

Bentley High School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Bentley High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Justin Dickerson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/pVdG5Y>, or you may review a copy in the main office at your child's school.

For 2017-2018, The Bentley district is currently in the second year of revival for the district both academically and athletically and are striving to be the 'best' small district in our area.

In this first year of our revival we were able to see an increase in test scores, attendance, graduation rates while seeing our major discipline incidents decline. The climate and the culture of the school began a shift towards a culture of learning with an increased awareness of personal responsibility at all levels. This was most evident as we had 15% increase in student enrollment at the High School.

We added new programs and staff as we continue to strive to be the best at everything we do.

The Bentley School District is continuing to strive to reduce the achievement gaps with our two subgroups of special education students and economically disadvantaged students. At Bentley High School, we have targeted a number of interventions that will provide a structure to address the achievement gap between our lowest achieving students and our highest achieving students and also afford our highest achieving students the chance to strive higher academically. We are also aiming to move towards a culture of learning. Some of the key research-based and other initiatives that our staff will undertake to improve classroom instruction and the school climate include:



Learning for all.

Whatever it takes.

- Chromebook Initiative – the district has multiple Chromebook carts that are available to students and Google training has been provided to staff on how to best utilize the technology for creating technology inclusive classrooms.
- Continuing to provide additional education opportunities for our students through embracing 21F.
- Creating an environment of learning by implementing strategies such as: daily trivia for students, reducing classroom disruptions by enforcing 'personal responsibility' for all students and by rewarding students for academic and behavioral improvements by using several forms of school-wide recognition.
- Credit Recovery Mentoring Program-two mentors in place to work with our students in credit recovery who received specialty training through Gradpoint. Students are now assigned progress report grades and expected completion grades at the end of each semester.
- Differentiated Instruction – teachers will use differentiated instructional strategies and collaborate with their colleagues in order to implement and practice the researched-based teaching strategies in their classrooms.
- Links: research based peer to peer support program to enhance peer relations in the school setting.
- Parent/Student Interviews: providing a voice to our students and parents in an effort to work together and provide an opportunity for everyone to be heard and create initiatives and programs that have the support of everyone involved and not only a select few.
- Continued partnership with Michigan Virtual University to provide our students access to higher level AP courses that could not previously be offered by a district of our size.
- Continued partnership with Michigan Virtual University to provide access to an additional 200+ courses that students could not have previously accessed, such as electives in business, technology, or foreign languages.
- PSAT for all 9th, 10th and 11th grade students. The data will be used to strategically place students in SAT preparation and tutoring during our newly formed Student Success Center.
- Student Success Center: each student will be strategically placed in tutoring during the 7th hour of the day. They will be placed in either tutoring for English, Math and/or SAT preparation.



- Added five new courses through the Gen-Net medium to increase the options of academic courses for our students.
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- Progress checks: every five weeks staff will inform students and parents of current progress in class and what needs to be done to continue success in the classroom.
- Scholarship and summer camp directory: these are posted online for our students and parents and updated regularly to keep them informed of all opportunities that are available to them.
- Counseling Announcements are posted online/social media for accessibility by students and parents.
- Senior audits: we have implemented senior audits to ensure all students are informed about their current graduation progress. This includes written communication with each status change, re-audits in the spring and communication with students in relation to the re-audits.
- Student Connections: an initiative by the district to ensure that all students are 'connected' in some shape or form to our staff. Each staff has several students that they are connecting with and learning about in an effort to make sure no student ends up being disconnected throughout the year.
- Using data to guide instruction: staff will work collaboratively to evaluate student summative and formative data as a means of modifying our research-based instructional strategies.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to the Bentley High School as determined by completion of coursework at Bentley Middle School. Other considerations include age, credit status (with transfers), district boundaries, and limited Schools of Choice (Section 105 C.). Transportation is provided within the district to facilitate equal and fair access to all programming.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The district has moved to a monthly ½ day PD model which enables our staff to be given and participate in high quality Professional Development with a focus on increasing student achievement and creating a culture of learning within the walls of the high school.

Differentiated Instruction, Inquiry based instruction and daily learning objectives are a few of the research based teaching strategies that our teachers are utilizing to improve their classroom instruction. We have also sought to increase student achievement by providing staff with collaborative



time, Peer-Peer/Links program and by promoting a learning environment that sole focus is on student achievement.

BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Genesee Career Institute: Approximately 45 students attended the Genesee Career Institute (formerly Genesee Area Skill Center) for part of their instructional day. Genesee Career Institute provides vocational programs . A list of programs can be found here:

<http://www.geneseeisd.org/DocumentCenter/View/2573>

Distance Learning: In addition, approximately 70 students were enrolled in at least one distance learning course. These courses are cooperative efforts with the G.I.S.D. to provide additional learning opportunities to students throughout the county. Bentley students receive instruction from various satellite classrooms through interactive video feeds. Distance learning courses included: American Sign Language Sports Medicine Abnormal Psychology Astronomy Criminal Justice Childhood Development Calculus GISD and the 21 school districts in Genesee County provide special education programming for approximately 10,000 students.

Special education for handicapped students, ages 0-25, is available to Bentley students. The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individual Education Planning Committee process, where parents, local educators, and GISD staff analyze and develop programs to meet each student's special needs. GISD's special education schools teach: academic skills, independent living skills, communication skills, job training and prevocational education, social living habits, and self-care. For a complete list of available programs contact the High School Counseling Office or Skill Center.

