



Bentley Academy Innovation School

School Improvement Plan 2020-2021

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, Dual Language, etc.) The information included here is from the Bentley Academy Innovation Plan. The BAIS innovation plan was created by an inclusive body and is attached [here](#).

<p>Enrollment 2019-2020</p> <p>African American: 13%</p> <p>Asian: 2.4%</p> <p>Hispanic: 60.2%</p> <p>Native American 0%</p> <p>White 22.0%</p> <p>Native Hawaiian/ Pacific Islander: 0%</p> <p>Multi-Race (non-hispanic): 2.4%</p>	<p>Gender 2019-2020</p> <p>Male: 155</p> <p>Female:177</p> <p>Total:332</p>	<p>Selected population:</p> <p>First Language Not English: 47.9%</p> <p>ELL: 21.1%</p> <p>Student with disabilities: 14.2%</p> <p>High needs 77.1%</p> <p>Economically disadvantaged: 68.7%</p>
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Two-Way Immersion Dual Language Program

With the recent change in Massachusetts law regarding English Learner Education, Bentley seeks to provide an asset-based approach to the large demographic of Spanish-speaking English Learners (ELs) in Salem through a Two-Way Immersion Dual Language Program. Salem previously had a dual language program from the late 1980's to early 2000's and there has been a community demand for reviving the dual language approach from both the Latino community and English speakers. The program will grow year-by-year as the first two kindergarten classes move onto 1st grade in 2021, then 2nd grade in 2022, until 2025-2026 school year, when there is a full strand within the school.

Extended Learning Time

The length of the day for students is 7.5 hours (7:15 am -2:50 pm)

Co Teaching Model grades K-2

Instruction for students with disabilities will rely on a combination of district practices and supports and school-developed practices. Our Co-Taught model is a team of teachers, one who is certified in elementary education and the other certified in special education “co-teach” one classroom per grade level in the early grades of the school (grades K through 2).

Collaborative Bodies

The BAIS Advisory Board (BAB) that will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions. The BAB will also form subcommittees that involve additional stakeholders such as a “Friends of the Bentley” group to assist with fundraising and the “Innovation Incubator” group who will review the progress of the innovation plan with a focus on growing increased opportunities for innovative learning programs for all students in the school.

The Bentley Academy Leadership Team (BALT) that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate

A Bentley Parent Teacher Organization, (BPTO) that will engage a broader spectrum of parents in ongoing issues, events, *Bentley All-Staff Assembly (BASA)* that will take place at least one time per year. The BASA will allow all of the school's staff members an opportunity to share their perspectives and to work together to solve shared problems of practice.

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community including representatives from general education, special education, and ESL.

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The BALT is primarily responsible for the School Improvement Plan, 2020-21.

“BAIS is needed in order to best serve the diverse student body currently attending the Bentley Academy Charter School. The school serves 67% students identified as economically disadvantaged; the highest percentage of all schools in the Salem Public School District. The school also serves a large percentage of English Learners at almost 25%. 41.9% of students at Bentley speak a language other than English at home. Bentley School was, in its inception, a grades 1-3 school on lower Essex Street. The current location of the school was built and opened in 1961 as a K-5 elementary school. The school has a rich history, beginning with being named after one of Salem’s “most productive and beloved citizens,” Reverend William Bentley. In the fall of 2011, the original Bentley Elementary School was named a Level 4 school by the state of Massachusetts based on student achievement data. The school went through many changes to try to recapture the spirit of Rev. Bentley, changing from a transformation model to a restart model which allowed a ‘fresh start’ to take place after a year and a half of student achievement data not meeting benchmarks. The next step in Bentley Elementary School’s journey was to become a Horace Mann charter school in 2015. Under this model, the school shed its level 4 status and continued to improve student academic outcomes. The school also increased enrollment, serving 350 scholars for the 2019-2020 school year, up from 275 scholars in its first year of operation. BACS, of all elementary schools in Salem, serves the highest percentage of economically disadvantaged students and also educates one of the highest percentages of English Language Learners. In order to ensure continued academic improvement and achievements for scholars, autonomies including extended day and year, ongoing teacher development and leadership, commitment to a rigorous curriculum based on meeting the needs of scholars, flexibility in aligning monetary resources to meet the needs of scholars, and strong partnerships with families and community partners laid out in this prospectus are needed. To serve the growing needs of English Learners in Salem and in the Bentley Community, the Bentley seeks to expand its number of bilingual students served through the development of a two-way dual language program within the school.”

