of staff and 53% of teachers responded favorably toward Bentley's school climate. When the survey is taken again in the fall and spring of the 2024-25 school year, we would like to increase responses to 75% favorable in the area of School Climate.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The effects of teacher retention will be monitored using the Panorama Survey along with the 5 Essentials survey. The Panorama survey takes place in September and April to allow for additional monitoring. As stated previously, a motivated and engaged staff will provide meaningful and unique opportunities to help students thrive.

### **Person responsible for monitoring outcome**

Christine Sharpe

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

N/A

#### **Rationale:**

N/A

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

Principal Visionary Team

#### **Person Monitoring:**

Christine Sharpe

#### **By When/Frequency:**

quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

In the 2023-24 school year, teachers and staff were given an opportunity to volunteer for a Principal Visionary team with a goal of collaborating and brainstorming ideas to improve school climate. The team will meet again in the 2024-25 school year to implement ideas and revisit their effectiveness.

**Action Step #2**

New Teacher Supports

**Person Monitoring:**

Krissy Lester

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

New teacher meetings will be held monthly by the New Teacher Support Team to provide new staff resources and guidance. NEST meetings will develop strong connections and collaboration to help teachers feel supported.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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A finalized copy of the SIP and SWP will be posted to Bentley's website (see link below) after the draft is shared with stakeholders such as PTA and SAC. Feedback from the stakeholders will be used for the final version of the SIP.

<https://www.bentley.scps.k12.fl.us/>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Bentley Elementary welcomes parents and families on campus for events such as Meet the Teacher and Curriculum Night to meet the teacher and learn about classroom updates. In addition, Bentley hosts Reading Nights, STEM Night, and will have an inaugural Multi-Cultural Night for families to attend and learn curricular information and strategies to support their child from home. Weekly updates are sent to families via phone and email. Skyward Family Access houses information for parents to find attendance, grade, and course information. In addition, a team from Bentley will visit various apartment complexes to discuss literacy and attendance.

Parents can access the Parental and Family Engagement Plan on Bentley's website:

<https://www.bentley.scps.k12.fl.us/>

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

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amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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Bentley has a team of highly qualified teachers that are dedicated with a growth mindset. In addition, Bentley has multiple coaches and interventionists on staff to support Reading and Math instruction along with behavioral and PBIS needs. All students participate in a walk to success intervention time four days weekly. Talent development is offered to students in each grade level for enrichment. A backpack reading program will be offered to students needing tier 2 and 3 interventions as an additional opportunity to read independent level text.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource

development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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Bentley Elementary has a full-time social worker, school counselor, ALPHA counselor, two behavior interventionists along with a part time mental health counselor and additional part time social worker. This student support team meets monthly to discuss and prioritize student cases. Within the discussion, an action plan for each student is discussed and reviewed in sub sequential meetings. Students receiving tiered interventions for behavior meet with one of the members of the student support team in either small group or individualized settings to receive district approved curriculum.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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All students at Bentley participate in a STEM course utilizing inquiry, collaboration, and technology skills. Talent development is offered as an enrichment opportunity for students in all grades. All fifth graders participate in a Digital Tools Certification to enhance computer skills. Each November, Bentley participates in Teach In where community members are invited to classrooms to share about different professions and topics of interest.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Bentley utilizes a PBIS model with clear expectations of Bentley P.R.I.D.E. Bentley bucks are a token system to reward positive behaviors. Each classroom has a hierarchy of consequences posted and taught so students are aware of the steps taken when classroom or school expectations are not followed. As stated previously, Bentley's Student Support team meets with students for behavior interventions, social skills development, and other situations as needed. Data is collected and monitored for behavior interventions. General Education and ESE Behavior Intervention Plans are created and followed as needed. Training is provided to staff for individualized behavior plans.



### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Teachers have the opportunity to attend BEST Summer PD before the school year begins to learn more about content and instructional strategies. During pre-plan days, teachers will participate in professional development on a variety of topics such as MTSS/SST, Cooperative Learning, School Safety, and PBIS. Throughout the year, teachers will participate on subject based PLCs in ELA, Math, Science, and Social Studies. During PLCs, teachers have the opportunity to look at data to make instructional decisions for upcoming lessons.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Each summer, Bentley offers a Kinder Camp welcoming incoming Kindergarten students to campus for two weeks in July. Kinder Camp teaches prerequisite skills along with teachers students the structure and expectations of a Kindergarten classroom. In April, families are invited to a Sneak A Peek event to visit Bentley Elementary and learn about Kindergarten, tour the school, and ask questions.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00