



School Improvement Plan

Chestnut Hill School

Midland Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSIST	

Chestnut Hill School Improvement 2020-21

Overview

Plan Name

Chestnut Hill School Improvement 2020-21

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$6000
2	All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$800
3	All students will connect, compare, contrast, and integrate ideas and information within the social studies content area.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1400
4	All students will be proficient in all areas of mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2400

Goal 1: All students will be fluent writers and readers who will utilize decoding skills to enhance comprehension.

Measurable Objective 1:

78% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading on district and state assessments and 75% of our students will demonstrate proficiency in writing on district and state assessments in English Language Arts by 06/05/2020 as measured by district and state assessments.

Strategy 1:

Decoding - During individual and small group instruction, teachers will use grade level appropriate strategies to introduce, review, and assess decoding skills.

Category: English/Language Arts

Research Cited: Florida Center for Reading Research 2000; Implementing Response to Intervention: A Principal's Guide, S.L. Hall, 2008; Classroom Instruction that Works, Marzano 2004

Tier:

Activity - Grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sequential needs-based activities with targeted students in small group instruction. Second to fourth grade teachers will use "Phonics for Reading," and fourth and fifth grade teachers will use REWARDS and Quick Reads. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/03/2019	06/05/2020	\$500	General Fund	Teachers grades 2-5

Activity - Grades K-1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sequential needs-based activities with targeted students in small group instruction. Kindergarten teachers will use "Road to the Code," and first grade teachers will use "PALS, (Paths to Achieving Literacy Success)" to reinforce and increase decoding skills. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/03/2019	06/05/2020	\$300	General Fund	K-1 teachers

Strategy 2:

Reading Fluency - Teachers will use data collected from DIBELS assessments to determine students in need of additional fluency instruction/practice. Students will receive individual, small group, and whole group instruction and practice in oral reading fluency.

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Research Cited: Greenwood, Delquadri, and Hall, 1989; Rosenshine and Meister, 1994; Stevens, Madden, Slavin, and Famish, 1987; Florida Center for Reading Research, 2000

Tier:

Activity - 6 Minute Solution	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use 6 Minute Solution with individual students and/or whole class three-four times per week to increase students' oral reading fluency. Students will practice, assess, and document with a leveled-appropriate peer.	Academic Support Program			09/03/2019	06/05/2020	\$600	General Fund	Teachers in grades 2-5

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor targeted students every 1-2 weeks using DIBELS materials. Students will increase their oral reading fluency through weekly practice.	Academic Support Program			09/03/2019	06/05/2020	\$800	General Fund	Teachers in grades K-5

Activity - MTSS Balanced Assessment System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Create a team driven balanced assessment system to drive low inference data based decision making providing better access and opportunity to an equitable GVC with supports for students.</p> <p>Details: Create a team driven balanced assessment system to drive low inference data based decision making providing better access and opportunity to an equitable GVC with supports for students. Use the Comprehensive Screening and Assessment System portion of the MTSS Practice Profile to design a monitoring system of student success and achievement. Training will be provided to administrators and teachers to better understand how data fits in an MTSS System and how to make data based decisions; MTSS Coordinator coaching, Learning Coach coaching, professional learning on data systems such as Illuminate, NWEA, PLCs, state and local assessments, and Collaborative Learning Cycles. Time will be provided for teams to collaboratively learn how to use data.</p>	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/31/2020	07/31/2021	\$0	Section 31a	Curriculum Office Team, Principals, Teachers, Technology

Strategy 3:

PYP Coordinator - PYP Coordinator will be used to assist teachers in reflecting on unit planners which will, in turn, help students be successful. PYP Coordinator will provide teachers with compare/contrast strategies.

