

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Bentley Elementary School

School Improvement Plan 2020-2021

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Martha Garcia	Principal	Martha_Garcia@scps.k12.fl.us	Oversees total school program.
Carol Lynn Webb	Assistant Principal	CarolLynn_Webb@scps.k12.fl.us	Assists principal in overseeing total school program.
Caryn Hinrichs	School Administration Manager	Caryn_Hinrichs@scps.k12.fl.us	Parent Involvement, non-instructional support, business partners
Melissa Brown	Instructional Coach ELA & Social Studies	Melissa_Brown@scps.k12.fl.us	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Kimberly Nolting	Instructional Coach Math & Science, ETF	Kimberly_Nolting@scps.k12.fl.us	MTSS, Interventions, PLCs, Curriculum and Modeling Support, Coaching of teachers
Rachael Light	Guidance Counselor	Rachael_Light@scps.k12.fl.us	Student Study, MTSS, Small group counseling, Attendance
Serqet Barch	Gifted Resource	Serqet_Barch@scps.k12.fl.us	Gifted curriculum, Talent Development, Advanced Opportunities
Leslie Jephson	iReady Champion	Leslie_Jephson@scps.k12.fl.us	Scheduling and monitoring of iReady diagnostics and lessons

Supportive Environment

Describe how the school involved parents and the community in developing this plan.

Parents and the community provide feedback each year through various surveys, Snapshot 5essentials, and the Bentley Safety Survey. Input was also provided to the district and school for the upcoming year, in response to the need for social distancing student safety and wearing masks. All of this important information was heard and incorporated into this plan. Also, a meeting between administration and PTA Presidents, past and present, was held on July 21, 2020. Discussion included thoughts, concerns, and ideas for supporting the school for the upcoming 2020-2021 school year. Also, 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.

Describe how the school works at building positive relationships with families to increase involvement efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (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.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Bentley Elementary is incorporating Restorative Practices into our day. The staff at Bentley ensures the social-emotional needs of all students are being met through the implementation of character development activities such as Restorative Practices and Circles, Town Hall or class meetings and having a strong PBIS initiative. Referrals and recommendations to our mentoring and counseling programs are made through teacher identification, Student Study meetings, parent concerns, and academic/behavioral data. We have a network of administrators, teachers, special education professionals, and counselors who share information and collaborate on what is best for our students. Students and families are identified and are able to receive services as needed through the FIN program. We invest time in our students to create a safe environment in each classroom where teachers build relationships with students to encourage each student to achieve to his/her potential.

Student Transition and Readiness

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Bentley Elementary focuses on integrating Skills for Future Ready Graduates into the curriculum to prepare students for college and careers. These skills were identified by local employers, as skills needed to be successful in the future. To introduce students to the endless choice of careers, each year, Bentley Elementary hosts a Teach In where local businesses, community members, and parents volunteer to become teachers for the day, sharing about a wide variety of topics. Advanced coursework in Math is offered to qualifying students in grades 4 and 5 through the PRIMES curriculum. Bentley also offers Talent Development and Gifted curriculum to students. Bentley offers STEAM enrichment to students and their families. STEAM night include activities for students to explore and learn through various experiments. Students even display their own STEAM project, similar to a science fair experience. Bentley has partnered with Mathnasium to share math centers in which families experience math together. Bentley also invites the Orlando Science Center to offer families science activities to explore together.

Identify the career and technical education programs available to students and industry or community organizations.

Each Wednesday, Bentley Elementary students participate in STEAM time, which supports students in being prepared with Future Ready Skills. During this time, inquiry-based lessons are conducted to provide students additional opportunities to think critically and problem solve. Each grade level teaches coding to students as part of the CS2020 initiative. Students are taught different computer programming techniques within these lessons. Bentley also has a strong Super Scientist program in which volunteers conduct hands-on science experiments with the students. Bentley also offers a variety of extra-curricular clubs to teach students multiple technical and career-focused skills. Bentley clubs include: Robotics, Odyssey of the Mind, SECME, Chess club, Art, Chorus, Student Council, Runner's Club, News Crew, Safety Patrol, and Math Club.