BOLD PROGRAM

The BOLD Academy Alternative Pathway to a High School Diploma is housed at the rear of Bentley High School. It provides 15-21 year old students, who are at risk of dropping out of high school or who have already dropped out of a traditional school, an opportunity to continue to pursue their goal of earning a high school diploma. The Academy uses digital GradPoint curriculum to create a path for students to complete required Michigan Merit curriculum and district requirements for graduation. The program allows students to demonstrate prior learning and progress through course work at their own pace, which may be accelerated or need additional supports to ensure completion. Curriculum and graduation requirements are the same as Bentley High School. The BOLD Academy is a state approved Seat Time Waiver program with flexible lab time offered throughout the day and week.

The Bold program (previously Fusion) had not graduated any students in the previous two years, but for 2016-2017 two students were able to receive their High School Diplomas.



THE CORE CURRICULUM

The core academic curriculum is a series of broad learning experiences students should have to prepare for an effective adult life. The Bentley Community School District has analyzed the state's recommendations for core academic curriculum. Core subject areas; Reading, Writing, Math, Science, and Social Studies are reviewed and updated. Enhancements to existing curriculum are based on the research of best curricula and instructional practices. Curricular improvements, implementation of new instructional methods, and proper use of materials are all supported by staff training. Instructional review during the 2015-2016 school year focused on common unit planning based on Essential Outcome and Common Assessments. All unit plans were organized in a similar fashion; state what students will be able to Know, Understand, and Do. The Common Core Content Expectations were reviewed to ensure the curriculum is aligned to the required student learning expectations. Teachers will continue to participate in professional development to ensure continued focus on effective and engaging instructional practices. In addition, new materials and software were purchased to support the state curriculum standards, assessments and novels. The core curriculum is available for review on the district website (www.bentleycommunityschools.org) or through the Administration Office for more information.

STUDENT ACHIEVEMENT RESULTS

These can be found on our Annual Education Report online:

<https://goo.gl/pVdG5Y#StudentAssessment>

2015 STAR Scores

Reading	Math
9th grade 18% are at or above proficient	9th grade 38% are at or above proficient
10th grade 23% are at or above proficient	10th grade 33% are at or above proficient
11th grade 23% are at or above proficient	11th grade 34% are at or above proficient
12th grade 28% are at or above proficient	12th grade 40% are at or above proficient

2016 STAR Scores

Reading	Math
9th grade:22% are at or above proficient	9th grade:46% are at or above proficient
10th grade:26% are at or above proficient	10th grade:56% are at or above proficient
11th grade:23% are at or above proficient	11th grade:40% are at or above proficient
12th grade:28% are at or above proficient	12th grade: 37% are at or above proficient

PARENT TEACHER CONFERENCES



	Fall (Percent Attending)	Winter (Percent Attending)
2014-2015	30.7%	20.7%
2015-2016	Not Available	Not Available

2016-2017	40.2%	38.7%
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POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

	Number of Students Dual Enrolled
2014-2015	2
2015-2016	4

2016-2017	6
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THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

We offered AP Calculus and AP courses through Michigan Virtual

STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

	AP Enrollments
2014-2015	5
2015-2016	4

2016-2017	9
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STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT



	Students Receiving College Credit
2014-2015	0%
2015-2016	0%
2016-2017	17%

At Bentley High School we are a very small in size and full of pride. The Bentley Community School District is one that cherishes traditions and strives for excellence. One notable achievement from this past year was that Bentley High School received Advance-ED Accreditation which is a testament to the hard work put forth by both the student body and staff. This Accreditation indicates that our school focuses on accountability, and emphasizes learning outcomes.

In the second year under the direction of our new administration, Bentley High School continues to offer more challenging and creative options for our students. We have a collaboration in place with the Michigan Virtual University that provides students with the option to take twenty-two AP classes and over 200 other classes that have never before been offered. We also place a large emphasis on helping every student achieve. In fact, we have created a two-tiered system in place to attack the credit recovery problems we have. We have a computer with a mentor that is running GradPoint and a Michigan Virtual Room with a mentor running Schmoop. This is helping us determine the best program for our students by being able to run them side by side.

The student body and staff at Bentley High School care immensely about their own community. Every year we are have a large amount of donations brought in to help the Eastern Food Bank of Michigan and many students who volunteer at the Bank itself. We host the City of Burton’s annual Halloween trail and we also support the United Way by organizing blood drives twice a year and fundraising during the holiday season. The National Honor Society students also partake in community based volunteer work and the creation of a new community liaison director helps in meeting the direct needs of our families. We also provide breakfast to all our students to ensure they get a good start to a day of learning.

As a staff we have also continued to embrace restorative practices in addition to maintaining a real world discipline system that mirrors what our students are going to experience when they enter the post high school world. We at Bentley feel we need to work with our student to help prepare them for the expectations and social norms that they will need to adhere to as they move on from high school.



Our staff members continue to enhance their instruction by participating in a variety of professional development opportunities. These opportunities include increasing their technological abilities and enhancing their knowledge on best practice instructional methods.

The staff have also embraced and implemented 'Instructional Learning Cycles' and are using this data to help guide instruction with the sole focus of increasing student achievement.

They also volunteer to serve on the district's Curriculum Development Committee, the Medical Emergency Response Team, the Multi-Tiered System of Support team and the district's Technology Team. Their dedication to the success of the students in our district is top notch.

We have a great leadership team at the high school in place and we will continue to push the envelope and bringing new initiatives to the table to benefit the district in our pursuit of Student Achievement and a Culture of Learning for everyone.

Sincerely,
Justin Dickerson
Principal

