

**Hartland Consolidated Schools
2021-2022**

Educational Goals

Mid-Year Progress Report

(Per Section 98 of the State School Act Requirements)

Buildings: Hartland High School, Ore Creek MS, Farms Intermediate, Creekside Elementary, Lakes Elementary, Round Elementary, Village Elementary, Legacy High School, Hartland Virtual Academy

Address: 9525 Highland Road, Howell MI 48843

District Code Number: 47060

District Website: hartlandschools.us

District Contact and Title: Chuck Hughes, Superintendent

District Contact Email: ChuckHughes@hartlandschools.us

Intermediate School District: Livingston Educational Service Agency (LESA)

Assurances

1. HCS made their 2021-22 educational goals accessible through the transparency reporting link located on the District's/PSA's website no later than September 15, 2021. Goals were linked to the 20-21 Extended Learning Plan and also the district MICIP improvement goals in reading and math.
2. HCS created and made available on its transparency reporting link located on HCS website, a report concerning the progress made in the educational goals no later than February 14, 2021 for a middle of the year update, and will again no later than the last day of school of the 2021-2022 school year for end of the year progress.
3. Benchmark Assessments (HCS):
 - Selected benchmark assessments (Smarter Balanced and Early Literacy/Math Benchmark) that are aligned to state standards.
 - Administered the approved benchmark assessments (Smarter Balanced and Early Literacy/Math Benchmark) to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2021-2022 school year and again not later than the last day of the of the 2021-2022 school year. 9-12 will use MSTEP, SAT, PSAT 9, and PSAT 10 to measure proficiency.

Educational Mid-Year Goal #1

- All school buildings in HCS will work toward increasing student achievement and growth in reading for all K-8 students during the 2021-22 school year.
 - Mid-Year Goal: Monitor through progress monitoring and diagnostic assessment (Smarter Balanced, Early Literacy/Math Benchmark, DRA, Running Records, Common Assessments), student achievement and growth by February, 2022. HCS will provide interventions for all students K-8 to stimulate growth and achievement in reading.

Progress:

- Due to full in-person instruction, interventions have been provided K-8 through the first half of the 21-22 school year on a daily and weekly basis to stimulate growth and achievement in reading:
 - Reading Recovery: Each student (1st grade) was tested and at-risk reading students were identified.
 - Reading Support: Each student was tested (K-3) and at-risk reading students were identified.
 - Intervention block time each day (K-6) for all students to receive intervention on needed skill development.
 - Title I At-Risk Services: At-risk students in ELA (5-6 grades) were provided Title I services.
 - ELL Services: WIDA screening was conducted in the fall and EL students identified and provided EL services weekly.
 - ICT Services: IC Teams were functional in all 4 elementary buildings and intermediate buildings (K-6) to provide services to staff and at-risk students.
 - Special Education Services: Full services provided to SE students the first half of the school year.
 - Social Emotional Support in all buildings.
 - Instructional Coaching focus on small group intervention work in classrooms.

Educational Mid-Year Goal #1 (Continued)

Each building has monitored student growth and achievement for all student populations through the first half of the 21-22 school year through the following assessment system:

- Formative and summative assessments were given both in-person and remotely daily and weekly.
- District common assessments: Common assessments (K-12) were available for teachers to use both in-person and remotely. Common assessments for the first half of the 21-22 school year have been completed.
- Running records was used as a tool (K-6) to monitor student achievement progress and growth on a daily/weekly basis.
- DRA was given to all students (K-3) in the fall and the winter. Proficiency Data (Will be given again in the spring):

	<u>Total</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
Kindergarten =	Fall/ Winter: ----- / 79%	Fall/Winter: ----- / 69%	Fall/Winter: ----- / 41%
1st Grade =	Fall/Winter: 54% / 66%	Fall/Winter: 32% / 46%	Fall/Winter: 29% / 29%
2nd Grade =	Fall/Winter: 71% / 78%	Fall/Winter: 54% / 62%	Fall/Winter: 32% / 37%
3rd Grade =	Fall/Winter: 84% / 86%	Fall/Winter: 70% / 73%	Fall/Winter: 31% / 35%

- Early Literacy Benchmark Assessment was given in the fall to all students (K-2) in ELA. Proficiency Data (Will be given at the end of the school year to measure growth):

	<u>Fall (Total)</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
Kindergarten =	18%	14%	4%
1st grade =	39%	24%	3%
2nd grade =	26%	14%	5%

(Second ELB Assessment given February/March)

Educational Mid-Year Goal #1 (Continued)