Staff will access the PYP Coordinator for reflection of transdisciplinary units of inquiry. This will be done during professional development time and/or grade level

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collaborative time.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works, Marzano 2004; Florida Center for Reading Research, 2000

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	General Fund	Teachers in grades K-5
Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The teachers will meet to review data and student skills. The principal will provide instruction, as needed, in the areas of data review and classroom interventions/programs. Targeted students will utilize the interventions for increased progress across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$1200	General Fund	Teachers grades K-5 Principal
Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Days will be provided for teachers to collaborate and receive professional development in order to engage students in research/inquiry to investigate topics, analyze, and integrate information.</p>	Professional Learning			09/03/2019	06/05/2020	\$2000	General Fund	K-5 teachers, PYP Coordinator

Strategy 4:

Writing Fluency - Teachers will use 6+1 Trait Writing instruction to develop common vocabulary and assessment, across grade levels, within the writing process.

Students will experience greater writing fluency through the use of consistent writing instruction.

Category: English/Language Arts

Research Cited: George Hillocks, 1987; Arter, Spandel, Culham, and Pollard, 1994; Northwest Regional Educational Laboratory; Coe, 1999

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Tier:

Activity - 6+1 Traits Writing Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional development time, teachers will review the 6+1 Model and provide support based on teacher need. Teachers will provide instruction to all students using the 6+1 Traits of Writing model with Writer's Workshop. Students will improve their writing fluency through consistent instruction.	Other			09/03/2019	06/05/2020	\$0	No Funding Required	Teachers grades K-5
Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts. Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area. Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.	Professional Learning			09/03/2019	06/05/2020	\$300	General Fund	Teachers grades K-5

Goal 2: All students will connect, compare, contrast, analyze, and integrate ideas and information within the science content area.

Measurable Objective 1:

61% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on district and state assessments in Science by 06/05/2020 as measured by district and/or state assessments.

Strategy 1:

Compare and Contrast - Compare and contrast strategies will be used within the science content area. Strategies will be shared during professional development sessions, grade level meetings, and PYP collaborative work time.

Students will use strategies to connect, compare, contrast, and integrate science ideas, leading to proficiency in this content area.

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Kindergarten through fifth-grade teachers will implement Project Lead the Way to address science standards. Cereal City will also be implemented in grade five.

Category: Science

Research Cited: Classroom Instruction that Works, Marzano, 2004

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area, including Project Lead the Way modules, and Cereal City in grade five.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	General Fund	K-5 teachers
Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme Units. Revising/Rewriting unit planners to include Project Lead the Way modules, Cereal City, and Next Generation Science Standards.</p>	Professional Learning			09/03/2019	06/05/2020	\$500	General Fund	K-5 teachers, PYP coordinator

Goal 3: All students will connect, compare, contrast, and integrate ideas and information within the social studies content area.

Measurable Objective 1:

61% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on state assessments in Social Studies by 06/05/2020 as measured by state assessments.

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Strategy 1:

Analysis of Social Studies Content - Staff will use compare and contrast strategies within the social studies content area.

Students will use strategies to connect, compare, contrast, and integrate social studies ideas, leading to proficiency in this content area.

Category: Social Studies

Research Cited: Classroom Instruction that Works, Marzano 2004

Tier:

Activity - Compare and Contrast Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	General Fund	K-5 teachers

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected on within our Primary Years Programme Units.</p>	Professional Learning			09/03/2019	06/05/2020	\$500	General Fund	K-5 teachers

Strategy 2:

Job and Career Exposure, Opportunities, and Experiences for Students - Strategy implementation will differ by grade level, it will consist of exposure to experiences age-appropriate by grade level.

Category: Career and College Ready

Research Cited: Classroom Instruction the Works, Marzano, 2012; Project Based Teaching, Boss, 2018; Michigan Career Development Model. December 2018.

Michigan Department of Education

Tier:

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Activity - Career Awareness and Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in age-appropriate career awareness, exploration, and preparation activities. Specific activities include: IB Units of Inquiry, career guest speakers, exploration play related to careers, an introduction of non-traditional careers, family events, and school and community-based projects.	Career Preparation /Orientation		Getting Ready	09/03/2019	06/05/2020	\$600	General Fund	All teaching staff

Goal 4: All students will be proficient in all areas of mathematics.

