

# MICIP Portfolio Report

## Hartland Consolidated Schools

### Improve K-4 Reading Proficiency

*Status:* ACTIVE

*Statement:* HCS reading goal is to improve collective teacher efficacy and 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 MSTEP and/or Early Literacy Benchmark by 2026.

*Created Date:* 02/23/2021

*Target Completion Date:* 06/01/2026

*Data Set Name:* 2023-24 ELA District Data Story

Name	Data Source
MSTEP 5 Year Longitudinal Data	Other
ELA/Math SAT Longitudinal Data	Other
ELA/Math PSAT 10 Longitudinal Data	Other
ELA/Math PSAT 9 Longitudinal Data	Other
ELA/Math PSAT 8 Longitudinal Data	Other
Data for Smarter Balanced Benchmark Assessment for 3-8	Other
DRA Reading Data K-4	Other
HCS Instructional MTSS (K-12)	Other
HCS Behavioral MTSS (K-8)	Other
Early Literacy/Math Benchmark Assessment K-2 Fall Proficiency Data	Other
Grades 3-8 Assessments: Proficiency	MI School Data
District Buildings, Grade and Cohort Comparison Data 22-23	District Determined
22-23 District Comparisons	District

Name	Data Source
with State and County Averages	Determined

*Data Story Name:* 2023-24 Reading District Data Story

*Initial Data Analysis:* The proficiency data in all state and district assessments in reading indicates improvement and growth over the past 4-5 years, until the end of the 19-20 school year and the beginning of the 20-21 school year.

In DRA, the number of grade level students in reading K-4 in 19-20 dropped dramatically. In the K-2 Early Literacy Benchmark Assessment proficiency numbers in the fall were extremely low in 20-21 and below past year's numbers.

In the 3-8 Smarter Balanced Assessment in reading, proficiency numbers were low in 3rd and 4th, below the norm in 7th, and respectable in 5th, 6th and 8th.

At the high school and middle school levels for the 20-21 fall SAT and PSAT assessments in reading/writing, the proficiency numbers and college readiness scores were comparable to years past. No major discrepancies in any of the SAT/PSAT 10/PSAT 9 data.

The 21-22 and 22-23 school years has shown increases almost across the district in all the tested areas to pre-pandemic levels. There is still an issue with students who have not reached grade level expectations in reading and are at risk of falling behind in future grades. They are at risk of not obtaining the critical standards needed in reading.

*Initial Initiative Inventory and Analysis:* 1) District Mission and Guiding Principles: For the purpose of promoting a positive educational experience that involves all stakeholders and encompasses our guiding principles.

Create a solid foundation for school and beyond

Provide a strong core academic program

Develop the “whole child”

Provide opportunities to help students develop skills for the 21st century - problem solving, creativity, real world application

Ensure a positive, safe, accessible learning environment for all children

Strive to provide innovative programs and services for Hartland to remain a premier district of choice

Recognize the uniqueness of each individual within the context of the needs of the whole learning community

The district believes that positive experiences and relationships lead to synergy between all stakeholders. Reason, Respect, and Responsibility is the foundation for who we are as a community centered school district culture (how we do things).

2) District curriculum department, building principals, K-12 ELA instructional coach, intervention support staff, teaching staff, special education staff, and instructional technology staff are all involved in the implementation of our program.

3) All students show minimumly 1 full years growth in reading each school year and 100% of our students at grade level in reading at the conclusion of every school year.

4) The evidence is on our district and state assessment data, as well as formative assessment results in classrooms.

5) The financial commitment to the district mission and outcomes is high and students are our number one priority. Approximately 70% of the district's operating budget is spent on instructional services for students. Funding sources include a curriculum department budget (resources / professional development / assessment), district general funds for instructional personel, state and federal grant funding in Title I, Title II, Title III, Title IV, 31A, Section 41 for ELL, Section 35A for additional instruction time resources, and robotics grant funds.

6) District and state policies on administration of the following assessments: common assessment, MSTEP, SAT, PSAT 8, PSAT 9, PSAT 10, Early Literacy Benchmark, Smarter Balanced Benchmark, WorkKeys. Board approved curriculum in all subject areas including curriculum documents, assessment strategies, and pacing guides to ensure the correct scope and sequence of the state and district standards. Fidelity in instructional strategies and effectiveness is measured through teacher evaluation, GRASP Goal achievement, daily observations and instructional coaching work. The instructional coach works with teachers on fidelity of instructional practice as well.