- Smarter Balanced Benchmark Assessment was given in the fall to all students (3-8) in ELA. Proficiency Data (Will be given at the end of the school year to measure growth):

		<u>Fall (Total)</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
<u>3rd Grade:</u>	ELA = Language and Vocabulary Use:	67%	53%	43%
<u>4th Grade:</u>	ELA = Language and Vocabulary Use:	68%	56%	37%
<u>5th Grade:</u>	ELA = Language and Vocabulary Use:	81%	78%	46%
	ELA = Editing:	67%	65%	31%
	ELA = Research/Interpret:	71%	69%	28%
<u>6th Grade:</u>	ELA = Language and Vocabulary Use:	85%	81%	62%
	ELA = Research:	80%	68%	39%
<u>7th Grade:</u>	ELA = Language and Vocabulary Use:	79%	71%	53%
	ELA = Research Evidence:	81%	68%	56%
<u>8th Grade:</u>	ELA = Language and Vocabulary Use:	81%	74%	41%
	ELA = Research Evidence:	76%	71%	53%

(Second Smarter Balanced Benchmark Assessment given February/March)

Educational Mid-Year Goal #2

- All school buildings in HCS will work toward increasing student achievement and growth in Math for all K-12 students during the 2021-22 school year.
 - Mid-Year Goal: Monitor through progress monitoring and diagnostic assessment (Smarter Balanced, Early Literacy/Math Benchmark, Common Assessments), student achievement and growth by February, 2022. HCS will provide interventions for all students K-12 to stimulate growth and achievement in math.

Progress:

- Due to full in-person instruction, interventions have been provided K-8 through the first half of the 21-22 school year on a daily and weekly basis to stimulate growth and achievement in math:
 - Intervention block time each day (K-6) for all students to receive intervention on needed skill development.
 - Title I At-Risk Services: At-risk students in Math (5-6 grades) were provided Title I services.
 - ELL Services: WIDA screening was conducted in the fall and EL students identified and provided EL services weekly (K-12).
 - ICT Services IC Teams were functional in all 4 elementary buildings and intermediate buildings (K-6) to provide services to staff and at-risk students.
 - Special Education Services: Full services provided to SE students (K-12) the first half of the school year.
 - Social Emotional Support in all buildings (K-12).
 - Instructional Coaching focus on small group intervention work in classrooms (K-12).

Educational Mid-Year Goal #2 (Continued)

Each building has monitored student growth and achievement for all student populations through the first half of the 21-22 school year through the following assessment system:

- Formative and summative assessments were given in-person daily and weekly.
- District common assessments: Common assessments (K-12) were available for teachers to use in-person. Teachers were given the flexibility to use the assessments as needed to monitor student growth and achievement. Common assessments for the first half of the 21-22 school year have been completed.
- High School proficiency will be determined using the MSTEP, SAT, and PSAT state assessments at the end of the school year.
- Early Literacy/Math Benchmark Assessment was given in the fall to all students (K-2) in Math. Proficiency Data (Will be given at the end of the school year to measure growth):

	<u>Fall (Total)</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
Kindergarten =	22%	15%	13%
1st grade =	36%	26%	11%
2nd grade =	40%	28%	12%

(Second Early Literacy/Math Benchmark Assessment given February/March)

Educational Mid-Year Goal #2 (Continued)

- Smarter Balanced Benchmark Assessment was given in the fall to all students (3-8) in Math. Proficiency Data (Will be given at the end of the school year to measure growth):

		<u>Fall (Total)</u>	<u>Economically Disadvantaged</u>	<u>Students with Disabilities</u>
<u>3rd Grade:</u>	Math = Operations/Scale:	47%	31%	35%
<u>4th Grade:</u>	Math = Operations/Scale:	44%	28%	23%
<u>5th Grade:</u>	Math = Add/Subtract with Equivalency:	18%	15%	7%
	Math = Operations with Whole Numbers:	22%	16%	7%
	Math = Place Value System:	24%	25%	7%
<u>6th Grade:</u>	Math = Divide Fractions by Fractions:	78%	71%	44%
	Math = Ratios and Proportional Relations:	36%	32%	8%
<u>7th Grade:</u>	Math = Algebraic Expressions:	55%	36%	3%
	Math = Ratios and Proportional Relations:	67%	56%	31%
<u>8th Grade:</u>	Math = Math Functions:	28%	19%	11%
	Math = Proportional Relations, Linear:	58%	46%	24%

(Second Smarter Balanced Benchmark Assessment given February/March)