

Seminole County Public Schools

Bentley Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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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 Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Sharpe, Christine	Principal	Oversees total school program.
Stone, Carson	Assistant Principal	Assists principal in overseeing the total school program.
Myers, Matthew	Administrative Support	Family Involvement events, non-instructional supervisor, business partners, facilities.
Jones, Brooke	Instructional Coach	Oversees literacy projects within school body, MTSS, interventions, PLCs, curriculum and instructional support, and coaching.
Swiatek, Mary Linda	Instructional Coach	Oversees math/science projects within school body, MTSS, PLCs, curriculum and instructional support, and coaching.
Regan, Katy	Teacher, K-12	Monitor EP implementation including facilitating parent meetings, work with gifted and talent development students, and technology support. Supports Leadership Team with school initiatives.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 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 positive experience for our students. Parents, students, and the community provide feedback each year through the Snapshot Survey, The 5Essential Survey and the Bentley Safety Survey. Administration works closely with the PTA Board throughout the year and over the summer. At the end of the 22-23 school year, Bentley Admin met with the newly voted PTA Board. Discussion included thoughts, concerns, and ideas for supporting the school for the upcoming 2023-2024 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.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At the beginning of the year, the SIP is shared with all stakeholders. To ensure continuous monitoring of the plan, the SIP will be revisited after each FAST progress monitor. The SIP will be revisited with Bentley's SAC for input and suggestions. Bentley's Leadership Team meets regularly to discuss data and school initiatives to support learning gains for those students with the greatest achievement gap. Students will maintain data notebooks that will be reviewed monthly and goals will be revisited regularly. Admin will check student data notebooks and will check in with high priority students regularly.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	71%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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 *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B

	2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	34	46	33	37	32	0	0	0	200	
One or more suspensions	0	2	5	3	0	10	0	0	0	20	
Course failure in English Language Arts (ELA)	1	9	9	3	5	3	0	0	0	30	
Course failure in Math	3	9	9	1	0	0	0	0	0	22	
Level 1 on statewide ELA assessment	0	0	0	2	35	42	0	0	0	79	
Level 1 on statewide Math assessment	0	0	0	2	29	52	0	0	0	83	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	15	24	30	26	35	0	0	0	133	

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	3	14	18	15	37	52	0	0	0	139

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	8	8	2	4	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	2	2	0	0	0	0	4	
Course failure in ELA	2	9	13	6	0	1	0	0	0	31	
Course failure in Math	1	8	5	2	1	1	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	15	14	18	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	12	34	20	0	0	0	66	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	11	12	0	0	0	0	0	26	

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	1	9	1	8	2	3	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	5	7	21	11	10	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	2	2	0	0	0	0	4	
Course failure in ELA	2	9	13	6	0	1	0	0	0	31	
Course failure in Math	1	8	5	2	1	1	0	0	0	18	
Level 1 on statewide ELA assessment	0	0	0	15	14	18	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	12	34	20	0	0	0	66	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	11	12	0	0	0	0	0	26	

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	1	9	1	8	2	3	0	0	0	24

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	5	7	21	11	10	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	61	53	59	65	56	60		
ELA Learning Gains				60			53		
ELA Lowest 25th Percentile				53			40		
Math Achievement*	53	64	59	53	46	50	55		
Math Learning Gains				52			50		
Math Lowest 25th Percentile				47			35		
Science Achievement*	54	65	54	50	65	59	45		
Social Studies Achievement*					62	64			
Middle School Acceleration					45	52			
Graduation Rate					62	50			
College and Career Acceleration						80			
ELP Progress	85	77	59	62			74		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	1
ELL	43			
AMI				
ASN	88			
BLK	40	Yes	2	
HSP	53			
MUL	68			
PAC				
WHT	65			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	52			
AMI				
ASN	67			
BLK	38	Yes	1	
HSP	55			
MUL	60			
PAC				
WHT	63			
FRL	50			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			53			54					85
SWD	23			23			22				5	50
ELL	33			35			31				5	85
AMI												
ASN	82			91			90				3	
BLK	41			41			29				4	
HSP	45			44			45				5	83
MUL	72			62			69				3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	62			66			64				4	
FRL	45			43			44				5	84

