

Seminole County Public Schools

BENTLEY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

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

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Christine_Sharpe@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Oversees total school program and operations.

Leadership Team Member #2

Employee's Name

Carson Stone

Carson_Stone@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists principal in overseeing the total school program.

Leadership Team Member #3

Employee's Name

Matthew Myers

Matthew_Myers@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Mary Linda Swiatek

swiateml@myscps.us

Position Title

Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Kristina Lester

kristina_lester@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Oversees literacy projects within school body, MTSS, interventions, PLCs, curriculum and

instructional support, and coaching.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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 2025-2026 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	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)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: C 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	94	141	140	137	136	140				788
Absent 10% or more school days	10	25	26	26	20	21				128
One or more suspensions	0	1	3	5	11	4				24
Course failure in English Language Arts (ELA)	1	25	22	15	17	9				89
Course failure in Math	1	34	18	15	19	9				96
Level 1 on statewide ELA assessment	0	6	24	38	17	24				109
Level 1 on statewide Math assessment	0	6	19	40	13	29				107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	9	6	17	20	0				53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	22	10	22	0	9				63

Current Year 2025-26

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	1	36	33	44	27	25				166

Current Year 2025-26

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	3	8	1	10	1	0				23
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) 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	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

Prior Year (2024-25) 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	4	10	15	24	24	54				131

Prior Year (2024-25) 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	6	8		13	2					29
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	68	59	53	66	57	53	61	53
Grade 3 ELA Achievement	56	71	59	57	69	58	57	62	53
ELA Learning Gains	66	63	60	52	62	60			
ELA Lowest 25th Percentile	69	56	56	43	55	57			
Math Achievement*	62	69	64	54	67	62	53	64	59
Math Learning Gains	73	65	63	48	64	62			
Math Lowest 25th Percentile	59	47	51	49	43	52			
Science Achievement	55	68	58	54	68	57	54	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	73	63	73	75	61	43	77	59

*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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	567
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	54%	60%	55%	52%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	45%	No		
English Language Learners	58%	No		
Asian Students	96%	No		
Black/African American Students	60%	No		
Hispanic Students	60%	No		
Multiracial Students	75%	No		
White Students	66%	No		
Economically Disadvantaged Students	59%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%	56%	66%	69%	62%	73%	59%	55%					69%
Students With Disabilities	26%	15%	61%	65%	30%	63%	60%	31%					56%
English Language Learners	45%	50%	58%	67%	55%	72%	61%	44%					69%
Asian Students	100%				92%								
Black/African American Students	48%	49%	67%	63%	55%	80%	69%	46%					
Hispanic Students	55%	58%	62%	71%	58%	67%	55%	48%					68%
Multiracial Students	75%		93%		60%	71%							
White Students	63%	58%	66%	64%	73%	78%	55%	68%					
Economically Disadvantaged Students	50%	46%	63%	69%	55%	71%	62%	48%					71%
22/2025													

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	69%	-15%	57%	-3%
ELA	4	58%	67%	-9%	56%	2%
ELA	5	54%	64%	-10%	56%	-2%
Math	3	63%	70%	-7%	63%	0%
Math	4	60%	69%	-9%	62%	-2%
Math	5	51%	46%	5%	57%	-6%
Math	6	95%	71%	24%	60%	35%
Science	5	54%	66%	-12%	55%	-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?

ELA Learning Gains for the lowest quartile grew 26% from the previous year. In addition, overall Math Learning Gains increased 26%. This could be attributed to an increase in support facilitation for ESE students, interventionists pushing into the classroom, and an increased focus on student growth over the year.

Lowest Performance

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

Bentley has a large percentage of students that score in the Level 2 range. This year, 53% of students stayed at the level 2 mark for PM3 in 23-24 and again in 24-25. Although there is growth, it is not enough to move students to a proficient level. Contributing factors include attendance, low parent involvement, and having a transient population.

Greatest Decline

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

Third grade ELA data for ESE students dropped from 19% to 14% proficient. Bentley has some self-contained ESE classes and this year, many ESE students receiving instruction in a more restrictive environment tested as third grade students. These students do not qualify for Access Points but are not working on grade level. ESE students were able to access and participate in grade level work, but still had many learning gaps in foundational skills

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.

