

Seminole County Public Schools

# Bentley Elementary School



## 2022-23 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: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	71%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (53%) 2018-19: B (54%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

## 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](http://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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## Bentley Elementary School

2190 S OREGON AVE, Sanford, FL 32771

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

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

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### SIP Authority

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<https://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.

## 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Sharpe, Christine	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, Title 1
Barch, Serqet	Instructional Coach	MTSS, interventions, PCLs, curriculum and lesson modeling support, coaching of teachers
Swiatek, Mary Linda	Instructional Coach	MTSS, interventions, PCLs, curriculum and lesson modeling support, coaching of teachers
Davenport, Rachel	School Counselor	student study, MTSS, small group counseling, attendance
Regan, Katy	Teacher, ESE	monitor and develop EPs for gifted students, work with talent development students, technology support
Bubernak, Alicia	Behavior Specialist	implements and monitors PBS & Restorative Practices, provide behavior support

### Demographic Information

**Principal start date**

Friday 7/1/2022, Christine Sharpe

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

56

**Total number of students enrolled at the school**

890

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

9

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

5

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	152	167	169	152	140	0	0	0	0	0	0	0	903
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	2	9	13	6	0	1	0	0	0	0	0	0	0	31
Course failure in Math	1	8	5	2	1	1	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	14	18	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	34	20	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	3	11	12	0	0	0	0	0	0	0	0	0	26

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	1	8	2	3	0	0	0	0	0	0	0	24

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	5	7	21	11	10	0	0	0	0	0	0	0	56
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

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	65%	56%				64%	67%	57%
ELA Learning Gains	60%						55%	61%	58%
ELA Lowest 25th Percentile	53%						49%	51%	53%
Math Achievement	53%	46%	50%				64%	70%	63%
Math Learning Gains	52%						63%	66%	62%
Math Lowest 25th Percentile	47%						37%	50%	51%
Science Achievement	50%	65%	59%				49%	62%	53%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	67%	1%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	58%	65%	-7%	58%	0%
Cohort Comparison		-68%				
05	2022					
	2019	56%	64%	-8%	56%	0%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	71%	-4%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	61%	72%	-11%	64%	-3%
Cohort Comparison		-67%				
05	2022					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	62%	-13%	53%	-4%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	33	41	28	32	36	27	19				
ELL	39	67	60	41	50	42					
ASN	77	75		76	63		45				
BLK	41	49	30	33	44	41	25				
HSP	55	63	64	46	46	50	51				
MUL	67	68		60	47		60				
WHT	70	57		69	61	55	66				
FRL	51	60	54	43	45	45	37				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	436

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

Low performance of Black/African American students and students with disabilities across all state assessment components

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

Components in need of improvement include ELA and Math achievement.

#### 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 Black students and 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 2022 state assessments, showed the most improvement?

Components showing the most improvement include Low 25 Learning Gains in ELA and Math and Science Achievement.

**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.**

a. Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, 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.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Increasing academic achievement of Black/African American students and 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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase achievement and learning gains for Black/African American students and students with disabilities.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**

Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade 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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Lesson plans and instruction will follow the new B.E.S.T. standards for reading and math, along with the instructional plans developed by the Department of Teaching and Learning, to maximize delivery of identified curriculum.

**Person Responsible**

Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

Teachers will complete an electronic data tracking form that will identify students in the lowest 30%. Data tracked will include iReady, FAST, DRA, ORF, Unit assessments, and other assessments as determined by students' needs.

**Person Responsible**

Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

Teachers will provide high quality Tier I instruction to students during regular classroom instruction. During small group instruction, students will receive Tier 2 and Tier 3 intervention and acceleration based on areas of need. PLC data chats will identify who is mastering Learning Targets and what intervention/acceleration will need to be delivered to support mastery.

**Person Responsible**

Christine Sharpe (christine\_sharpe@scps.k12.fl.us)



During Walk to Success students will be provided small group Tier 2 and Tier 3 instruction to close gaps in learning.

**Person Responsible** Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

Feedback will be provided: (1) to teachers through iObservation based on classroom walkthroughs, (2) to students during instruction, student/teacher conferences and grades, and (3) to families through parent/teacher conferences, Skyward and the Bentley Bulletin.

**Person Responsible** Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

Students will maintain data notebooks that will be updated regularly throughout the year with goals for growth.

**Person Responsible** Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

High level 1, High level 2, and Low level 3 students' data will be monitored on a regular basis during MTSS meetings, PLCs, and Leadership Team meetings.

**Person Responsible** Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

Administration, instructional coaches and teachers will meet weekly in PLC to discuss the four guiding questions while planning for instruction and assessment.

**Person Responsible** Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

Lowest 30% will be monitored on a regular basis during MTSS meetings, PLCs, and Leadership Team meetings.

**Person Responsible** Christine Sharpe (christine\_sharpe@scps.k12.fl.us)

### Positive Culture & Environment

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

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

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

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

All stakeholders involved with Bentley work to promote a positive culture and environment. Teachers participate in Restorative Practices 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 Restorative Practice procedures and are available to classroom teachers to hold restorative circles with their students as needed. Administrators support staff by providing professional development of Restorative Practices, and by providing classroom coverage for teachers to meet with students after behavior incidents in order to restore the relationship. In addition, Bentley follows the PBIS guidelines to create a positive culture. Students are recognized for following school-wide expectations, celebrated for their successes, and are encouraged to participate in all family events sponsored by the school and the PTA. SAC, PTA and families also help to create a positive culture and environment through volunteerism in the classrooms, at events, and in the media center, by supporting the PBIS school trading post, and by hosting celebrations for staff and students. Business and community partners support the school through donations to the food pantry, campus beautification, and donations for the "trading post" incentive PBIS program.