Measurable Objective 1:

74% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on district and state assessments in Mathematics by 06/05/2020 as measured by district and state assessments.

Strategy 1:

Online Curricular Resource - During professional development, teachers will continue to be trained in the use of enVision math online resources, as needed. Teachers will consistently utilize the enVision items as part of their routine instruction. Students will enhance these skills through the enVision online resources/practice and apply their knowledge accurately and effectively to mathematical situations.

Category: Mathematics

Research Cited: Curriculum Focal Points, National Council of Teachers and Mathematics, 2006

Classroom Instruction that Works, Marzano, 2004

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Tier:

Activity - Online Mathematics Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently use the appropriate enVision online lesson as part of their routine instruction in all mathematical areas. They will also access apps for student practice on their individual Chromebooks.	Other			09/03/2019	06/05/2020	\$0	No Funding Required	K-5 teachers

Strategy 2:

Vocabulary - Teachers, kindergarten through fifth grade, will use consistent definitions for mathematical terms. Teachers and students will use the displayed word cards actively as reminders of mathematical terms.

Category: Mathematics

Research Cited: Curriculum Focal Points, National Council of Teachers of Mathematics, 2006

Classroom Instruction that Works, Marzano, 2004

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The Differentiated Math Classroom, Murray & Jorgensen, 2007

Tier:

Activity - Visual Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display vocabulary words and/or illustrations in their classroom. Students will actively use the words as visual reminders of mathematical terms and concepts related to all mathematical concepts, with an emphasis on fractions.	Other			09/03/2019	06/05/2020	\$400	General Fund	K-5 teachers

Strategy 3:

Weekly Concept Focus - Teachers will focus on assisting students in the construction of arguments to support reasoning and to critique the reasoning of others. Students will analyze complex, real-world scenarios and construct and use real world models.

Category: Mathematics

Research Cited: Classroom Instruction that Works, Marzano, 2004

The Differentiated Math Classroom, Murray & Jorgensen, 2007

Curriculum Focal Points, National Council of Teachers of Mathematics, 2004

Tier:

Activity - Math Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that every concept/topic will include opportunities for students to construct arguments to support their reasoning. Due to the consistent nature of this instruction, students will gain a better understanding of this mathematical reasoning which will assist in proficiency on the district and state assessments.	Other			09/03/2019	06/05/2020	\$0	No Funding Required	K-5 teachers

Activity - PYP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme.	Professional Learning			09/03/2019	06/05/2020	\$2000	General Fund	K-5 teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6+1 Traits Writing Model	During professional development time, teachers will review the 6+1 Model and provide support based on teacher need. Teachers will provide instruction to all students using the 6+1 Traits of Writing model with Writer's Workshop. Students will improve their writing fluency through consistent instruction.	Other			09/03/2019	06/05/2020	\$0	Teachers grades K-5
Math Reasoning	Teachers will ensure that every concept/topic will include opportunities for students to construct arguments to support their reasoning. Due to the consistent nature of this instruction, students will gain a better understanding of this mathematical reasoning which will assist in proficiency on the district and state assessments.	Other			09/03/2019	06/05/2020	\$0	K-5 teachers
Online Mathematics Resources	Teachers will consistently use the appropriate enVision online lesson as part of their routine instruction in all mathematical areas. They will also access apps for student practice on their individual Chromebooks.	Other			09/03/2019	06/05/2020	\$0	K-5 teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	K-5 teachers
Grades 2-5	Teachers will use sequential needs-based activities with targeted students in small group instruction. Second to fourth grade teachers will use "Phonics for Reading," and fourth and fifth grade teachers will use REWARDS and Quick Reads. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/03/2019	06/05/2020	\$500	Teachers grades 2-5
PYP	Days will be provided for teachers to collaborate and receive professional development in order to engage students in research/inquiry to investigate topics, analyze, and integrate information.	Professional Learning			09/03/2019	06/05/2020	\$2000	K-5 teachers, PYP Coordinator
Career Awareness and Exploration	Students will participate in age-appropriate career awareness, exploration, and preparation activities. Specific activities include: IB Units of Inquiry, career guest speakers, exploration play related to careers, an introduction of non-traditional careers, family events, and school and community-based projects.	Career Preparation /Orientation		Getting Ready	09/03/2019	06/05/2020	\$600	All teaching staff