7) Professional development is built into the master calendar. Six hours of PD are scheduled before school starts each year. Six hours of PD is scheduled on a specific day at mid-year. 19-20 hours accomplished in one hour sessions on designated Early Release Fridays. This schedule allows our staff to have consistent and continuous PD throughout the school year. Instructional coaches also provide professional development during staff meetings, prep times, and after school optional sessions. As well as modeling in the classroom setting. Feedback is given by coaches and principals.

Other priorities:

- Intervention systems in each building
- SEL programs in each building
- Development of instructional MTSS
- Support staff specializing in reading, special education and at-risk behavior

*Gap Analysis:* Hartland has identified still a gap (K-4) in reading between current proficiency and grade level expectations, and what is expected in our district. For example, DRA proficiency and grade level numbers have been in the mid to upper 80's for 5 straight years. The end of the 19-20 school year shows a significant drop off due to lack of instruction due to school shutdowns (38%-55%). We have also seen lower proficiency numbers on the K-2 Early Literacy Benchmark Assessment in the fall of 20-21. The expectation is to see growth and increased proficiency numbers from fall to spring. There is a gap between previous fall scores and 20-21. The 22-23 school year has shown increases again in reading from MSTEP proficiency and growth data, as well as Early Literacy and Smarter Balanced benchmark assessments. The gap has grown to some extent with more students increasing proficiency but still a segment of at risk students struggling to achieve grade level expectations.

*District Data Story Summary:* 1) Prior to the 19-20 school year our strength has been in providing strong intervention systems within the building culture to serve at-risk reading students daily. Another strength is in our proficiency and growth data in reading due to increased focus on best practice instruction (principals and ELA instructional coach). Our 5 year longitudinal data shows good performance consistently, up until the 19-20 school year. District and building cultures are a priority and affect learning environments for staff and students. The total instructional needs in reading were not addressed fully in 19-20 due to school shutdowns and lack of instruction/intervention time for all students. Interventions were not held adequately in the spring of 19-20. Some learner needs have been reduced in the fall of 20-21 due to students participating in remote learning. Lack of daily, specialized interventions and instruction played a big role in students underperforming. We are trying to incorporate more intervention supports through reading recovery strategies and supports, as well as additional reading intervention services through tutors or interventionists.

2) District programs, supports, services: Reading Recovery, Reading Support, Intervention Scheduled Times, Special Education Services, Instructional Consultation Teams, Title I At-Risk Services, Instructional Coaching, Social Emotional Programs, Counseling Services, Intervention Support Courses at the Secondary Level, and Content Interventionists.

3) Providing adequate supports and programs to students in a remote setting. Lack of face-to-face instruction and support has been a major challenge to a number of students at all grade levels and proficiency/academic levels. Reduced grant funding that helps pay for support services is becoming a challenge.

4) We are attempting to provide those students at greater risk with services. Even though almost at-risk students are receiving services, there is a difference in the quality of services due to some students being fully remote and the difficulties that presents.

5) Hartland has various types of services that provide interventions in different ways, often for the same problems. They are all effective in their own way depending on who is giving

the services. For example: ICT vs Reading Recovery vs Title I)

6) There is a braiding of funding across the various programs and services in order to get the most out of our support services to provide for the most students. For example, we combine general fund and grant funding for support staff positions to provide services (Reading Recovery, Reading Support, Reading Interventionists, Instructional Coaches are all paid for with a combination of general fund, Title IV funds, 31A funds and Additional Instructional Time grant funds)

Most of the problems we have seen with recent proficiency and growth data stem from reduced instructional time and intervention opportunities due to building shutdowns from COVID. We need to close the gap in proficiency and grade level expectations that were lost due to the pandemic. We need to maintain and improve our support systems to catch students back up. The middle to low students would be affected the most and would drop the overall proficiency numbers. Currently we feel the need to ramp up intervention supports and services to get students to content expectations.

