

# Hartland High School

## North Central Association / Outcomes Accreditation

**Up-dated August 20, 2009**

(Originally submitted to NCA – Spring 2007 and revised on June 21, 2007 due to suggestions on the Review and Feedback Report )

## *School Profile*

**Hartland High School  
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## **Introduction**

This introduction was developed by the NCA School Improvement Steering Committee and reviewed by the Hartland High School (HHS) staff. The information in the student profile will be the driving force behind our efforts for change and improved education for our students. By utilizing the data gathered, our focus will be narrowed to areas of true concern that have the potential for the greatest amount of improvement. Hartland High School's commitment to excellence will ensure the success of our students.

## **School Officials**

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**Mr. Charles Hughes**, Principal

**Ms. Alice Lashbrook**, Assistant Principal

**Dr. Debra Petish**, Assistant Principal

**Mr. Lawrence Pumford**, Dean of Students

**Mr. Jerry Cowan**, Athletic Director

**Mrs. Janet Sifferman**, Superintendent

**Mr. Scott Bacon**, Assistant Superintendent for Business and Operations

**Ms. Laurie Mayes**, Assistant Superintendent for Curriculum and Instruction

**Mr. Scott VanEpps**, Asst. Superintendent of Personnel and Student Services

## **Board of Education**

**Mr. Kevin Kaszyca**, President

**Mrs. Nora Kessel**, Vice President

**Mrs. Cindy Sinelli**, Treasurer

**Mrs. Elsie McPherson-Brown**, Secretary

**Mrs. Eileen Jankowski**, Trustee

**Mr. Charlie Aberasturi**, Trustee

**Mr. Tom Dumond**, Trustee

# **Mission Statements**

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## **Hartland Consolidated School District**

The Hartland Consolidated Schools, in cooperation with the community, will provide a positive environment for the development of productive and caring individuals of all ages. We are teaching learning for life.

## **Hartland High School**

The mission of Hartland High School is to provide the opportunity and encouragement for each student to become a caring, productive, and successful member of the global community.

## **Belief Statements**

- ❖ All students can learn.
- ❖ All individuals are equally worthy.
- ❖ A good self-concept is essential for success.
- ❖ A safe, clean, supportive, and orderly environment is essential for effective learning.
- ❖ High expectations that are clearly stated promote success.
- ❖ Teachers should provide a varied and challenging learning environment.
- ❖ Students should accept responsibility for their own learning.
- ❖ Success is best achieved when home, school, business, and community work together.
- ❖ It is important for students to develop attitudes and skills that promote lifelong learning.
- ❖ It is important that educators help students become caring, responsible members of the global community.

# Graduate Outcomes

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Graduates of Hartland High School will:

- Be able to communicate effectively in written and spoken language.
- Be able to work with others to reach agreement, resolve conflict, and accomplish goals.
- Be a self-motivated lifelong learner.
- Exhibit behaviors that demonstrate positive self-esteem.
- Use higher order thinking skills and appropriate strategies to solve problems.
- Understand and value cultural diversity.

# Demographic Data

## Description of the Hartland Community and Hartland High School

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The Hartland Consolidated School District in Hartland, Michigan covers roughly 90 square miles. The district is located in the Northeast corner of Livingston County bordering the Huron Valley, Fenton, Howell, Linden, and Brighton School Districts. The district has been fast growing and has experienced a transformation from the small rural farming community to a large suburban bedroom community during the past thirty years. Historically, the district has struggled because of a lack of a strong business and industrial tax base, poor support in passing new tax burdens (especially those which support the public schools), frequent school administrative turnover, low percentage of diverse population students, and the lack of a large town environment. Hartland High School continues to seek out ways in which we can meet the challenges of the future while maintaining a small town atmosphere.

Since 1989 these difficulties have been addressed. In 1999 the district passed a \$78,000,000 bond package to renovate the existing high school into a community center, build a new high school, and a new elementary school. The new Hartland High School opened in the fall of 2003 with just over 400,000 square feet of educational learning space along with a new athletic complex. In 2006, a \$24,000,000 renovation bond was passed to address facility equity within the district.