II. School Data Profile

- *Link to school data profile:*
<https://docs.google.com/document/d/1g-zEvJmbnIDD6KrMbLGz9uu3ci7h9m0DWh2mSQ5ft-8/edit?usp=sharing>

III. Data Analysis

- *Below is a succinct analysis of our school data including subgroups.*

Student Learning

Strengths	Science
Challenges	Reading, Math -- all subgroups; lack of curriculum materials in the school; high teacher turnover in the past several years
Opportunities	Acquisition of Foundations; Experienced math tutor, reading interventionist, and literacy coach; start STEAM focus in school (Innovation plan, p. 28)

Social Emotional Learning

Strengths	New Assistant Principal with strong PBIS & Restorative Practices background
Challenges	Inexperienced teachers, prior struggles with behaviors; high teacher turnover in the past several years
Opportunities	With the gradual addition of in-person students, BAIS has the opportunity to reset & refine behavior systems & structures.

Equity and Access

Strengths	Dual Language program; 25% of BAIS students are ELs; 2 ELL teachers with lots of experience
Challenges	Over 40% of students did not meet their targets on ACCESS testing

Opportunities	Expand newcomer programming in DL and BAIS; work closely with ELL department; addition of EL coach; Principal ELL background; teachers self-report needing help in this area; district priorities focusing on anti-racism
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Student Engagement	
Strengths	Remote learning has greatly improved & most students are attending remote classes
Challenges	Many new teachers; Past student behavior challenges tied to lack of access to curriculum.
Opportunities	District priorities include anti-racism & increasing access using the “criteria for accessibility”

Family & Community Engagement	
Strengths	Home visits; strong focus on school-family relationships in the past; established PTA
Challenges	Remote learning; restructuring to have personal family contacts
Opportunities	Continue with home visits; new district initiative with Parent Square

IV. School Action Plan

Strategic Objective:

Ensure equitable access to curriculum by increasing the quality of instructional practices that support students with disabilities, English learners, and students from other typically marginalized groups in all classrooms.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Conduct inquiry into curriculum maps and materials that are available for each grade-level in all content areas 	Principal, Literacy Coach, NTD Coach	July	December
<ul style="list-style-type: none"> Adopt shared math curriculum (Eureka) and scope & sequence for ELA (SPS Atlas map) 	Coaches, Teachers	September	June
<ul style="list-style-type: none"> Use the Criteria for Accessibility from the SPS CfA course to identify strengths and needs of all professional staff Develop supports & PD to strengthen/design engaging lessons/units using the Criteria for Accessibility as a guide 	Literacy Coach, NTD Coach, ELL Coach, Team Chair, Principal, BALT	September	June
<ul style="list-style-type: none"> Identify priority standards & lead grade-level teams to unpack Lead teams in creating trajectories for # units per grade 	BALT Team, Coaches, Teachers	August	June
<ul style="list-style-type: none"> Identify, implement & support components of a literacy block (balanced literacy) 	Literacy Coach, NTD Coach, Reading Specialist, Principal	October	June
<ul style="list-style-type: none"> Form committee called for the BAIS innovation plan to plan for the school's STEAM focus. 	Science Coach, Principal	December	June
<ul style="list-style-type: none"> Identify research-based, high-quality and anti-racist curriculum resources that support balanced literacy in grades K-5 Plan for acquiring and implementing (year 1, 2, and 3) 	Literacy Coach, NTD Coach, Principal, BALT	April	August