Elementary Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
ELA iReady achieving growth target (K-5)	B.2.3	
ELA iReady at or above grade level (K-5)	B.2.3	

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Math iReady achieving growth target (K-5)	B.2.3	
Math iReady at or above grade level (K-5)	B.2.3	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Elementary School Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student owned progress monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students will maintain data notebooks that will be updated regularly throughout the year.	Students, classroom teachers, ESE teachers, administration	5/26/2021	N	Baseline, Mid-Year, End of Year and reviewed at least quarterly.	Students' data notebooks to include iReady data and subject specific data	Y
Teachers and administration will conference with students to discuss their goals and make recommendations for targeted growth to support students in making one year's growth in one year's time.	Administration, classroom teachers, ESE teachers	5/26/2021	N	Baseline, Mid-Year, End of Year and reviewed at least quarterly.	Students' data notebooks to include iReady data and subject specific data	Y
Students will maintain an interactive math journal to show work and track progress.	Students, classroom teachers, ESE teachers	5/26/2021	N	Weekly	Students math journals	Y

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students will lead data conferences with a family member to share their progress towards one year's growth in one year's time. This will be based on current health conditions.	Students, classroom teachers, ESE teachers, administration	5/26/20201	N	Once per year per grade level	Students' data notebooks to include iReady data and subject specific data	Y

Low 30% Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Lowest 30% will be monitored on a regular basis during MTSS meetings, PLCs, and AST data meetings.	Classroom teachers, ESE teachers, ESOL teachers, instructional coaches, administration	Summer of 2021 (post FSA scores)	Y	Monthly during AST data meeting, during MTSS cycles (6 week intervals), base-line, mid-year, and end of year	iReady data, data tracking sheet, MTSS notes, summative classroom assessments	Y
Teachers will complete an electronic data tracking form that will identify students in the lowest 30%. Data tracked includes iReady, DRA, ORF, Unit Assessments, and other assessments as determined by students' needs.	Classroom teachers	5/26/2021	Y	Monitored at least quarterly.	Electronic data sheets	Y
Students will participate in classroom formative assessments and iReady growth monitoring assessments. Progress towards goals will be monitored.	Classroom teachers, ESE teachers, ESOL teachers, instructional coaches, administration	5/26/2021	Y	Monitored at least quarterly.	iReady growth monitoring scores and formative assessment data	Y

High Level 1 / Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Progress of High Level 1 and 2 students will be monitored during MTSS meetings and Data PLCs.	Teachers, instructional coaches, administration	5/26/2021	Y	During 6 week MTSS cycles and monthly data meetings	EdInsight notes and PLC notes	Y
Students will be strategically placed in intervention groups based on need, and progress will be tracked through formative and summative assessments then recorded on electronic spreadsheet. Groups will be monitored and adjusted based on students' needs.	Teachers, instructional coaches, administration	5/26/2021	N	Quarterly and during 6 week MTSS cycles and monthly data meetings	Electronic data sheets	Y
Identified students will participate in Corrective Reading groups during intervention time.	Teachers, instructional coaches, administration	5/26/2021	N	Weekly	Corrective Reading progress notes	Y
Students will participate in after-school tutorial. (If available, based on Covid 19)	Teachers, instructional coaches, administration	5/26/2021	N	Weekly	Tutorial attendance, growth from iReady Diagnostic 1 to Diagnostic 2.	Y

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
AST (Academic Support Team) will review iReady data after each diagnostic & growth monitoring assessment to determine if additional support is needed.	Teachers, instructional coaches, administration	5/26/2021	Y	Quarterly	iReady data and PLC notes	Y

Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Teachers will provide high quality instruction to Tier 1 students during regular classroom instruction, whether through Face to Face or Seminole Connects. Intervention/acceleration times will focus on areas of need. PLC data chats will identify who is mastering Learning Targets and what intervention/acceleration will need to be completed to support mastery.	Classroom teachers, interventionists, instructional coaches, administration	5/26/2021	Y	Weekly	PLC data notes, AST notes about Tier 1 interventions, iReady and FSA Data, Electronic data sheet	N
Interventionists will provide support facilitation in classrooms and pullout small group instruction.	Interventionist, coaches	5/26/2021	N	Weekly	PLC data notes, AST notes about Tier 1 interventions, iReady and FSA Data, electronic data sheet	N
Teachers will provide small group instruction to identified students to fill in gaps in learning.	Classroom teachers	5/26/2021	Y	Weekly	PLC data notes, AST notes about Tier 1 interventions, iReady and FSA Data, Electronic data sheet	N

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Low level 3 students will be monitored on a regular basis during MTSS meetings, PLCs, and AST data meetings.	Classroom teachers, interventionists, instructional coaches, administration.	5/26/2021	Y	Weekly	PLC data notes, AST notes about Tier 1 interventions, iReady and N FSA Data, Electronic data sheet	N

Tutorial

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Tutorial funds will be used to hire instructional staff to provide after school tutoring to identified students, H1, H2 and selected L3.	Tutorial staff, instructional coaches, administration	5/26/2021	N	Weekly	iReady and FSA data, electronic data spreadsheets	Y
Tutorial funds will be used to hire instructional staff to provide after school tutoring to identified students, H1, H2 and selected L3.	Tutorial staff, instructional coaches, administration	5/26/2021	N	Weekly	iReady and FSA data, electronic data spreadsheets	Y

Additional Action Plans

Topic/ Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Science Instruction Monitoring	Teachers will provide quality instruction to all students during the Science block with a focus on vocabulary, and reading within the content area. 4th and 5th grade teachers will incorporate Fair Game standards for review.	Teachers, ESE Teachers, ESOL Teachers, Instructional Coaches, Administration	5/26/2021	Y	Weekly	Classroom assessment, Common 9 week assessments, Walk Through submissions in iObservation	Y

Elementary Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Elementary School Essential Instructional Priority # 2 - Conditions for Learning

Action Plan

Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Parents will be notified upon excessive absences and tardies. School team will work with parents to encourage regular attendance. Both Face to Face and Seminole Connect attendance will be monitored on regular basis.	Certified School Counselor, Social Worker, Administration, Teachers, Parents	5/26/2021	N	Weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Multiple Attendance Summary Report	Y
AST will monitor attendance reports and track interventions	Certified School Counselor, Social Worker, Administration, Teachers, Parents	5/26/2021	N	Bi-weekly	Skyward Attendance, EdInsight, Truancy Letters, Conference Forms, Multiple Attendance Summary Report	Y

Safety Survey

Name/ Topic of Strategy	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Bentley Elementary will focus on safety improvements by fostering relationships between students and the School Resource Officer.	To improve students' perception of and relationship with the School Resource Office, Bentley Elementary's SRO will communicate with students using various means. He will introduce himself to students on the morning news and explain his role in keeping them safe, he will visit classrooms to talk with students (following all social distancing guidelines), and he will participate in community events either virtually or Face to Face.	Administration, school counselor, SRO	5/26/2021	N	Monthly and other times as appropriate	Bentley Safety Survey 2021	N

Elementary Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners
- B. Provide opportunities for students to collaborate and develop personal and social responsibility
- C. Develop expectations for success in college and careers for all students

**All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

Elementary School Essential Instructional Priority # 3 - Skills for Future Ready Graduates

Action Plan

AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students identified as Advanced Opportunity, will work with the gifted resource teacher to identify strengths and areas of need and receive high quality enrichment instruction.	Gifted Resource Teacher, Administration	5/26/2021	N	Weekly	Talent Development class lists and lesson plans, Gifted cluster class enrollment and lesson plans, FSA scores learning gains and proficiency, data tracking sheets	N
Gifted Resource teacher will support Advanced Opportunity Level 4 and Level 5 students to help them achieve a Learning Gain.	Gifted Resource Teacher, Administration	5/26/2021	N	Weekly	Talent Development class lists and lesson plans, Gifted cluster class enrollment and lesson plans, FSA scores learning gains and proficiency, data tracking sheets	N
Identified Advanced Opportunity students in grades 4 and 5 will participate in Primes Math.	Teachers, Students, Parents, Administration	5/26/2021	N	Baseline, Mid-Year, End of Year	Talent Development class lists and lesson plans, Gifted cluster class enrollment and lesson plans, FSA scores learning gains and proficiency, data tracking sheets	N