The district has an enrollment of approximately 5,570 students, grades K-12. These students attend four elementary schools, one 5<sup>th</sup> –6<sup>th</sup> intermediate school, one 7<sup>th</sup> –8<sup>th</sup> grade middle school, one high school, and one alternative education school. Hartland High School has grown by roughly 75 students per year (current enrollment is 1,801) since 1999 while continually striving to provide ample opportunities for students to become connected with the school environment (athletics, clubs, fine arts, work experience, community service programs, career exploration, etc...). At this time the student to teacher ratio is 21 to 1 with a curriculum that offers everything from Special Education and Enrichment to Advanced Placement/Dual Enrollment instruction.

The following data describes important characteristics of the community of Hartland. All areas have shown increases in recent years.

## Community of Hartland Demographics

### Household Characteristics

Number of Households	8,570
Single Parent Households with Children (%)	5.20%
Adults with at Least a High School Diploma (%)	93.10%
Adults with at least a Bachelor's Degree (%)	35.60%

### Household Income Distribution (%)

Less than \$15,000	3.00%
\$15,000 - \$29,000	5.20%
\$30,000 - \$49,999	12.70%
\$50,000 - \$74,999	18.80%
\$75,000 - \$99,999	21.40%
\$100,00 - \$149,999	26%
\$150,000 or More	12.90%

### Population

Population	24,614
Population Density	262
Median Age	37

### Population Distribution by Age (%)

4 Years or Younger	5.70%
5-19 Years	22%
20-44 Years	34.90%
45-64	29.50%
65 Years or Older	7.90%

The Hartland community had grown significantly in recent years. Livingston County was the fastest growing county in the state of Michigan as reported by the Detroit News. Hartland High School reflects that growth within its student population. Chart 1A illustrates Hartland High Schools student enrollment growth. You will notice that in 2008-09 the economic downturn began to surface in our community as parents began to lose their jobs in the auto industry and relocated to new areas where employment could be obtained.

