

# Hartland Consolidated Schools (25-26)

## MICIP Continuous Improvement Plan

**Goal 1: Improve K-4 Reading Proficiency:** HCS reading goal is to identify all students K-4 below grade level in reading and provide them with targeted intervention, in order to improve student proficiency data 10% on ELA M-STEP and/or Early Literacy Benchmark by 2028.

### **Strategies:**

- 1. Instructional Coaching (All Buildings):** District ELA Instructional Coach will provide direct professional development to teachers in best practice teaching strategies in order to improve teaching in the classroom to ensure student improvement in EL skills.

#### **Activities:**

- Hire highly qualified and certified ELA district instructional coaches to provide professional development and support to teachers to improve teacher instructional practices.
- Provide professional development opportunities through staff meetings, release time, optional PD sessions, and in-class modeling.
- District Curriculum Director will monitor instructional coaches effectiveness through evaluation, student growth data, and schedule monitoring.

- 2. Workshop and Highly Effective Framework Instructional Model (All Buildings):** Use of the workshop and the Highly Effective Framework Instructional Model when teaching content to students ensures consistency of instruction and incorporates multiple learning modes within lessons; such as mini lessons, modeling, pair work, individual work, and small group work. This teaching and learning model increases engagement, and focuses on intervention for individual student deficits in ELA and Math.

#### **Activities:**

- Administration uses the workshop and “Highly Effective Framework” instructional models in evaluation of teachers to ensure fidelity.
- Provide continuous professional development in best practice strategies tied to the workshop instructional model and the district created a “Highly Effective Framework” instructional model to ensure high level practice and engagement.

- Teachers utilize the workshop and “Highly Effective Framework” instructional models as part of their lesson planning and practices.

**3. Reading Recovery / Reading Support Intervention (Creekside, Village, Round, Lakes, Farms):** Utilizing Reading Recovery and Reading Support intervention services to students below grade level in reading in grades K-4. Reading Recovery teachers are trained in specific intervention reading strategies that are given multiple times a week for the entire school year. Reading Support teachers work with small group and/or individual at-risk reading students on strategies to improve reading skills in grades K-4.

**Activities:**

- Hire trained Reading Recovery teachers to provide one-on-one intervention instruction to at-risk students in 1st grade.
- Hire Reading Support teachers to provide small group and one-on-one intervention services to at-risk students in grades K-4.
- Provide consistent schedules and intervention services to at-risk students in grades K-4 within the elementary buildings culture on a daily basis.
- Reading Recovery and Reading Support teachers, as well as building principals, monitor effectiveness by tracking student progress via local (DRA) and state assessment (MSTEP, Early Literacy Benchmark) data.
- Title I instructor to provide intervention services to at-risk students at Farms Intermediate.

**4. MTSS Framework (All Buildings):** A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making.

**Activities:**

- Hire interventionists in the K-4 grade levels to help support at-risk students in ELA and Math.
- Create a consistent MTSS system of support with documents to provide common language across the district.

**Goal 2: Improve K-12 Writing Proficiency:** HCS writing goal is to improve collective teacher capacity in writing instruction, in order to improve student proficiency data 10% on ELA M-STEP, PSAT, SAT and/or Early Literacy Benchmark by 2028..

### **Strategies:**

1. **Instructional Coaches (All Buildings):** District ELA Instructional Coach will provide direct professional development to teachers in best practice teaching strategies in order to improve teaching in the classroom to ensure student improvement in ELA skills.

#### **Activities:**

- Hire highly qualified and certified ELA district instructional coaches to provide professional development and support teachers to improve instructional practices.
- Provide professional development opportunities through staff meetings, release time, optional PD sessions, and in-class modeling.
- The District Curriculum Director will monitor instructional coaches effectiveness through evaluation, student growth data, and schedule monitoring.

2. **Workshop and Highly Effective Framework Instructional Model (All Buildings):** Use of the workshop and the Highly Effective Framework Instructional model when teaching content to students ensures consistency of instruction and incorporates multiple learning modes within lessons; such as mini-lessons, modeling, pair work, individual work, and small group work. This teaching and learning model increases engagement, and focuses on intervention for individual student deficits in ELA and Math.

#### **Activities:**

- Administration uses the workshop and “Highly Effective Framework” instructional models in the evaluation of teachers to ensure fidelity.
- Provide continuous professional development in best practice strategies tied to the workshop instructional model and the district created “Highly Effective Framework” instructional model to ensure high level practice and engagement.
- Teachers utilize the workshop and “Highly Effective Framework” instructional models as part of their lesson planning and instructional practices

3. **MTSS Framework (All Buildings):** A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making.

**Activities:**

- Hire interventionists in the K-4 grade levels to help support at-risk students in ELA and Math.
- Create a consistent MTSS system of support with documents to provide common language across the district.

**Goal 3: Improve K-12 Math Proficiency:** HCS math goal is to improve collective teacher capacity in math small group intervention, in order to improve student proficiency data 10% on Math M-STEP and/or Early Literacy/Math Benchmark by 2028.

**Strategies:**

- 1. Instructional Coaches (All Buildings):** District Math Instructional Coach in math will provide direct professional development to teachers in best practice teaching strategies in order to improve teaching in the classroom to ensure student improvement in math skills.

**Activities:**

- Hire highly qualified and certified district instructional coaches to provide professional development and support to teachers to improve instructional practices.
- Provide professional development opportunities through staff meeting, release time, optional PD sessions, and in-class modeling.
- District Curriculum Director will monitor the instructional coach effectiveness through evaluation, student growth data, and schedule monitoring.

- 2. Workshop and Highly Effective Framework Instructional Model (All Buildings):** Use of the workshop and the highly Effective Framework Instructional model when teaching content to students ensures consistency of instruction and incorporates multiple learning modes within lessons; such as mini-lessons, modeling, pair work, individual work, and small group work. This teaching and learning model increases engagement, and focuses on intervention for individual student deficits in ELA and Math.

**Activities:**

- Administration uses the workshop and “Highly Effective Framework” instructional models in evaluation to ensure fidelity.
- Provide continuous professional development in best practice strategies tied to the workshop instructional model and the “Highly Effective Framework” instructional model to ensure high level practice and engagement.
- Teachers utilize the workshop and “Highly Effective Framework” instructional models as part of their lesson planning and instructional practices.

**3. MTSS Framework (All Buildings):** A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making.

**Activities:**

- Hire interventionists in the K-4 grade levels to help support at-risk students in ELA and Math.
- Create a consistent MTSS system of support with documents to provide common language across the district.