Due to RAMP courses, Grade 5 Math had the most difference between the school and state averages. When looking at Learning Gains, Bentley also had a significantly lower average to the state average with a 15 percent difference. Although there is a gap, Bentley's overall math learning gains increased by 26%.

EWS Areas of Concern

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

Bentley's greatest area of concern is the overall attendance data. A large population of students miss ten or more days of school, subsequently affecting academic progress.

Bentley also has a large number of students who are labeled as Substantial Reading Deficient in grades K-3.

Highest Priorities

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

Bentley's areas of focus will be:

Continued increase in Learning Gains in ELA and Math - this will help to maintain the A rating.

- Bentley's current ELA learning gain is at 66% and we plan to move it to 71% or higher.
- Bentley's current Math learning gain is currently 59% and our goal is to be at 64% or higher.

Increased proficiency in the areas of ELA, Math, and Science. We are setting the expectation that all students can reach grade level mastery.

- Bentley's current ELA Proficiency for grades 3-5 is at 57%. We aim to move to 65% or higher.
- Bentley's current Math Proficiency for grades 3-5 is at 62%. We aim to move it to 67% or higher.
- Bentley will aim to move Science proficiency from 54% to 64% or higher for Grade 5.

Bentley was identified as a RAISE school in grades Kindergarten and Second.

- Bentley will increase proficiency in Kindergarten and Second Grade to 55% or higher.

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.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

Bentley's overall proficiency for grades 3-5 was 57% and we aim to increase it to 65%.

Through quality standards-centered tasks, students will engage in academic talk and participate in rigorous activities. Focusing on collaboration and ELA standards-based activities will decrease the amount of low level, low rigor activities for review. Bentley ELA classrooms will focus on small group teacher led lesson and independent activities such as station mats and Kagan strategies for learning.

Measurable Outcome

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 the focus on small group instruction and student engagement, students will increase proficiency on state assessments from 57% in ELA (grades 3-5) to 65% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will use results of the FAST Assessment for each progress monitoring period. In addition, teachers will review unit assessments to see if students are demonstrating mastery of skills throughout the year.

Person responsible for monitoring outcome

Classroom Teachers, Coaches, Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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), 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will participate in professional development to learn Kagan structures and how to create standards-based activities using the collaborative learning approach.

Person Monitoring:

Carson Stone

By When/Frequency:

quarterly

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

A PD calendar will be developed to allow times for Kagan trainings. After attending trainings, teachers will be expected to document the use of Kagan structures within their lesson plans and reflect on the lessons during follow up trainings.

Action Step #2

Teachers will develop quality station work tasks that involve collaboration and academic discussion. Station mats will be used to identify the standard, task, and expected outcome.

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:

During PLCs teachers will discuss small group activities to ensure cohesiveness within the team. Instructional coaches will support and oversee the development of station mats for each unit of study.

Action Step #3

Leadership team will use the SCPS Instructional Priorities link to document trends during walkthroughs.

Person Monitoring:

Christine Sharpe

By When/Frequency:

ongoing

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

Coaches and Administrators will document trends in classrooms with a focus on the 4 SCPS Instructional Priorities. After collecting the information, the Leadership team will analyze the data to determine if adjustments need to be made for upcoming PLC or PD topics.

Action Step #4

Teachers in grades 3-5 will receive professional development on small group reading instruction.

Person Monitoring:

Christine Sharpe

By When/Frequency:

ongoing

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

Dr. Wenzel will introduce the Science of Reading concepts to intermediate teachers and provide support as teachers meet in small groups. Follow up sessions will be held to provide ongoing feedback and updates.

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**

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 24-25 school year, students in Kindergarten and Second Grade did not demonstrate more than 50% proficiency in ELA. Bentley aims to increase proficiency in those grade levels to a minimum of 55% proficient in ELA. In order for students to be successful readers, they need to achieve a solid foundation in the primary years mastering basic phonics and vocabulary skills to learn to comprehend.