**Chart 1 A**

### **Hartland High School Enrollment History**

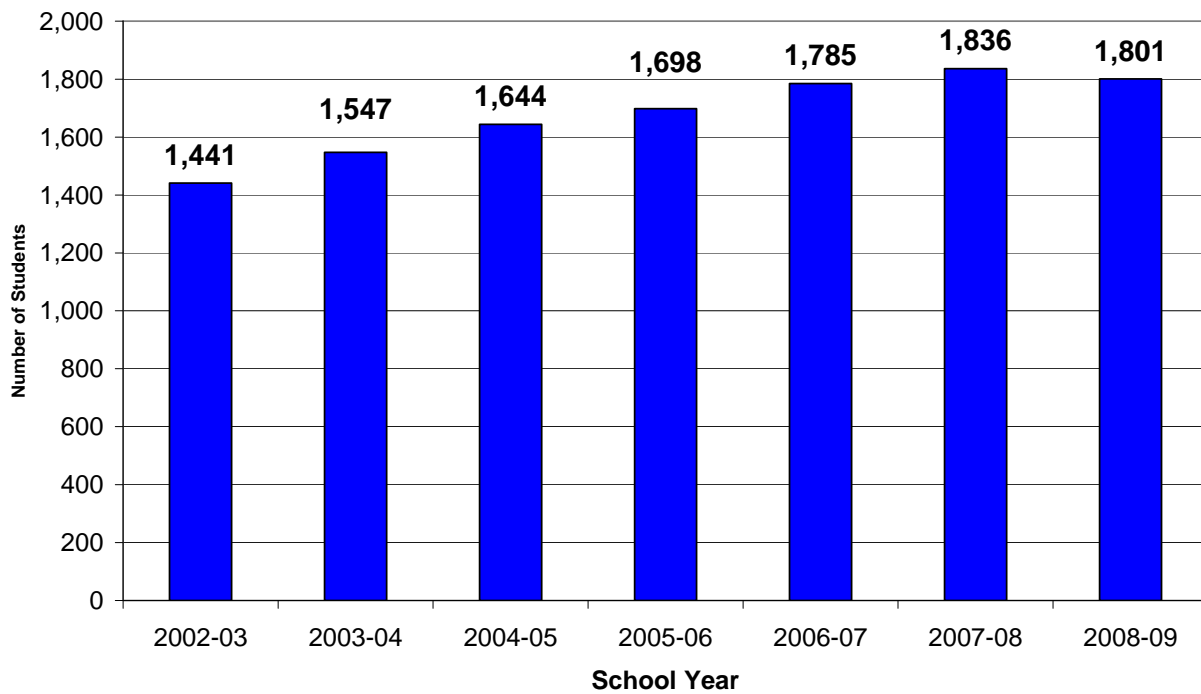
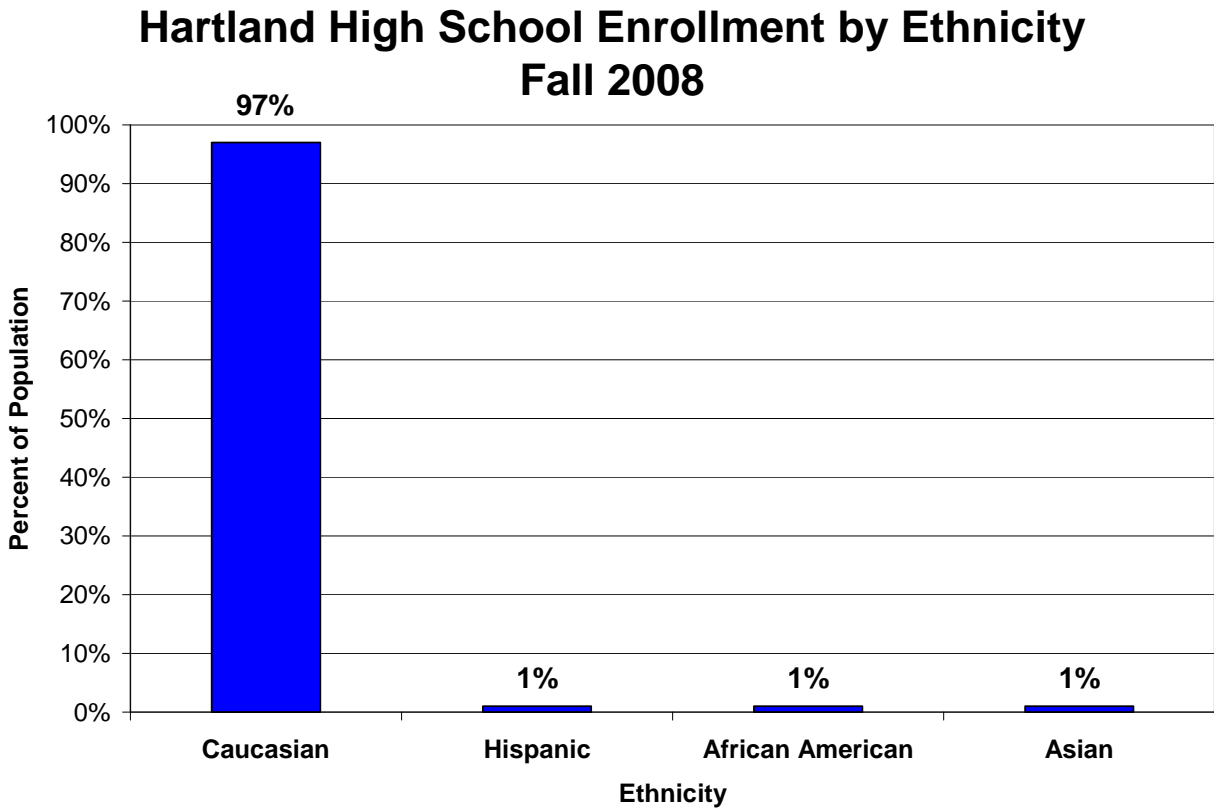




Chart 2 A illustrates the ethnic breakdown of Hartland High School student ethnicity.

**Chart 2 A**



The late 1990's and early 2000's saw an increase in the average household income for families living in Hartland. Hartland High School has traditionally reported a very small free or reduced lunch population. Due to Michigan's economic downturn, during the past few years, our free and reduced lunch and breakfast program numbers have steadily increased. Chart 3 A shows this trend.

