

Hartland Consolidated Schools

Extended Learning Plan End-of-Year Progress Report

2020-2021

Educational End-Year Goal #1

HCS will work toward increasing student achievement and growth for all student subgroups during the 2020-21 school year.

- End-of-Year Goal: All students will show mastery in all content level expectations by May 28, 2021, and show meaningful growth from the beginning of the 2020-21 school year using (Smarter Balanced and Early Literacy/Math Benchmark, DRA, and Running Records).

Progress:

- Due to in-person instruction for over 80% of the student population, interventions have been provided K-12 through the 20-21 school year on a daily and weekly basis (remote students have received services virtually from district support staff and interventionists on a daily/weekly basis):
 - 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 and 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.
 - ICT Services IC Teams were functional in all 4 elementary buildings (K-8) 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.
 - Enrichment Intervention Courses: In-person and remote (9-12) intervention courses are provided.

Educational End-Year Goal #1 (Continued)

Each building has monitored student growth and achievement for all student populations through the 20-21 school year through the following assessment system:

- Formative and summative assessments were given both in-person and remotely daily and weekly.
- Common assessments (K-12) were available through teachers to use both in-person and remotely. Teachers were given the flexibility to use the assessments as needed to monitor student growth and achievement. Common assessments for the 20-21 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, winter, and spring. Proficiency Data:

Kindergarten =	Fall: ----	Winter: 77%	Spring: 80%
1st Grade =	Fall: 40%	Winter: 49%	Spring: 70%
2nd Grade =	Fall: 47%	Winter: 62%	Spring: 85%
3rd Grade =	Fall: 52%	Winter: 67%	Spring: 79%

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

	<u>ELA Fall</u>	<u>ELA Spring</u>	<u>Math Fall</u>	<u>Math Spring</u>
Kindergarten =	20%	54%	36%	62%
1st grade =	26%	69%	13%	52%
2nd grade =	23%	50%	23%	42%

- Smarter Balanced Benchmark Assessment was given to all students (3-8) in ELA and math. (Proficiency Data: Fall / Spring)

	<u>Reading</u>	<u>Writing</u>	<u>Listening</u>	<u>Inquiry</u>	<u>Concepts</u>	<u>Problem Solving</u>	<u>Reasoning</u>
3rd Grade:	43% / 69%	14% / 46%	80% / 89%	69% / 87%	33% / 70%	81% / 88%	37% / 59%
4th Grade:	43% / 65%	14% / 50%	80% / 79%	69% / 74%	26% / 71%	49% / 88%	80% / 60%
5th Grade:	76% / 85%	20% / 30%	87% / 95%	84% / 91%	44% / 59%	62% / 72%	54% / 75%
6th Grade:	80% / 84%	N/A / 84%	96% / 94%	91% / 92%	39% / 67%	51% / 80%	65% / 63%
7th Grade:	69% / 85%	N/A / 60%	93% / 90%	87% / 96%	54% / 73%	45% / 73%	74% / 86%
8th Grade:	77% / 84%	N/A / 93%	84% / 85%	79% / 86%	38% / 63%	23% / 67%	55% / 86%

Educational End-Year Goal #2

HCS will use various formative and summative assessment tools and strategies to measure student achievement and growth. Benchmark assessments will be used to determine whether students are making meaningful progress toward mastery of the state standards. (Smarter Balanced and Early Literacy/Math Benchmark, DRA, Running Records, Common Assessments, MSTEP, PSAT, SAT)

End of Year Goal: Benchmark assessment will be given at the end of the school year. All formative and summative assessments will be completed for the entire year's content and standards as noted in the scope and sequence pacing guides by May 28, 2021.

Progress:

- The following benchmark assessments were given in the fall and spring of the 20-21 school year:
 - Early Literacy/Math Benchmark Assessment (K-2)
 - Smarter Balanced Benchmark Assessment (3-8)
- The following formative and summative assessments were given in alignment with the scope and sequence district curriculum content and standards:
 - 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. 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 20-21 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, winter, and spring.
 - PSAT and SAT were given to all students (9-12) in the fall as a makeup for the missed 19-20 spring testing, and again in the spring.

Educational End-Year Goal #3

HCS will develop an instructional system of delivery that ensures students, whether they are in-person or remote, will be taught the same curriculum and standards through the 2020-21 school year. HCS will also ensure that all students will be exposed to all the state mandated standards.

- ☐ End of Year Goal: Complete all content standards as noted in the scope and sequence pacing guides by May 28, 2021.

Progress:

- Due to Hartland School's mode of instructional delivery, all students (in-person or remote) were exposed to all state and district mandated standards through the 20-21 school year. The Extended Learning Plan offered full in-person instruction, with a remote learning option for students. Regardless of what phase or plan our district is in, students were placed in classrooms and courses as in any typical school year. Students were assigned teachers and courses that they stayed in regardless of whether they were learning in-person or remotely. The expectations allowed us to move smoothly from one phase plan to another as the COVID requirements change, as well as minimize changes for students if we needed to switch quickly from in-person to remote. The expectations occurred through the 20-21 school year so students had access to the same teachers and content whether they were in-person or remote.

Instructional Learning Options:

- 1) In-Person instruction.
- 2) Remote learning option with assigned Hartland classroom teachers in each of the district buildings, with the option to move to in-person instruction with the same teacher(s). Hartland teachers provided the remote instruction as they would to in-person students.
- 3) The Hartland Virtual Academy program was also available as an online option for 7-12 students (Michigan Virtual courses).

Educational End-Year Goal #3 (Continued)

Description of Instructional Delivery and Resources:

- Consistent digital platforms were chosen for our teachers to use to help in the remote learning experience, as well as in-person learning. Google Classroom was utilized by all teachers in grades 3-12. SeeSaw was utilized in grades JK-2. The platforms allowed a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. Since all teachers in those two grade spans used the same platforms, it gave students a level of consistency and understanding, as well as gave teachers the ability to collaborate and share strategies to make their students experience more rewarding.
- The district purchased video document cameras for each classroom JK-12 that were utilized by classroom teachers and support staff to aid in the remote learning experience for students and parents. The document cameras had the capability to record teacher lessons in all content areas.
- Recorded lessons were uploaded to the platform used by the teacher (Grades 3-12: Google Classroom / Grades JK-2: SeeSaw) on a daily basis for students to view from their remote learning location if needed.
- Teachers utilized the platforms on a daily basis regardless of whether students were participating in in-person instruction or remote learning. Either way, students had access to the platform resources at any time.
- Students learning remotely were required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Students received daily schedules and timelines from their teachers to ensure that learning and work were accomplished consistently and timely.

Description of Instructional Delivery and Resources:

- Elementary essential teachers, support staff and related service providers were considered “co-teachers” on each students platform and had the ability to communicate, provide interventions/resources, and download video lessons.
- All students JK-12 were assessed through the school year using formative assessments, screeners or diagnostic assessments given remotely online or virtually. This included benchmark assessments given at the beginning and end of the school year to measure student achievement and growth, as well as understand where students were and locate deficiencies for immediate interventions.
- The district stayed connected with policy and guidance changes from the Michigan Department of Education.