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Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	Teachers in grades K-5
Progress Monitoring	<p>Teachers will progress monitor targeted students every 1-2 weeks using DIBELS materials. Students will increase their oral reading fluency through weekly practice.</p>	Academic Support Program			09/03/2019	06/05/2020	\$800	Teachers in grades K-5
Data Review	<p>The teachers will meet to review data and student skills. The principal will provide instruction, as needed, in the areas of data review and classroom interventions/programs. Targeted students will utilize the interventions for increased progress across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$1200	Teachers grades K-5 Principal
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area, including Project Lead the Way modules, and Cereal City in grade five.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	K-5 teachers

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Grades K-1	Teachers will use sequential needs-based activities with targeted students in small group instruction. Kindergarten teachers will use "Road to the Code," and first grade teachers will use "PALS, (Paths to Achieving Literacy Success)" to reinforce and increase decoding skills. Students will utilize the targeted strategies to improve their decoding skills for increased comprehension.	Academic Support Program			09/03/2019	06/05/2020	\$300	K-1 teachers
Compare and Contrast Strategies	<p>During professional development meetings, a variety of compare and contrast strategies and retell strategies may be presented to be used by all grade levels across all content areas. Teachers will then be able to assist students in reading closely and analytically to comprehend a range of increasingly complex texts.</p> <p>Classroom teachers will focus on grade-level appropriate strategies that coordinate with the content area.</p> <p>Teachers will integrate specific compare and contrast strategies with students in all content areas throughout the school year. Students will apply the strategies in a variety of situations across all content areas.</p>	Professional Learning			09/03/2019	06/05/2020	\$300	Teachers grades K-5
6 Minute Solution	Teachers will use 6 Minute Solution with individual students and/or whole class three-four times per week to increase students' oral reading fluency. Students will practice, assess, and document with a leveled-appropriate peer.	Academic Support Program			09/03/2019	06/05/2020	\$600	Teachers in grades 2-5
PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme Units. Revising/Rewriting unit planners to include Project Lead the Way modules, Cereal City, and Next Generation Science Standards.	Professional Learning			09/03/2019	06/05/2020	\$500	K-5 teachers, PYP coordinator
PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected on within our Primary Years Programme Units.	Professional Learning			09/03/2019	06/05/2020	\$500	K-5 teachers
Visual Vocabulary	Teachers will display vocabulary words and/or illustrations in their classroom. Students will actively use the words as visual reminders of mathematical terms and concepts related to all mathematical concepts, with an emphasis on fractions.	Other			09/03/2019	06/05/2020	\$400	K-5 teachers

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PYP	Days will be provided to support collaboration among teachers so the six transdisciplinary units of inquiry can be reflected upon within our Primary Years Programme.	Professional Learning			09/03/2019	06/05/2020	\$2000	K-5 teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Balanced Assessment System	<p>Create a team driven balanced assessment system to drive low inference data based decision making providing better access and opportunity to an equitable GVC with supports for students.</p> <p>Details: Create a team driven balanced assessment system to drive low inference data based decision making providing better access and opportunity to an equitable GVC with supports for students. Use the Comprehensive Screening and Assessment System portion of the MTSS Practice Profile to design a monitoring system of student success and achievement. Training will be provided to administrators and teachers to better understand how data fits in an MTSS System and how to make data based decisions; MTSS Coordinator coaching, Learning Coach coaching, professional learning on data systems such as Illuminate, NWEA, PLCs, state and local assessments, and Collaborative Learning Cycles. Time will be provided for teams to collaboratively learn how to use data.</p>	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/31/2020	07/31/2021	\$0	Curriculum Office Team, Principals, Teachers, Technology