**Chart 3 A**

### Hartland High School Free and Reduced Statistics

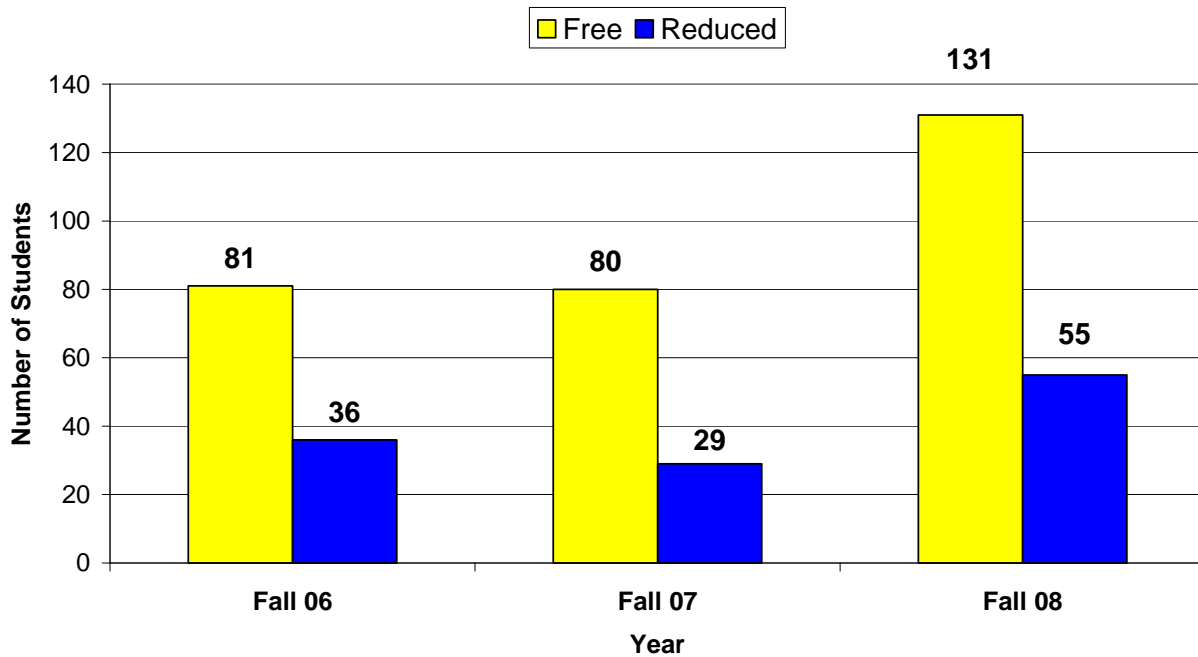


Chart 4 A represents the percentage of high school students represented by parents at parent/teacher conferences held each fall. While we have great parent involvement for a high school, the numbers show a marked decrease in parent attendance at Parent/Teacher Conferences. One potential explanation for this is the increased use of technology for communication. This technology affords parents access to their child's grades, attendance, and progress from home whenever they choose to go on-line (through our parental data management software called ParentConnect). We feel that there may be less need for some parents to utilize conferences due to the instant feedback they receive from teachers in regard to their child's progress.