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

Teachers in Grades K-2 will devote 30 minutes daily for core phonics instruction using UFLI. In addition, teachers will follow the Science of Reading research to implement relevant and impactful teacher led small group reading groups.

Students identified as reading one or more years below level will receive tiered interventions 2-4 times weekly. Resource teachers, such as interventionists, ESE, and ELL teachers will push into classes to provide support to identified students.

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

Teachers in Grades 3-5 will participate in Science of Reading PD to support teacher-led small group

instruction. In addition, teachers will utilize quality independent station activities and Kagan structures that align with grade level standards.

Students identified as reading one or more years below level will receive tiered interventions 2-4 times weekly. Resource teachers, such as interventionists, ESE, and ELL teachers will push into classes to provide support to identified students.

Grades K-2: Measurable Outcome(s)

Data from STAR assessments and iReady will be monitored throughout the year to identify areas of growth and focus. By PM 3, Bentley primary students will have 55% or higher proficiency rating in ELA on the STAR assessment..

Grades 3-5: Measurable Outcome(s)

Data from FAST assessments and iReady will be monitored throughout the year to identify areas of growth and focus. By PM3, Bentley intermediate students will have 65% or higher proficiency rating in ELA on the FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will monitor progress of student proficiency by analyzing FAST and iReady data. In addition, teachers will monitor unit assessments to see if students are demonstrating mastery during units of study.

Person responsible for monitoring outcome

Christine Sharpe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

ELA - 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), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising 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-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan (CERP). Having a variety of interventions available allows the school to match the needs of the individual student to the intervention that is offered based upon assessment data.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Students will participate in Walk to Success to receive tiered interventions 4 times weekly.

Person Monitoring:

Instructional Coach - Krissy Lester

By When/Frequency:

every 6-8 weeks

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

The MTSS team will meet every 6-8 weeks to review intervention plans and adjust interventions using data. Teachers will identify if students are in need of more or less intensive interventions based on observations and classroom data. MTSS will discuss both Reading and Math interventions.

Action Step #2

Interventionists will provide push in supports for below proficiency students.

Person Monitoring:

Christine Sharpe

By When/Frequency:

after each progress monitor

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

Students scoring in the lowest quartile from the 24-25 FAST results will be identified and a schedule will be created for ELA interventionists to provide supports in the classroom. Interventionists will track the students they support and monitor progress during the academic year. In addition, interventionists will communicate with teachers to identify the types of supports to be provided in the classroom.

Action Step #3

Teachers will continue the professional learning from the Science of Reading trainings from the previous school year. This training focused on teacher-led small group reading instruction.

Person Monitoring:

Carson Stone

By When/Frequency:

three sessions in the first semester

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

Teacher leaders, coaches, and admin will participate in small group reading professional learning that will be implemented in the classroom. Teachers will apply what they learn and receive feedback to differentiate instruction to meet the needs of students.

Action Step #4

Primary teachers will devote 30 minutes daily to phonics instruction.

Person Monitoring:
Carson Stone

By When/Frequency:
ongoing

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

Primary teachers will use UFLI phonics as a research-based approach to phonics instruction. Administration will visit classrooms during the phonics block to monitor instruction and pacing.

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

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.

Bentley Math classrooms will prioritize a math block consisting of about 20-30 minutes of whole group direct instruction followed by 30-40 minutes of station work or independent tasks that involve academic talk and rigorous activities. In addition, math teachers will use spiral review warmups to reinforce math topics.

Measurable Outcome

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 a focus on collaboration and well planned standards-based independent tasks, students in grades 3-5 will increase math proficiency from 62% to 67%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will use the results of the FAST Assessment for each progress monitoring period. In addition, teachers will review unit assessments to see if students are demonstrating mastery of skills throughout the year.

Person responsible for monitoring outcome

Classroom teachers, Coaches, Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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: Ready Florida BEST Math Instruction, 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will participate in professional development to learn Kagan strategies and how to create standards-based Math activities using the collaborative learning approach.

Person Monitoring:

Carson Stone

By When/Frequency:

quarterly

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

A PD calendar will be developed to allow times for Kagan trainings. After attending trainings, teachers will be expected to document the use of Kagan strategies within their lesson plans and reflect on the lessons during follow up trainings.

