

# Hartland Consolidated Schools

## MICIP Continuous Improvement Plan

**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 2026.

### **Strategies:**

#### **1. English Language Learner Support (All Buildings)**

- a. Utilize an English Language Learner trained interventionist to support ELL students in English and reading skills. The EL instructor is trained in SIOP strategies and meets individually with EL students K-12.

##### **Activities:**

- Hire highly qualified and certified English Language District Coordinator/Instructor to provide direct instruction and intervention to the district EL student population.
- Create a consistent schedule and location in each building to allow for appropriate individual intervention to every EL qualified student.
- Provide EL Coordinator/Instructor professional development opportunities to learn best practice EL strategies (SIOP).
- EL program effectiveness will be monitored by the Program Coordinator. The Program Coordinator effectiveness will be monitored by the Curriculum Director. The Program Coordinator will create and maintain the schedules. Student growth data through WIDA, local, and state assessments will be analyzed.

#### **2. Title I Intervention Services (Farms Intermediate, Ore Creek MS)**

- a. Utilize Title I intervention services for individual at-risk students in grades 5-8 to improve literacy and math skills. These interventions are given from a Title I specific instructor and are in addition to regular in-class instruction.

##### **Activities:**

- Hire highly qualified and certified Title I instructors to provide individual intervention services for at-risk students in grades 5-8.
- Provide one-on-one and small group instruction using inquiry-based hands on activities to help students improve their content understanding. This will include summer school opportunities to counter summer loss.
- Title I staff will use technology, electronics, and software to help students improve their critical thinking and content skills.
- Title I intervention services will be monitored for effectiveness by the building principals and the curriculum director by analyzing student growth data in local and state assessments.

### **3. Instructional Coaching (All Buildings)**

- a. Direct Instructional Coaches in ELA and Math to 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 and math 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.

### **4. Workshop and Highly Effective Framework Instructional Model (All Buildings)**

- a. 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 instructional practices.

### **5. Classroom Assessment for Student Learning (CASL): (All Buildings)**

- a. Implementing CASL (Classroom Assessment for Student Learning) strategies in our classrooms to increase student self-assessment skills, as well as deconstructing standards into clearly defined student learning objectives and targets in grades K-12.

#### **Activities:**

- Provide release time for CASL trained teachers to participate in a district team to build on CASL work across the district.
- Provide internal professional development to new teachers on the

CASL concepts and strategies.

- Principals monitor use of CASL strategies within the classrooms and buildings to ensure fidelity.
- Deconstructing state standards in student friendly language to use in classrooms for students to track their own learning, as well as developing true standards-based report cards to track student mastery of standards.

**6. Reading Recovery / Reading Support Intervention (Creekside, Village, Round, Lakes)**

a. 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.

***Improve K-4 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 2026..

**Strategies:**

**1. Title I Intervention Services (Farms Intermediate, Ore Creek MS)**

a. Utilize Title I intervention services for individual at-risk students in grades 5-8 to improve literacy and math skills. These interventions are given from a Title I specific instructor and are in addition to regular in class instruction.

**Activities:**

- Hire highly qualified and certified Title I instructors to provide individual intervention services for at-risk students 5-8.
- Provide one-on-one and small group instruction to help students improve their foundational literacy skills. This will include summer school opportunities to counter summer loss.
- Title I staff will use technology, electronics, and software to help

students improve their foundational literacy skills.

- Title I intervention services will be monitored for effectiveness by the building principals and the curriculum director through analyzing student growth data in local and state assessments.

## 2. **Instructional Coaches (All Buildings)**

- a. District Instructional Coaches in ELA and Math to 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 and Math 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.

## 3. **Classroom Assessment for Student Learning (CASL): (All Buildings)**

- a. Implementing CASL ( Classroom Assessment for Student Learning) strategies in our classrooms to increase student self-assessment skills, as well as Deconstructing standards into clearly defined student learning objectives and targets in grades K-12.

### **Activities:**

- Provide release time for CASL trained teachers to participate in a district team to build on CASL work across the district.
- Provide internal professional development to new teachers on the CASL concepts and strategies.
- Principals monitor use of CASL strategies within classrooms and buildings to ensure fidelity.
- Deconstructing state standards in student friendly language to use in classrooms for students to track their own learning, as well as developing true standards-based grading to track student mastery of standards.

## 4. **Workshop and Highly Effective Framework Instructional Model (All Buildings)**

- a. 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.

***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 Benchmark by 2026.

**Strategies:**

**1. Instructional Coaches (All Buildings)**

- a. District Instructional Coaches in ELA and math to 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 and 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. Classroom Assessment for Student Learning (CASL): (All Buildings)**

- a. Implementing CASL (Classroom Assessment for Student Learning) strategies in our classrooms to increase student self-assessment skills, as well as deconstructing standards into clearly defined student learning objectives and targets.

**Activities:**

- Deconstructing state standards in student friendly language to use in classrooms for students to track their own learning, as well as developing true standards-based report cards to track student mastery of standards.
- Provide release time for CASL trained teachers to participate in a district team to build on CASL work across the district.

- Provide internal professional development to new teachers on the CASL concepts and strategies.
- Principals monitor use of CASL strategies within the classrooms and buildings to ensure fidelity.

### **3. Title I Intervention Services (Farms Intermediate, Ore Creek MS)**

- a: Utilize Title I intervention services for individual at-risk students in grades 5-8 to improve literacy and math skills. These interventions are given from a Title I specific instructor and are in addition to regular in-class instruction.

#### **Activities:**

- Title I intervention services will be monitored for effectiveness by the building principals and the curriculum director by analyzing students growth data in local and state assessments.
- Hire highly qualified and certified Title I instructors to provide individual intervention services for at-risk students in grades 5-8.
- Provide one-on-one and small group instruction using inquiry based hands on activities to help students improve their content understanding. This will include summer school opportunities to counter summer loss.
- Title I staff will use technology, electronics, and software to help students improve their critical thinking and content skills.

### **4. Workshop and Highly Effective Framework Instructional Model (All Buildings)**

- a. 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.