

Hartland Consolidated Schools  
Village Elementary School  
Mary E. Day, Principal



April 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Hartland Village Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Mary Day for assistance.

The AER is available for you to review electronically by visiting the following website <https://goo.gl/Jz8VjQ> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Village Elementary has not been given a label.

Village Elementary is home to junior kindergarten through fourth grade and has an enrollment of 461 students for the 2016-17 school year. The culture at Village Elementary is one of collaboration and team work. Since instituting Professional Learning Communities (PLC) and Intervention initiatives (Multi-Tiered System of Support, MTSS), the school improvement process has become more effective and collaborative. Teachers work together for the success of all Village Elementary students. Collection of data, intervention methods (Literacy Support, Reading Recovery and the Instructional Consultation Team – ICT) and increased communication have improved the effectiveness of the Village Elementary School improvement process. Increased collaboration among our staff is integral to the success of the school improvement process.

The Hartland Consolidated School District is a districting school district. Students are assigned to schools based on their residential address within the district boundary. School of choice students are placed by the Assistant Superintendent for Personnel and Student Services on the available openings in each building.

School Improvement Committees, consisting of staff and community members, use data analysis to determine the focus for each committee and the appropriate achievement goal. These committees along with building PLC's develop strategies to obtain the goals and monitor progress throughout the year. Village Elementary has a goal for reading, writing, mathematics and social emotional learning. Village engages in a process of continuous improvement; constantly reviewing and revising our strategies to maximize student achievement.

**Reading Goal:** *All students at Village Elementary School will be proficient readers.*

**Strategy:** The staff at Village Elementary will analyze all reading intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: analysis of reading data, ICT, PLC, lab classrooms, instructional rounds, Reading Workshop and technology integration.

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**Writing Goal:** *All students at Village Elementary will be proficient writers.*

**Strategy:** The Village Elementary staff will analyze all writing intervention systems at our disposal to find appropriate training, time, teaching techniques and strategies to improve student and staff performance. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of writing data, ICT, PLC, lab classrooms, instructional rounds, Writer’s Workshop and technology integration.

**Mathematics Goal:** *All students at Village Elementary will be proficient at mathematics.*

**Strategy:** The Village Elementary staff will analyze all math intervention systems at our disposal to find appropriate training, time, teaching techniques, and strategies to improve student and staff performance. We are working to make every facet of our intervention system the most effective possible in order to maximize student growth and proficiency: Analysis of mathematics data, ICT, PLC, lab classrooms, instructional rounds, Math Workshop, and technology integration.

**Social Emotional Learning Goal:** *All students at Village Elementary will become engaged in monitoring their social and emotional responses to daily school situations.*

Below you will see the percentage of Village Elementary students that were proficient on the M-STEP compared to the state average in 2016 and 2017.

|  | <u>State 2016</u> | <u>Village 2016</u> | <u>State 2017</u> | <u>Village 2017</u> |
|--|-------------------|---------------------|-------------------|---------------------|
| 3 <sup>rd</sup> grade English Language Arts: | 46%               | 60%                 | 44%               | 67%                 |
| 3 <sup>rd</sup> grade Mathematics:           | 45%               | 62%                 | 47%               | 57%                 |
| 4 <sup>th</sup> grade English Language Arts: | 46%               | 58%                 | 44%               | 58%                 |
| 4 <sup>th</sup> grade Mathematics:           | 44%               | 65%                 | 42%               | 57%                 |
| 4 <sup>th</sup> grade Science:               | 15%               | 23%                 | 14%               | 20%                 |

The State of Michigan core standards and benchmarks can be found on the Hartland Consolidated Schools website. Specific questions about the core curriculum can be directed to the district curriculum director or building principal. Parent-Teacher conferences at Village Elementary have always been extremely well attended. During the 2016-17 school year 97% of students were represented at conferences.

I would like to congratulate the staff, students and parents of the Village Elementary School family for their dedication to our school and the emphasis we give to student success. I encourage the Village School family to continue supporting our young students through their educational years.

Respectfully Submitted,

*Mary E. Day*

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