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students will be provided enrichment activities through weekly STEAM lessons.	Teachers, Students, Parents, Coaches, Administration	5/26/2021	N	Weekly	Lesson plans	Y
Students and parents will participate in a STEAM night (either virtually or Face to Face as appropriate) in which student projects will be displayed for parents to view.	Teachers, Students, Parents, Coaches, Administration	5/26/2021	N	One time per year	Parent sign in sheet	Y

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans. Partially Almost

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers. Partially Beginning

General and special education teachers regularly plan instruction together. Partially Beginning

Action Plan

Indicator 1

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
ESE teachers and classroom teachers will meet during PLC time to collaborate on lesson planning for ESE students.	Classroom and ESE teachers, administration	5/26/2021	N	Quarterly	Lesson plans	Y

Indicator 2

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
ESE and special area teachers will meet during PLC time to share and collaborate about the needs of ESE students.	ESE teachers and special area teachers, administration	5/26/2021	N	Quarterly	PLC notes	Y

Indicator 3

General and special education teachers regularly plan instruction together.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
ESE teachers and classroom teachers will meet during PLC time to collaborate on lesson planning for ESE students.	ESE and classroom teachers, administration	5/26/2021	N	Quarterly	Lesson plans	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	How Will PD Activity Improve Instruction and Use of Assessment Data?	PD Participants	# Anticipated Participants	Position(s) Responsible
Book Study: Power of a Positive Team	1: Quality Instruction 2: Conditions for Learning	TBD	Teams will learn to work together to disseminate data, plan for instruction, and monitor outcomes.	Teachers	75	Administration, select teachers
PD Playlist (differentiated instructional strategies PD for Bentley teachers)	1:Quality Instruction, 2:Conditions for Learning, 3:Future Ready Graduates	Ongoing	Various strategies for improving instruction, increase PLC effectiveness, and building relationships with students	Teachers	75	Administration, select teachers
Ukeru	2: Conditions for Learning	August 6, 2020	Deescalation strategies and safety	Staff	85	ESSS, administration
Science, Math, ELA PLCs with TOAs	1: Quality Instruction	TBD	Instructional	Teachers	75	Administration, SAM, TOAs
iReady Training	1: Quality Instruction	TBD	Instructional	Teachers	75	Administration, Coaches
Suicide Prevention	2: Conditions for Learning	1st quarter	Safety	staff	15 (new staff only)	Administration, SAM (online)

Mental Health (Kognitive)	1: Quality Instruction, 2: Conditions for Learning, 3:Future Ready Graduates	9/25/2019	Instruction, Safety, Relationships, Communication	Staff	100	Administration, SAM, Presenter	
MTSS Updates	1: Quality Instruction, 2: Conditions for Learning, 3:Future Ready Graduates	TBD	Instruction, Behavior, Safety	teachers	75	Administration, instructional coaches, SAM, select teachers	
Child Abuse Prevention Training	2: Conditions of Learning	1st quarter	Safety	Staff	100	Administration, SAM	
New Teacher PD	1: Quality Instruction, 2: Conditions for Learning, 3:Future Ready Graduates	Monthly	Instruction, Safety, SCPS systems	Teachers new to SCPS	1	New Teacher Mentor	
Instructional Rounds	1: Quality Instruction	Once per semester	TBD	Instruction	Teachers	20	Administration, SAM, Instructional Coaches
Science Proficiency	1: Quality Instruction	TBD	Instruction	Teachers	75	Administration, SAM, Instructional Coaches, Select Teachers	