**Chart 4 A**

### **Hartland High School Parent Participation at Fall Teacher Conferences**

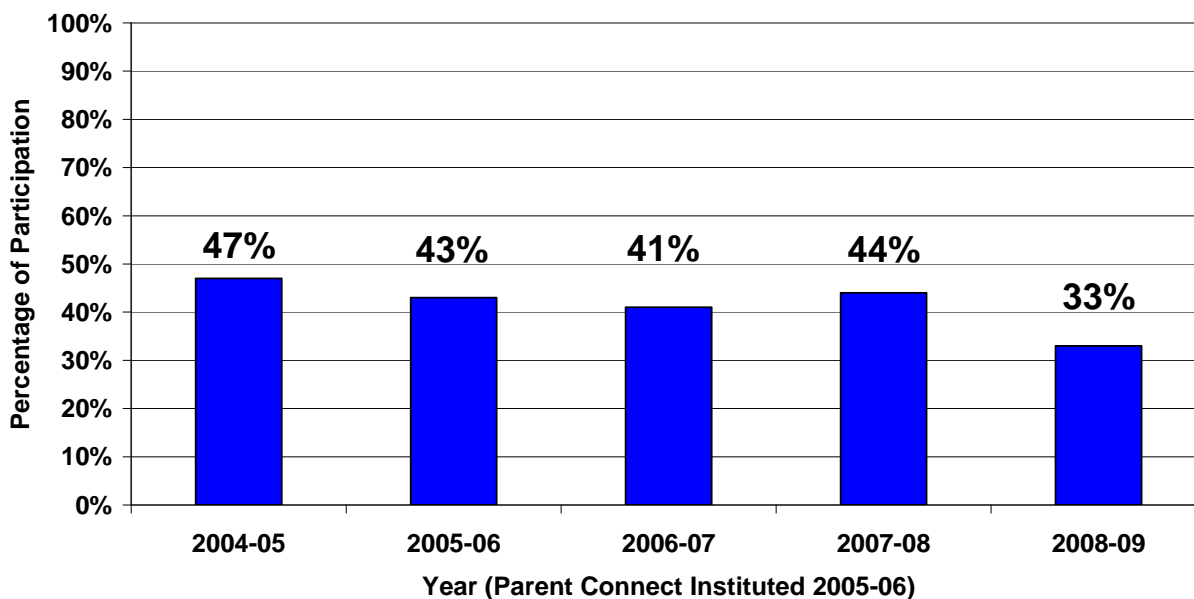
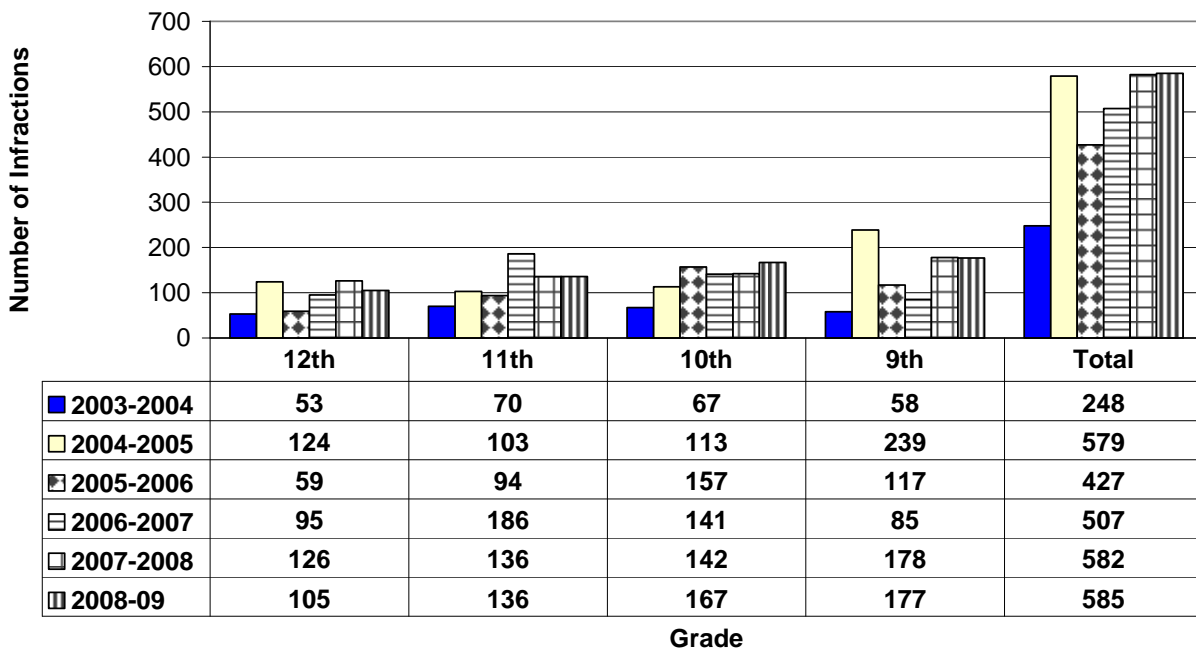


Chart 5 A illustrates the number of Hartland High School disciplinary actions during the past six school years. The data is broken down by grade level and compared to the total number of infractions each year. While the first year in the new high school (2003-04) saw a major decline in disciplinary infractions, the increase in infractions still only yields just over 3 referrals per day. We feel that this is outstanding for a school our size.

