

**Hartland Consolidated Schools  
2022-2023**

**Educational Goals and Continuity  
of Learning Plan: End-Year Report**

(for Section 98b of Public Act 144 of 2022 / ESSER III 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](http://hartlandschools.us)

**District Contact and Title:** Chuck Hughes, Superintendent

**District Contact Email:** [ChuckHughes@hartlandschools.us](mailto:ChuckHughes@hartlandschools.us)

**Intermediate School District:** Livingston Educational Service Agency (LESA)

# Assurances

1. HCS made their 2022-23 educational goals accessible through the transparency reporting link located on the District's/PSA's website no later than September 15, 2022. Goals were linked to the 22-23 district and school 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 the first meeting of the Board in February, 2023 and again no later than the last day of the 22-23 school year school that falls within the fiscal year on end of the year growth and achievement.
3. Benchmark Assessments: HCS selected the following benchmark assessments (K-8) to measure proficiency within the first nine weeks of the 22-23 school year, and again before the last day of school of the 22-23 school year to measure proficiency and growth in reading and mathematics (Both assessments are aligned to the Michigan State Standards:
  - Smarter Balanced Reading/Math Benchmark Assessment (3rd-8th grade)
  - Early Literacy/Math Benchmark Assessment (K-2 grade)
  - Diagnostic Reading Assessment (K-3)
4. The academic goals for Section 98b of Public Act 144 of 2022 are aligned to the district and school Michigan Integrated Continuous Improvement Process (MICIP) plan goals for reading and math.

# Educational Goals

- All school buildings in HCS will work toward increasing student achievement and growth in reading for all K-8 student subgroups during the 2022-23 school year.
  - End-of-Year Goal: Students K-8 will show growth and achievement in reading from the beginning of the 2022-23 school year to the last day of school using (Smarter Balanced and Early Literacy/Math Benchmark, DRA)
- All school buildings in HCS will work toward increasing student achievement and growth in math for all K-8 student subgroups during the 2022-23 school year.
  - End-of-Year Goal: Students K-8 will show growth and achievement in math from the beginning of the 2022-23 school year to the last day of school using (Smarter Balanced, Early Literacy/Math Benchmark). K-12 proficiency and growth will be measured by the PSAT and SAT.

# Educational End-Year Goal #1

- All school buildings in HCS worked toward increasing student growth and achievement in reading for all K-8 students during the 2022-23 school year.
  - End-of-Year Goal: Students K-8 will show growth and achievement in reading from the beginning of the 2022-23 school year to the last day of school using assessments. (Smarter Balanced and Early Literacy/Math Benchmark, DRA)

## Support Results:

- Due to full in-person instruction, interventions were provided K-8 through the end of the 22-23 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 (K-12): WIDA screening was conducted in the fall and EL students identified and provided EL services weekly.
  - Academic Intervention Services (K-12): Interventionist were added in all 4 elementary buildings and intermediate buildings (K-6) to provide academic supports and services to at-risk students.
  - Special Education Services (K-12): Full services provided to SE students through the school year.
  - Additional counselor added to Ore Creek Middle School.
  - Added ELA and Math intervention classes in grades 7 and 8.
  - Instructional Coaching focus on small group intervention work in all K-12 classrooms.
  - Extended Day Learning opportunity for K-12 students.

# Educational End-Year Goal #1 (Continued)

Each building monitored student growth and achievement for all student populations through the end of the 22-23 school year through the following assessment system:

- Formative and summative assessments were given both daily and weekly.
  - District common assessments: Common assessments (K-12) were required to monitor growth and proficiency. Common assessments through the 22-23 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.
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- DRA was given to all students (K-3) in the fall, winter and spring:

Proficiency: (Fall/Winter/Spring)

|                | <u>Total</u>      | <u>Economically Disadvantaged</u> | <u>Students with Disabilities</u> |
|----------------|-------------------|-----------------------------------|-----------------------------------|
| Kindergarten = | ----- / 79% / 79% | ----- / 69% / 59%                 | ----- / 56% / 52%                 |
| 1st Grade =    | 56% / 72% / 73%   | 36% / 53% / 50%                   | 23% / 30% / 32%                   |
| 2nd Grade =    | 75% / 81% / 86%   | 60% / 69% / 70%                   | 35% / 39% / 40%                   |
| 3rd Grade =    | 87% / 87% / 85%   | 82% / 82% / 79%                   | 37% / 38% / 41%                   |

# Educational End-Year Goal #1 (Continued)

- Early Literacy Benchmark Assessment was given in the fall and spring to all students (K-2) in ELA:

Proficiency: (93% of all students had improved scale score from fall to spring)

|                | <u>Fall / Spring (Total)</u> | <u>Economically Disadvantaged</u> | <u>Students with Disabilities</u> |
|----------------|------------------------------|-----------------------------------|-----------------------------------|
| Kindergarten = | 17% / 48%                    | 27% / 35%                         | 0% / 20%                          |
| 1st grade =    | 33% / 86%                    | 13% / 76%                         | 8% / 61%                          |
| 2nd grade =    | 32% / 72%                    | 23% / 66%                         | 8% / 32%                          |

- Smarter Balanced Benchmark Assessment was given in the fall and spring to all students (3-8) in ELA:

Proficiency: (97% of all students had improved scale score from fall to spring)

|  | <u>Fall / Spring (Total)</u> | <u>Economically Disadvantaged</u> | <u>Students with Disabilities</u> |
|--|------------------------------|-----------------------------------|-----------------------------------|
| <u>3rd Grade:</u> ELA: Language and Vocabulary Use:  | 66% / 84%                    | 55% / 81%                         | 18% / 45%                         |
| <u>4th Grade:</u> ELA: Language and Vocabulary Use:  | 66% / 91%                    | 83% / 89%                         | 66% / 69%                         |
| <u>5th Grade:</u> ELA: Language and Vocabulary Use:  | 84% / 92%                    | 83% / 86%                         | 66% / 73%                         |
| <u>6th Grade:</u> ELA: Language and Vocabulary Use:  | 84% / 88%                    | 79% / 85%                         | 54% / 48%                         |
| <u>7th Grade:</u> ELA: Language and Vocabulary Use:  | 82% / 89%                    | 81% / 87%                         | 40% / 47%                         |
| <u>8th Grade:</u> ELA: Evaluate Information/Sources: | 75% / 85%                    | 69% / 70%                         | 38% / 48%                         |

# Educational End-Year Goal #2

- All school buildings in HCS worked toward increasing growth and proficiency in Math for all K-12 students during the 2022-23 school year.
  - End-of-Year Goal: Students K-8 will show growth and achievement in math from the beginning of the 2022-23 school year to the last day of school using assessments (Smarter Balanced, Early Literacy/Math Benchmark).

## Progress:

- Due to full in-person instruction, interventions have been provided K-8 through the end of the 22-23 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 ELA (5-6 grades) were provided Title I services.
  - ELL Services (K-12): WIDA screening was conducted in the fall and EL students identified and provided EL services weekly.
  - Academic Intervention Services (K-12): Interventionist were added in all 4 elementary buildings and intermediate buildings (K-6) to provide academic supports and services to at-risk students.
  - Special Education Services (K-12): Full services provided to SE students through the school year.
  - Additional counselor added to Ore Creek Middle School.
  - Added ELA and Math intervention classes in grades 7 and 8.
  - Instructional Coaching focus on small group intervention work in all K-12 classrooms.
  - Extended Day Learning opportunity for K-12 students.

# Educational Mid-Year Goal #2 (Continued)

Each building has monitored student growth and achievement for all student populations through the 22-23 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 required for teachers to monitor student growth and achievement. Common assessments for the 22-23 school year have been completed.
- Early Literacy/Math Benchmark Assessment was given in the fall and spring to all students (K-2) in Math:

Proficiency: (95% of students had improved scale score from fall to spring)

|                | <u>Fall / Spring (Total)</u> | <u>Economically Disadvantaged</u> | <u>Students with Disabilities</u> |
|----------------|------------------------------|-----------------------------------|-----------------------------------|
| Kindergarten = | 50% / 86%                    | 50% / 88%                         | 30% / 54%                         |
| 1st grade =    | 26% / 81%                    | 20% / 66%                         | 17% / 46%                         |
| 2nd grade =    | 40% / 84%                    | 28% / 79%                         | 13% / 41%                         |

- Smarter Balanced Benchmark Assessment was given in the fall and spring to all students (3-8) in Math:

Proficiency: (98% of students had improved scale score from fall to spring)

|  | <u>Fall / Spring (Total)</u> | <u>Economically Disadvantaged</u> | <u>Students with Disabilities</u> |
|--|------------------------------|-----------------------------------|-----------------------------------|
| <u>3rd Grade:</u> Math = Number/Operations Base 10:          | 41% / 77%                    | 25% / 67%                         | 10% / 61%                         |
| <u>4th Grade:</u> Math = Interpret, Represent, Solve:        | 53% / 84%                    | 44% / 73%                         | 23% / 60%                         |
| <u>5th Grade:</u> Math = Numerical Expressions:              | 37% / 74%                    | 32% / 62%                         | 11% / 49%                         |
| <u>6th Grade:</u> Math = One Variable Expressions/Equations: | 64% / 87%                    | 50% / 79%                         | 25% / 56%                         |
| <u>7th Grade:</u> Math = Algebraic Expressions/Equations:    | 55% / 70%                    | 38% / 57%                         | 17% / 28%                         |
| <u>8th Grade:</u> Math = Expressions and Equations:          | 59% / 86%                    | 49% / 75%                         | 15% / 40%                         |



# Health and Safety Guidelines

The District did not adopt any formal policies or procedures specifically addressing the various health safety recommendations, including: masking, vaccination, ventilation/cleaning, and proper hand hygiene/respiratory etiquette. However, the District requested that students and staff stay home when sick. Staff testing positive for COVID-19 returned to work after day 5 if symptom free with a mask through day 10.

The District, in conjunction with other districts in the County, continued to rely on guidance and support from the health experts in monitoring the pandemic and responding appropriately in order to ensure the health and safety of students and staff.

# Mode of Instruction

1) In-Person instruction

*The full scope of services, including academics, intervention, mental health and other needs was provided in-person for the 2022/23 school year*

2) The Hartland Virtual Academy program was an online option for 6-12 students (Michigan Virtual courses)