

Seminole County Public Schools

Bentley Elementary School



2021-22 Schoolwide Improvement Plan

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Bentley Elementary School

2190 S OREGON AVE, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0801>

Demographics

Principal: Christine Sharpe

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (56%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0801>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez-Dillard, Dumarie	Principal	Oversees total school program
Tilley, Carol Lynn	Assistant Principal	Assists principal in overseeing total school program
Hinrichs, Caryn	Other	Parent Involvement, non-instructional support, business partners
Brown, Melissa	Instructional Coach	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Barch, Serqet	Instructional Coach	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Jephson, Leslie	Other	Scheduling and monitoring of iReady diagnostics and lessons, and teaches classes on the wheel
Swiatek, Mary Linda	Instructional Coach	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Kimble, Ellisia	School Counselor	Student Study, MTSS, Small group counseling, Attendance
Regan, Katy	Teacher, K-12	Monitors EP implementation, works with talent development (AO) students, technology support
Carter-Dixon, LaTeisha	Behavior Specialist	Implements and monitors PBS & Restorative Practice, provides behavior support

Demographic Information

Principal start date

Thursday 7/1/2021, Christine Sharpe

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

920

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

4

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	141	158	142	166	130	157	0	0	0	0	0	0	0	894
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	16	14	4	5	1	0	0	0	0	0	0	0	40
Course failure in Math	0	3	5	3	2	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	12	24	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	32	24	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	1	16	10	19	0	0	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	0	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	15	22	22	15	13	0	0	0	0	0	0	0	88
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	138	149	169	144	144	164	0	0	0	0	0	0	0	908
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	9	0	0	1	0	0	0	0	0	0	0	0	12
Course failure in Math	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	0	0	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	13	16	17	12	13	0	0	0	0	0	0	0	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	138	149	169	144	144	164	0	0	0	0	0	0	0	908
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	9	0	0	1	0	0	0	0	0	0	0	0	12
Course failure in Math	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	0	0	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	13	16	17	12	13	0	0	0	0	0	0	0	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	67%	57%	59%	63%	56%
ELA Learning Gains				55%	61%	58%	57%	58%	55%
ELA Lowest 25th Percentile				49%	51%	53%	51%	47%	48%
Math Achievement				64%	70%	63%	61%	68%	62%
Math Learning Gains				63%	66%	62%	61%	62%	59%
Math Lowest 25th Percentile				37%	50%	51%	45%	46%	47%
Science Achievement				49%	62%	53%	55%	66%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	67%	1%	58%	10%
Cohort Comparison						
04	2021					
	2019	58%	65%	-7%	58%	0%
Cohort Comparison		-68%				
05	2021					
	2019	56%	64%	-8%	56%	0%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	71%	-4%	62%	5%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	72%	-11%	64%	-3%
Cohort Comparison		-67%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	62%	-13%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Assessments were utilized to progress monitor*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38/37%	65/51%	94/71%
	Economically Disadvantaged	20/27%	35/40%	55/63%
	Students With Disabilities	2/13%	3/16%	10/50%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/28%	54/43%	84/66%
	Economically Disadvantaged	14/19%	23/26%	51/58%
	Students With Disabilities	2/13%	4/22%	10/53%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57/43%	72/47%	94/58%
	Economically Disadvantaged	33/34%	48/42%	63/54%
	Students With Disabilities	3/12%	4/14%	9/31%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/30%	45/31%	74/47%
	Economically Disadvantaged	21/23%	25/24%	47/42%
	Students With Disabilities	1/4%	4/15%	8/31%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/27%	40/33%	64/47%
	Economically Disadvantaged	14/21%	20/26%	30/37%
	Students With Disabilities	3/12%	5/19%	7/24%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/29%	59/50%	79/59%
	Economically Disadvantaged	15/21%	28/38%	42/51%
	Students With Disabilities	2/8%	6/23%	10/36%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48/41%	68/52%	80/59%
	Economically Disadvantaged	25/33%	37/43%	47/52%
	Students With Disabilities	4/16%	6/23%	6/22%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44/38%	65/50%	89/66%
	Economically Disadvantaged	24/32%	38/45%	53/60%
	Students With Disabilities	5/20%	7/28%	11/41%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/47%	71/47%	94/61%
	Economically Disadvantaged	37/43%	42/44%	52/55%
	Students With Disabilities	2/11%	2/9%	3/14%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66/49%	87/59%	102/66%
	Economically Disadvantaged	36/42%	48/52%	58/61%
	Students With Disabilities	1/5%	3/14%	5/24%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	35	48	38	31	33	29	18				
ELL	49	52		47	57		38				
ASN	67	67		58	42		45				
BLK	44	33		43	26		18				
HSP	57	53	41	51	55	41	47				
MUL	59			45							
WHT	73	55		66	62		60				
FRL	53	50	46	46	45	41	36				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	36	35	33	36	29	15				
ELL	56	57	61	63	56	31	36				
ASN	85	75		88	92						
BLK	46	53	52	50	59	35	32				
HSP	63	54	52	63	59	33	53				
MUL	72	45		50	58						
WHT	73	58	33	73	68	53	55				
FRL	58	54	46	57	59	33	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	47	44	31	40	33	27				
ELL	42	47	50	54	50						
ASN	85	71		93	90		80				
BLK	49	48	35	48	48	39	32				
HSP	51	47	43	57	62	48	52				
MUL	73			60							
WHT	69	68	71	68	65	47	75				
FRL	54	57	52	52	54	42	41				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	56
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The performance of students with disabilities across all grade levels and content areas is a concerning trend.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The achievement and learning gains of students with disabilities demonstrates the greatest need for improvement.

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

Factors contributing to the low performance of students with disabilities in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring data reflects improvement for ELA and mathematics at all grade levels.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

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

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for students with disabilities.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Dumarie Rodriguez-Dillard (dumarie_dillard@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
 Low 30% Monitoring
 High Level 1 and High Level 2 Monitoring
 Low Level 3 Acceleration
 Collaborative Data Driven PLCs
 Tutoring
 See SCPS School Improvement Plan for additional details

Person Responsible Dumarie Rodriguez-Dillard (dumarie_dillard@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

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

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

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