**Chart 5 A**

### Hartland High School Discipline By Grade and Year



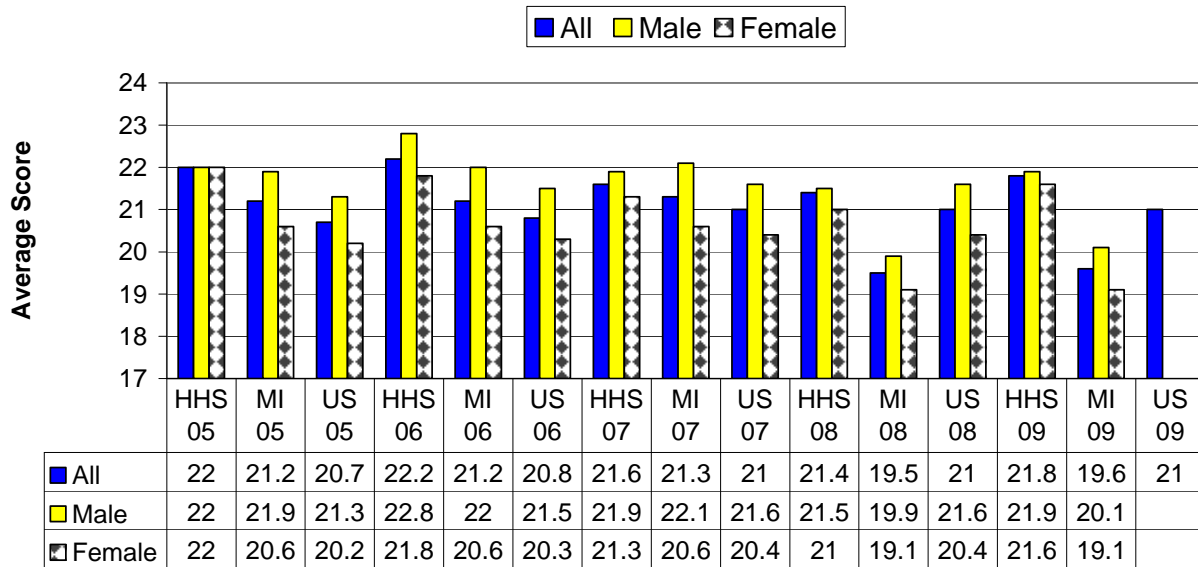
# Academic Data

Hartland students perform above state and national averages on the ACT. Over 95% of Hartland High School's juniors have taken the ACT since the 2005-06 school year, while 73% percent took the ACT in 2004-05. The difference in this number is due to the fact that prior to 04-05 students were not required to take the ACT as part of the state assessment program.

Charts 1 B through 3 B illustrate Hartland students' performance, broken down by gender, on the ACT Math, Science, and Reading tests compared to the state and national averages for the past five years in which the data is available. Note: Class of 2009 data for the United States is not currently available.