**Analysis:**

*Root Cause*



*Five Whys*

- Why: Students are below grade level in reading particularly in grades 1st and 2nd based off of DRA and Early Literacy Benchmark assessments due to teachers and families not being prepared to provide high quality learning in various modalities.
- Why: Missed learning and intervention due to pandemic shutdown in 19-20 school year.
- Why: Teachers were not able to meet students face to face or provide effective remote interventions.
- Why: We were not prepared or had the training to provide that level on remote instruction and families were overwhelmed without the appropriate level of resources.
- Why: The local level infrastructure did not support remote instruction for teachers or families.
- Why: We could not plan for an unforeseen pandemic.

**Challenge Statement:** If Hartland Consolidated Schools are specific about identifying students that are below grade level in reading and provide them with targeted intervention, within a cultural intervention system, then we can expect that students will grow and begin to close the gap with their grade level peers.

**(5/5): 23g Expanded Learning Time**

**Owner:** David Minsker

**Start Date:** 10/09/2023

**Due Date:** 06/01/2026

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings**

- Creekside Elementary School
- Hartland Lakes Elementary School
- Hartland Round Elementary School
- Hartland Village Elementary School

**Total Budget:** \$400,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- District Website Update
- Parent Newsletter
- Social Media

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staffing: Create extended learning times throughout the school day for reading learning and instruction by hiring and using reading recovery and reading support interventionists to provide individual or small group additional instruction for students that are at-risk of falling behind grade level expectations.	David Minsker	10/09/2023	06/01/2026	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
<p>Reading Recovery / Reading Support teachers, as well as instructional interventionists will provide extended learning time by utilizing the instructional framework template to provide similar instructional strategies as the classroom teacher and provide a true double dip in reading instruction. These support staff will use the DRA, Early Literacy Benchmark, and Smarter Balanced Benchmark assessments to track student learning and proficiency levels.</p>	<p>David Minsker</p>	<p>10/09/2023</p>	<p>06/01/2026</p>	<p>UPCOMING</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>The district K-6 ELA instructional coach will provide training and support to these interventionists in small group/individual strategies and effective conferring, as well as utilize WISD for reading recovery training on effective strategies.</p>	<p>David Minsker</p>	<p>10/09/2023</p>	<p>06/01/2026</p>	<p>UPCOMING</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

## Improve K-12 Math Proficiency

Status: ACTIVE

Statement: HCS math goal is to improve collective teacher efficacy in math small group intervention, in order to improve student proficiency data 10% on Math MSTEP, PSAT, SAT and/or Early Literacy Benchmark by 2026.

Created Date: 02/23/2021

Target Completion Date: 06/01/2026

Data Set Name: 2023-24 Math District Story

Name	Data Source
MSTEP 5 Year Longitudinal Data	Other
ELA/Math SAT Longitudinal Data	Other
ELA/Math PSAT 10 Longitudinal Data	Other
ELA/Math PSAT 9 Longitudinal Data	Other
ELA/Math PSAT 8 Longitudinal Data	Other
3-8 Math Smarter Balanced Benchmark Data 20-21	Other
Elementary Math CA Data K-4	Other
Intermediate 5-6 Math Data	Other
Math Common Assessment Data for 7-8 Grade	Other
HCS Instructional MTSS (K-12)	Other
HCS Behavioral MTSS (K-8)	Other
Early Math/Literacy Benchmark K-2 Fall Proficiency	Other
Grades 3-8 Assessments: Proficiency	MI School Data

Data Story Name: 2023-24 Math District Data Story

Initial Data Analysis: 1) K-8 math common assessment numbers in 19-20 show higher than usual students who were proficient, however the assessments were only given through the first semester due to the school shutdowns. Almost the entire second semester



assessments were not given because they were not taught. The numbers are misleading because half the curriculum was not assessed.

2) 9-12 SAT/PSAT10/PSAT 9 math proficiency numbers were in alignment with past scores. PSAT 8 math scores and proficiency numbers were lower than past data. The previous year's 8th grade students had to take the assessment at the beginning of the 20-21 school year, showing a potential gap in instruction from the school shutdown and summer break.

3) Smarter Balanced Benchmark 3-8 in math shows low proficiency scores in the fall for 20-21 (Other than 3rd grade problem solving, 4th grade reasoning, and 7th grade reasoning). We expect spring scores to be much improved however the fall scores were lower than what would be expected.

