



CHELSEA

SCHOOL DISTRICT

CURRICULUM & INSTRUCTION

500 Washington Street
Chelsea, MI 48118
P: 734.433.2208
F: 734.433.2218
www.chelsea.k12.mi.us

To: Board of Education
From: Michelle Hilla
Re: Curriculum and Instruction Update
Date: February 9th, 2026

➤ **Grant Update**

Grant-related work remains a major focus at this time of year. Ongoing efforts include monitoring and implementing current grant-funded initiatives, completing required reporting and amendments, and planning next steps to ensure sustainability and alignment with district priorities. A particular emphasis remains on literacy and student support grants, including planning for professional learning, instructional resources, and systems that support consistent implementation. We also continue to explore future funding opportunities aligned to identified student needs and district goals.

➤ **Young Fives and Pathfinder Project Planning**

We continue to work closely with the Young Fives team on instructional planning for the Pathfinder project, focusing on how space, routines, and instructional structures support early learners through flexible, developmentally appropriate practices. This work includes thoughtful consideration of daily routines, small-group and play-based learning models, and how learning zones can be intentionally used to promote engagement, independence, and collaboration. Alignment work between Young Fives, kindergarten, and early elementary grades is also ongoing to support smooth transitions and consistent instructional expectations.

➤ **MTSS and Student Support Systems**

Districtwide work continues to strengthen Multi-Tiered System of Supports (MTSS) practices in collaboration with administrators, instructional staff, and student support teams. This includes continued clarification of MTSS structures, roles, and decision-making processes across buildings, as well as collaboration with special education leadership to review student needs, staffing supports, and districtwide trends. Shared data protocols and tools, including Schoologytics, are being used to support consistent, data-informed conversations focused on instruction, interventions, and progress monitoring, with an emphasis on proactive, sustainable systems.

Respectfully,
Michelle Hilla
Director of Curriculum and Instruction
Chelsea School District