Chart 1 B

## Hartland High School ACT Math Longitudinal of Graduating Class "Gender"

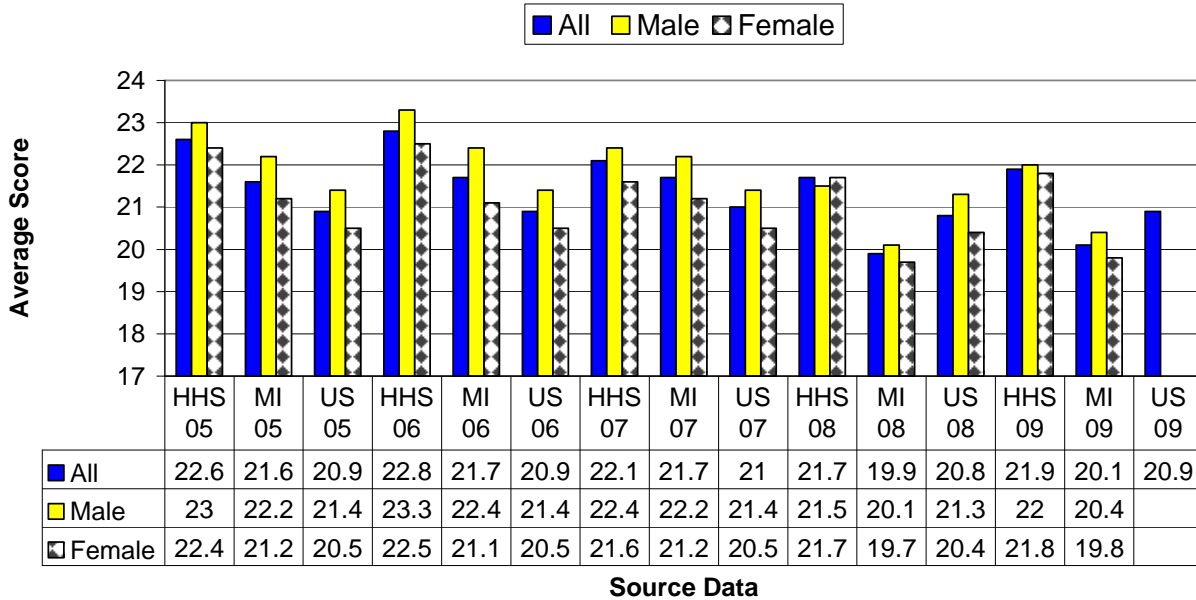


Source Data

It is interesting to note that the Hartland High School male and female average scores reflect the female population as underperforming the male population in every year. This is consistent with the female population in Michigan and the US during all five years.

Chart 2 B

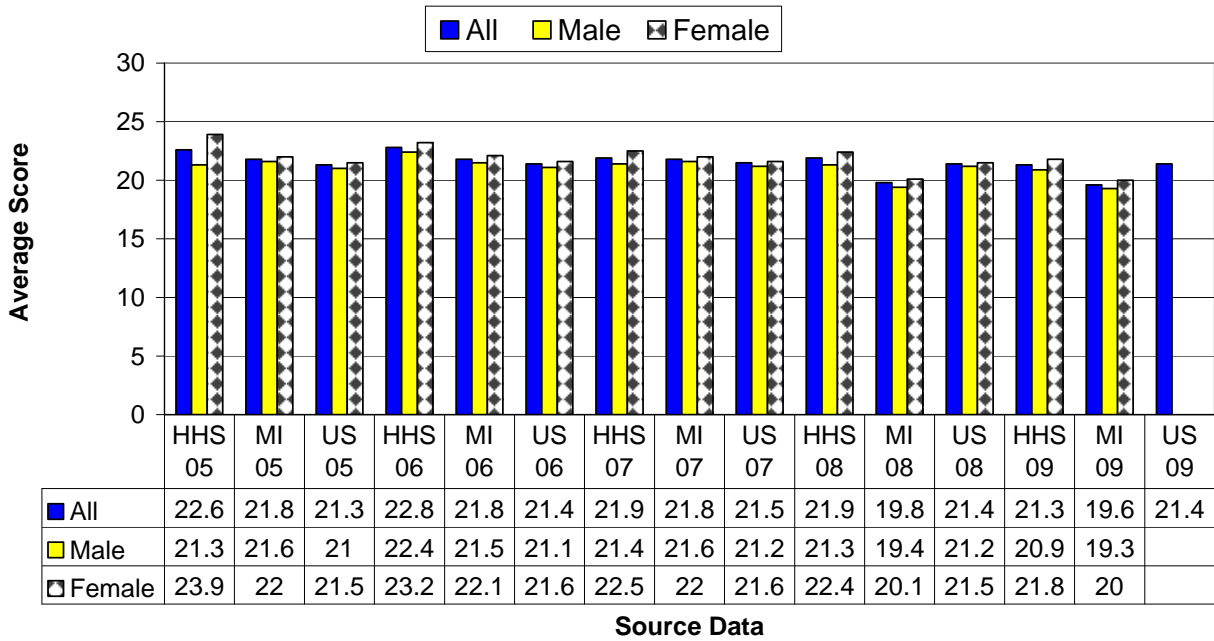
## Hartland High School ACT Science Longitudinal of Graduating Class "Gender"