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	60	53	53	52	47	50					62
SWD	33	41	28	32	36	27	19					55
ELL	39	67	60	41	50	42						62
AMI												
ASN	77	75		76	63		45					
BLK	41	49	30	33	44	41	25					
HSP	55	63	64	46	46	50	51					65
MUL	67	68		60	47		60					
PAC												
WHT	70	57		69	61	55	66					
FRL	51	60	54	43	45	45	37					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	53	40	55	50	35	45					74
SWD	35	48	38	31	33	29	18					75
ELL	49	52		47	57		38					74
AMI												
ASN	67	67		58	42		45					
BLK	44	33		43	26		18					
HSP	57	53	41	51	55	41	47					76
MUL	59			45								
PAC												
WHT	73	55		66	62		60					
FRL	53	50	46	46	45	41	36					71

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	61%	-4%	54%	3%
04	2023 - Spring	50%	66%	-16%	58%	-8%
03	2023 - Spring	51%	60%	-9%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	66%	34%	54%	46%
03	2023 - Spring	63%	66%	-3%	59%	4%
04	2023 - Spring	47%	68%	-21%	61%	-14%
05	2023 - Spring	40%	44%	-4%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	64%	-12%	51%	1%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Bentley's overall ELA proficiency in grades 3 and 4 need to make significant progress. Math scores in grades 4 and 5 also need improvement in overall proficiency. We had many students who scored a level 1 in Grade for two consecutive years.

After looking at the data, Bentley is looking to restructure intervention plans. In addition, a school-wide focus will hone in on improving Tier 1 instruction to support building proficiency and mastery of grade level skills.

Next year, in addition to iReady, Bentley will use Accelerated Reader (AR) as a motivation for students to build literacy skills. Bentley will also continue a school-wide fact fluency competition to enhance math foundational skills.

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

Last year, Fourth Grade math scores declined to 47% proficiency. It was a 20% drop from the previous year. In 2022, the same cohort of students scored at 50% proficiency. Bentley had two RAMP classes in which students scored mostly level 4's and 5's. However, students not enrolled in the RAMP courses scored below proficiency with 56 of the 161 students scoring a level 1. Teachers will work on helping students with a productive disposition towards academics, as that was lacking for many students in that cohort in the 2022-23 school year.

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.

4th grade ELA had the greatest gap when compared to the state average. Contributing factors include the low performance of students with disabilities and Black students.

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

Bentley grew in the areas of Grade 3 Math by 12% and also Grade 5 Math by 3%. Based on the STAR reports, 58% of Bentley students were proficient in Math in grades K-2.

In the 22-23 school year, Bentley's Math Coach initiated a school-wide fact fluency competition. SAC funds were used to purchase charms and trophies to stir up interest in the competition. Classes practiced addition and subtraction or multiplication and division facts twice monthly to see which class performed the best.

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

Student attendance and on-grade level performance in ELA and Math

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

1. ELA proficiency Grades 3-5
2. Math proficiency Grades 3-5
3. Science proficiency Grade 5
4. Math Learning Gains Grade 5
5. ELA Learning Gains Grade 5

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

5 Essentials Survey indicators for trust, collective responsibility and academic personalism will increase to or remain Well Organized.

Monitoring:

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

Conditions for Learning monitoring will occur during classroom walk through, PLC meetings, attendance and discipline data reviews.

Person responsible for monitoring outcome:

Christine Sharpe (christine_sharpe@scps.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS methods are research-based and proven to positively impact school climate and increase academic performance

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Based on the 22-23 Safety survey, 60% of students reported that student behavior affects the learning environment. Bentley Elementary classrooms will implement weekly class meetings and a calming corner to improve learning conditions in the classroom.