4) K-2 Early Literacy/Math Benchmark fall data shows low proficiency numbers as well. Lower than in previous years fall data. Most likely due to 19-20 spring school shutdown and the lack of instruction during this time.

*Initial Initiative Inventory and Analysis:* 1) District Mission and Guiding Principles: For the purpose of promoting a positive educational experience that involves all stakeholders and encompasses our guiding principles.

Create a solid foundation for school and beyond

Provide a strong core academic program

Develop the "whole child"

Provide opportunities to help students develop skills for the 21st century - problem solving, creativity, real world application

Ensure a positive, safe, accessible learning environment for all children

Strive to provide innovative programs and services for Hartland to remain a premier district of choice

Recognize the uniqueness of each individual within the context of the needs of the whole learning community

The district believes that positive experiences and relationships lead to synergy between all stakeholders. Reason, Respect, and Responsibility is the foundation for who we are as a

community centered school district culture (how we do things).

2) District curriculum department, building principals, K-12 Math Instructional Coach, intervention support staff, teaching staff, special education staff, and instructional technology staff are all involved in the implementation of our program.

3) All students show minimally 1 full year's growth in math each school year and 100% of our students at grade level in math at the conclusion of every school year.

4) The evidence is on our district and state assessment data, as well as formative assessment results in classrooms.

5) The financial commitment to the district mission and outcomes is high and students are our number one priority. Approximately 70% of the district's operating budget is spent on instructional services for students. Funding sources include a curriculum department budget (resources / professional development / assessment), district general funds for instructional personnel, state and federal grant funding in Title I, Title II, Title III, Title IV, 31A, Section 41 for ELL, Section 35A for additional instruction time resources, and robotics grant funds.

6) District and state policies on administration of the following assessments: district common assessments, MSTEP, SAT, PSAT 8, PSAT 9, PSAT 10, Early Literacy Benchmark, Smarter Balanced Benchmark, WorkKeys. Board approved curriculum in all subject areas including curriculum documents, assessment strategies, and pacing guides to ensure the correct scope and sequence of the state and district standards. Fidelity in instructional strategies and effectiveness is measured through teacher evaluation, GRASP Goal achievement, daily observations and instructional coaching work. The instructional coach works with teachers on fidelity of instructional practice as well.

7) Professional development is built into the master calendar. Six hours of PD are scheduled before school starts each year. Six hours of PD is scheduled on a specific day at mid-year. 19-20 hours accomplished in one hour sessions on designated Early Release Fridays. This schedule allows our staff to have consistent and continuous PD throughout the school year. Instructional coaches also provide professional development during staff meetings, prep times, and after school optional sessions. As well as modeling in the classroom setting. Feedback is given by coaches and principals.

Other priorities:

- Intervention systems in each building
- SEL programs in each building
- Development of instructional MTSS
- Support staff specializing in reading, special education and at-risk behavior

*Gap Analysis:* Hartland has identified a gap (K-4) in math between current proficiency and grade level expectations, and what is expected in our district from past assessments. The

end of the 19-20 school year shows a drop off in the number of students proficient K-8 due to lack of instruction due to school shutdowns. We have also seen lower proficiency numbers on the K-2 Early Literacy/Math Benchmark Assessment in the fall of 20-21. The expectation is to see growth and increased proficiency numbers from fall to spring. There is a gap between previous fall scores and 20-21. The lack of students receiving direct math intervention support for a considerable amount of time likely affected this data.

*District Data Story Summary:* 1) Prior to the 19-20 school year our strength has been in providing strong intervention systems within the building culture to serve at-risk math students daily. Another strength is in our proficiency and growth data in math due to increased focus on best practice instruction (principals and math instructional coach). Our 5 year longitudinal data shows good performance consistently up until the 19-20 school year. District and building cultures are a priority and affect learning environments for staff and students. The total instructional needs in reading were not addressed fully in 19-20 due to school shutdowns and lack of instruction/intervention time for all students. Interventions were not held adequately in the spring of 19-20. Some learner needs have been reduced in the fall of 20-21 due to students participating in remote learning. Lack of daily, specialized interventions and instruction played a big role in students underperforming.