<p>Strengthen & build the Dual Language Program with the following action steps:</p> <ul style="list-style-type: none"> ● Build teacher capacity with assessment literacy for ELs, and refine Spanish literacy assessment calendar. ● Guide and facilitate dual language teacher professional development in creating curricula and delivering instruction that is thematic, shelters language, and meets the needs of all language learners in the dual language program ● Collaborate with EL Director to provide professional development, coaching and support to dual language kindergarten teachers in sound assessment and instructional practices within the dual language classroom ● Recruit and hire founding first grade dual language teachers using a school and district-based hiring committee and dual language educator core competencies ● Elevate student and parent voice from dual language program to support the recruitment of the second year's kindergarten classes ● Collaborate with Lynn Public Schools on the creation of thematic, standards-aligned first grade curriculum that prioritizes biliteracy 	<p>ELL Director, ELL Coach, DL ELD Teacher, Principal</p>	<p>September</p>	<p>August</p>
<ul style="list-style-type: none"> ● WIN block - Lead a strategic RTI model that includes robust analyses of student data to strengthen tier 1 instruction and support tier 2 reading and math interventions. 	<p>Literacy Coach, NTD Coach, Reading Specialist, Principal, Math Tutor, BALT</p>	<p>October</p>	<p>June</p>
<ul style="list-style-type: none"> ● Plan and implement professional development on the adaptive and technical aspects of standards-based instruction and reporting progress using Aspen (new to BAIS) 	<p>Meg Russo, Coaches, AP, Principal</p>	<p>September</p>	<p>August</p>
<ul style="list-style-type: none"> ● Use existing proficiency scales and Salem Public Schools standards-based assessments 	<p>Grade level teams with support of coaches (Science, Literacy, and NTD)</p>		
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> ● BAS and STEP Test Data (3x yr) ● ELA, Math, and Science Unit assessments (Aligned with SPS assessment calendar) ● Feedback from CfA Walk-Throughs (monthly) ● Formative Assessments (frequent data meetings) ● Feedback on PDs and changes in instructional practices (3-6 classroom observations per day by all 3 evaluating admin) ● Completed BAIS Trajectories & Curriculum Maps ● Completed Inventory of Curriculum Resources at BAIS (once - by September) 			

Strategic Objective: (Behavior/Student Culture - Social Emotional) Create and/or enhance school structures to ensure all students, especially those who need the most, are supported socially and emotionally in order to make academic growth.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Conduct inquiry into school structures including schedules, policies, student support, logistics, crisis interventions, etc. 	Principal, AP, Dean	July 1	January
<ul style="list-style-type: none"> Develop a positive behavior framework utilizing principles of PBIS and SEL at Tier 1. 	BALT, AP	July	June
<ul style="list-style-type: none"> Develop & Use Guiding Questions for Equity Anti-Racist Professional Development Topics for Y1 <ul style="list-style-type: none"> Define Anti-Racism ABCs of Racism (talking to kids about race) Implicit Bias training Book Clubs 	BALT, Principal, AP, Coaches	July	June
<ul style="list-style-type: none"> Continue implementation of Caring School Community curriculum and continuous two-way feedback on its impact. 	BALT, AP, Dean, Director of Safe & Supported Schools	September	June
<ul style="list-style-type: none"> Develop and implement Professional Development to improve tier 1 behavior systems and strategies including teaching, reteaching, interactive modeling, logical consequences, student reflection, restorative practices. Develop behavior flowchart Implement PBIS Tiered Inventory to define and recognize positive behaviors across the school 	BALT, AP, CCNX Coordinator, School Adjustment Counselor	August	June
<ul style="list-style-type: none"> Use Aspen to report student conduct 	Principal, AP, Dean, Teachers/Staff	February	June
<ul style="list-style-type: none"> Communicate PBIS system and behavior strategies with families via PTA & BAIS Board 	BALT, AP, Family Engagement Facilitator	December	June
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> Decreased office referrals (monthly) Student Reflection sheets (as used) SST referrals (monthly) Weekly review of behavior plans PBIS TFI (Tiered Fidelity Inventory - 2 x year) Family Newsletter (Smore & Parent Square) Analytics (weekly) Staff Newsletter (Smore) Analytics (weekly) Staff Feedback Form (Weekly) CPT, Staff Meetings & PDER Agendas PD Calendar 			

Strategic Objective: (Family Engagement) Streamline and enhance family engagement structures to ensure access to the school by all families, especially those whose voices are not usually heard.