Action Step #2

Leadership team will use the SCPS Instructional Priorities link to document trends during walkthroughs.

Person Monitoring:

Christine Sharpe

By When/Frequency:

ongoing

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

Coaches and Administrators will document trends in classrooms with a focus on the 4 SCPS Instructional Priorities. After collecting the information, the Leadership team will analyze the data to determine if adjustments need to be made for upcoming PLC or PD topics.

Action Step #3

Intermediate classes will utilize the Fact Tactics program to help students master multiplication facts

Person Monitoring:

Mary Linda Swiatek

By When/Frequency:

March 2026

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

Math classes in grades 3-5 will use the 20-week program to help students learn and master basic multiplication facts.

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

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.

Bentley teachers will focus on quality science instruction and the implementation of hands-on lessons and experiments to deepen students' understanding of science concepts.

Measurable Outcome

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.

Fifth grade students at Bentley demonstrated 54% proficiency in state Science Assessment. Bentley aims to raise the proficiency to 64% through strategic planning and progress monitoring.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Each nine weeks, students in grades 3-5 will take the district SBA to monitor which standards students are beginning to master and which standards still need additional review. In addition, teachers will use formative and summative assessments in the classroom to identify student understanding as each unit is taught.

Person responsible for monitoring outcome

Matthew Myers, Carson Stone, and Mary Linda Swiatek

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Kagan Structures

Person Monitoring:

Carson Stone

By When/Frequency:

quarterly

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

A PD calendar will be developed to allow times for Kagan trainings. After attending trainings, teachers will be expected to document the use of Kagan structures within their lesson plans and reflect on the lessons during follow up trainings. Kagan structures allow for student interaction and processing of key concepts in science.

Action Step #2

Bentley teachers will participate in PLCs with the district Science Specialist to plan quality lessons and experiments.

Person Monitoring:

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:

April Ruiz will visit Bentley PLCs to discuss content and plan standards-based lessons and experiments with each grade level. Teams will dissect data to determine areas of focus for future lessons.

IV. Positive Learning 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 2024-25 school year the following number of students missed 15 or more days:

Kindergarten - 43

First Grade - 44

Second Grade - 29

Third Grade - 32

Fourth Grade - 32

Fifth Grade - 33

In all, 239 students missed 15 or more days of school last year. It is imperative to have students

attend school regularly to keep up with their academics and work on being proficient.

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.

The Bentley Truancy team will continue to monitor attendance data via EdInsight. Weekly meetings are held to identify students with increasing numbers of unexcused absences. The number of excused absences increased from the 23-24 school year to the 24-25 school year and the number of unexcused absences stayed relatively the same at 68% of all absences.

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.

Bentley has a full-time social worker on staff and a part time school social worker that is assigned to monitor truancy and connect with families regarding the importance of attending school regularly. These social workers along with Administration and the School Counselor meet to discuss next steps to improve attendance.

Person responsible for monitoring outcome

Faith Westby

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Truancy Team Meetings

Person Monitoring:

Faith Westby

By When/Frequency:

weekly

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

Each week, the truancy team will meet to identify students with 5 or more absences. Steps will be taken to notify parents of the attendance concern and inform parents on ways to excuse illnesses. A digital link will continue to be used to allow parents to upload notes for easier access to excuse absences.

Action Step #2

Attendance Incentive

Person Monitoring:

Christine Sharpe

By When/Frequency:

monthly

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

Classes will receive incentives for having perfect attendance. Classes will earn a letter to spell the word ATTENDANCE each time the class has perfect attendance. Once the class spells the word, they will spin a wheel to earn a prize.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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 offer a 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 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers have the opportunity to attend Title 1 Summer PD before the school year begins to learn more about family engagement. Select teachers were invited to Kagan trainings hosted over the summer. 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Each spring, Bentley offers a Kindergarten Sneak a Peek opportunity for families to visit the school and learn more about kindergarten. Families take a tour of the campus and have an opportunity to learn information and ask questions about elementary school. During the visit, each child receives a goodie bag of manipulatives and activity sheets to prepare for kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00