2) District programs, supports, services: Reading Recovery, Reading Support, Intervention Scheduled Times, Special Education Services, Instructional Consultation Teams, Title I At-Risk Services, Instructional Coaching, Social Emotional Programs, Counseling Services, Intervention Support Courses at the Secondary Level.

3) Providing adequate supports and programs to students in a remote setting. Lack of face-to-face instruction and support has been a major challenge to a number of students at all grade levels and proficiency/academic levels. Reduced grant funding that helps pay for support services is becoming a challenge.

4) We are attempting to provide those students at greater risk with services. Even though all at-risk students are receiving services, there is a difference in the quality of services due to some students being fully remote and the difficulties that presents.

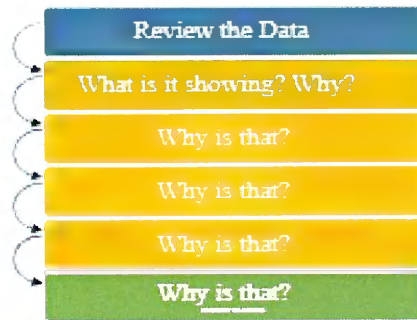
5) Hartland has various types of services that provide interventions in different ways, often for the same problems. They are all effective in their own way depending on who is giving the services. For example: ICT vs Reading Recovery vs Title I)

6) There is a braiding of funding across the various programs and services in order to get the most out of our support services to provide for the most students. For example, we combine general fund and grant funding for support staff positions to provide services (Reading Recovery, Reading Support, Instructional Coaches are all paid for with a combination of general fund, Title IV funds, 31A funds and Additional Instructional Time grant funds)

Most of the problems we have seen with recent proficiency and growth data stem from reduced instructional time and intervention opportunities due to building shutdowns from COVID. We need to close the gap in proficiency and grade level expectations that were lost due to the pandemic. We need to maintain and improve our support systems to catch students back up. The middle to low students would be affected the most and would drop the overall proficiency numbers.

## Analysis:

### Root Cause



### Five Whys

- Why: Student growth and achievement data shows gaps in learning due to the district not having the structures in place to provide rigorous virtual academic learning.
- Why: The pandemic shutdown in the spring of 2020 left the district unprepared for remote learning.
- Why: Loss of instruction occurred due to the pandemic shutdown.
- Why: New content and at home learning were not required from the state, only engagement activities.
- Why: This resulted in a lack of student and teacher resources and structure.
- Why: Structures were not in place to provide a remote experience.

**Challenge Statement:** If Hartland Consolidated School improve collective teacher capacity in small group intervention, then student growth and achievement will be accelerated over time indicated by assessment data.

**(4/4): 23g Expanded Learning Time**

**Owner:** David Minsker

**Start Date:** 10/09/2023

**Due Date:** 06/01/2026

**Summary:** EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

**Buildings**

- Creekside Elementary School
- Hartland Lakes Elementary School
- Hartland Round Elementary School
- Hartland Village Elementary School

**Total Budget:** \$450,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
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**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Staffing: Provide extended learning time for at risk students who are behind math content expectations by hiring and providing math interventionists to meet with students individually or in small groups in order to provide a second math instructional intervention every day.	David Minsker	10/09/2023	06/01/2026	UPCOMING

**Activity Buildings:** All Buildings in Implementation Plan

Activity	Owner	Start Date	Due Date	Status
<p>Math interventionists will provide extended learning time by utilizing Delta Math screeners for Tier 2 students and will provide progress monitoring as well. They will work in small groups or individually using similar instructional framework as the classroom teacher to provide a true double dip. They will also use math recovery strategies that help identify gaps and growth. The focus will be on math fluency to stimulate growth.</p>	<p>David Minsker</p>	<p>10/09/2023</p>	<p>06/01/2026</p>	<p>UPCOMING</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				
<p>The district math instructional coach will provide ongoing training and coaching to these interventionists in math workshop, Delta Math, and all small group or individual instructional strategies., as well as how to effectively use data to drive their strategies.</p>	<p>David Minsker</p>	<p>10/09/2023</p>	<p>06/01/2026</p>	<p>UPCOMING</p>
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				