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Organize logistics for home visits for priority families 	Dean, BALT	August	January
<ul style="list-style-type: none"> Improve two-way communication through development and use of Family Contact 	Reopening Crew, Family Engagement Facilitator	August	June

System , Primary Family Contacts & Parent Square			
<ul style="list-style-type: none"> Develop and Use Equity Guiding Questions to ground conversations about families 	BALT, CCNX Coordinator, FEF, AP	August	September
<ul style="list-style-type: none"> Conduct Assessment of current practices at BAIS, including focus groups with families, and compare to best practices 	Family Engagement Facilitator	December	June
<ul style="list-style-type: none"> Encourage active school staff participation in the Parent Teacher Association 	Principal, Assistant Principal, Dean, BALT	August	June
<ul style="list-style-type: none"> Improve consistent sharing of information with families through increased social media presence, weekly newsletter, monthly family meetings, video morning announcements, and use of Parent Square 	Principal, Assistant Principal, Dean, FEF, Student Support Team, CCNX Coordinator, Teachers	September	June
<ul style="list-style-type: none"> Train teachers in communicating with families about standards-based grading & the new to BAIS report cards 	Principal, Coaches, Meg Russo	November	June
<ul style="list-style-type: none"> Include family voice in development of PBIS/MTSS 	Assistant Principal, CCNX Coordinator	December	June
<ul style="list-style-type: none"> Include family voice on BAIS Advisory Board 	Principal	December	June
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> Student tracker (weekly) Use of Equity Guiding Questions in CPT & SST agendas (weekly) BAIS Board agendas (monthly starting in December) Family Newsletter (Smore & Parent Square) Analytics (weekly) PTA, BAIS Advisory Board Agendas (monthly) 			

V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

VI. Professional Development Plan ([Guidance for SPS PDP Providers](#))

a. District Professional Development Plan

[District Professional Development Plan: Excellence Through Equity](#)

b. School-based Professional Development Plan

[PD Calendar \(CPT, PDER, Staff Meetings\)](#) - This calendar is a work in progress and is responsive to balancing the action steps in this School Improvement Plan and needs that surface during the pandemic.

VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee to conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VIII. Parent Involvement

- *Describe how parents will be involved in the design, implementation, and evaluation of the SIP.*

BAIS Advisory Board being formed (by December). This plan will be presented for feedback at the initial BAIS Advisory board meeting.

- *Describe how parents will receive timely information about the Title I program (K-8 schools only); how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education. Note the date of the parent/guardian meeting where Title I information will be provided to families.*

Title I Info at Open House (October 13, 2020 - [PPT](#))
Trimester report cards
Parent/Family/teacher Conferences (December 9 & March 23)
BAIS Advisory Board (starting in December)
Weekly Family Newsletters

- *List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).*

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A Bentley Parent Teacher Organization, (BPTO) that will engage a broader spectrum of parents in ongoing issues, events,

- *Describe the yearly parental evaluation of the SIP and how this information is used to improve the plan.*

IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

- Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start- Pathways for Children, Even Start, Early Reading First, ECC, or a state-run preschool program.

X. Shared Leadership Practices

- Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

From BAIS Innovation Plan:

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The Bentley Academy Leadership Team (BALT) that will focus on all matters pertaining to curriculum, instruction, assessment, as well as school culture and climate

Bentley All-Staff Assembly (BASA) that will take place at least one time per year. The BASA will allow all of the school’s staff members an opportunity to share their perspectives and to work together to solve shared problems of practice.

XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks

- Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

The BAIS innovation plan calls for a WIN (What I Need) intervention block. This has been scheduled for each grade. Based on data from math and ELA assessments, the BAIS reading specialist and part-time Math Tutor are scheduled to work with small groups at this time. Common Planning Times include 1x/month data meetings for each grade-level and using both formative & summative data, students will continuously be identified for tier 2 interventions from those two specialists, as well as the classroom teachers.

The CCNX Coordinator, with support from the Assistant Principal, leads the Student Support Team. Using the process created by City Connects, students are identified by any staff or family member who needs support in any of four areas (social-emotional, academic, home, and health). When appropriate, due to academic and/or social emotional needs, the Special Education Team Chairperson is present at these meetings to identify students who need further evaluation through the special education department.

XII. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.