Weekly Town Hall meetings will be a part of the master schedule. Guidance Counselors will provide resources and support for Town Hall meetings. All classrooms will receive a calming caddy for the calm down corner.

Based on the 5 Essentials Survey, Parent Teacher Trust scored 44 (Neutral). In an effort to improve relationships and parent support for education, Bentley Elementary teachers will contact all families within the first two weeks of school for positive phone calls. In addition, Bentley will schedule data chats for parents to attend during the school day to learn about their child's progress, set goals, and learn about opportunities for take home resources/ideas.

All students will maintain and update a data notebook to track progress and set goals. Times will be scheduled for parents to visit the classroom for a student-led data chat. Parent Engagement nights for Math, Reading, and STEM will be held throughout the year.

Person Responsible: Christine Sharpe (christine_sharpe@scps.k12.fl.us)

By When: Ongoing throughout the school year

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increasing academic achievement of students with disabilities and Black/African American students. 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 students with disabilities and Black/African American students.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady or iStation, Success for All – FastTrack Phonics (at Title 1 schools), Reading Mastery, FastForward, Corrective Reading, Quick Reads and Elements of Reading.

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan.

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

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

What do we want all students to do?

The goal for Bentley is to have all students demonstrate grade level proficiency and learning gains, especially the subgroups that have not demonstrated as much growth (Black students, SWD). The focus for the year is to focus on students whose scores fall on the verge of proficiency to ensure they make adequate growth.

How will we know if they learn it?

Students will keep a data notebook to track progress on assignments, AR, iReady, and FAST Assessments. Within the notebook, students will set and revise goals related to their academic progress. Teachers will use exit tickets regularly to informally monitor student understanding. Throughout the year, formative and summative assessments are used to evaluate understanding.

How will we respond when some students do not learn?

Teachers will use data collected from formative assessments to group students for reteaching in teacher-led small groups. After school tutoring will be available for students who need extra support to make learning gains. Interventionists will have a schedule to work with select students in small groups. Students receiving Tier 2 and 3 interventions will receive support during the school-wide Walk to Success block.

What evidence/data will there be to reflect monitoring for this strategy/action?

Tutorial attendance, student data notebooks, Skyward grades, iReady and FAST data.
A spreadsheet is maintained for all students and can be sorted by subgroup to monitor growth.

Person Responsible: Christine Sharpe (christine_sharpe@scps.k12.fl.us)

By When: Ongoing throughout the school year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

Collaboration between Bentley Elementary, families and the community provide a positive experience for our students. Parents, students, and the community provide feedback each year through the Snapshot Survey, The 5Eessential Survey and the Bentley Safety Survey. Administration works closely with the PTA Board throughout the year and over the summer. At the end of the 22-23 school year, Bentley Admin met with the newly voted PTA Board. Discussion included thoughts, concerns, and ideas for supporting the school for the upcoming 2023-2024 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.

<https://sim.scps.k12.fl.us/school/info/0801>

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 weekly basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by the school staff.

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

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 III of the SIP. (ESSA 1114(b)(7)(ii))

Bentley has used Title 1 funds to allocate staffing for coaching, interventionists, and counselors to support Conditions for Learning and improving Tier 1 instruction. Each student participates in Walk to Success time in which students receive tiered interventions and/or enrichment activities. This year, Bentley used Title 1 funds to purchase Accelerated Reader, Mystery Science, and NearPod to allow learning opportunities through different media formats and to stimulate interest in multiple disciplines. Students will be recognized and celebrated for iReady and AR achievements throughout the year.

In addition, select students will be invited to after school tutorial on Tuesdays and Thursdays to receive support in areas needing remediation. Talent development is offered to students each 12 weeks to support enrichment opportunities.

All students participate in Computer Lab and STEM on the wheel. During STEM students explore science, math, and technology related lessons to build upon grade level skills.

This year, all students will maintain an interactive data notebook to track their own progress throughout the school year. Data notebooks will allow for more accountability with student's monitoring their own progress while setting and achieving academic goals.

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

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 Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance, the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.