During all four years of data collection the males have outperformed the females at the local, state and national level, except in 2008 when the females outperformed the males at Hartland High School. The interesting thing to note is that in 2008 the State of Michigan also saw a statewide gap closure in the science achievement scores between the males and females yet the gap again appears in 2008-09.

Chart 3 B

## Hartland High School ACT Reading Longitudinal of Graduating Class "Gender"



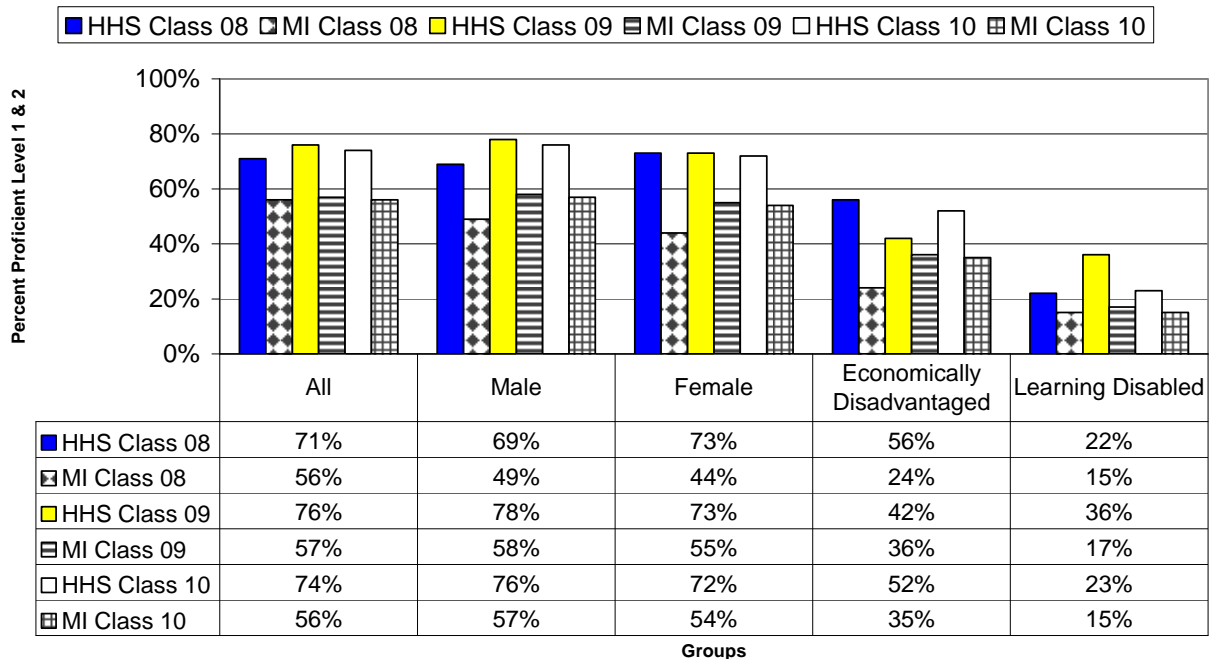
This reading data reveals that our female population consistently outperforms the male population in Reading at the local, state and national level and may indicate a need to specifically target the male population for increased reading instruction. This is something that Hartland High School teachers must address in our school improvement journey.

Hartland students perform well on the Michigan Merit Exam (MME), as noted on Charts 4 B through 9 B, relative to the State averages. Our scores in the core areas continue to be above the state average under all of our major demographic categories. Science and Math scores have been fairly consistent relative to the State scores during the time span analyzed. Social Studies scores continue to shine within our student achievement data base. Writing scores dropped for the Class of 2009 even though the state saw a one point gain with this same group, this is a concern. Another area of concern in the Class of 2009 scores is the drop in proficiency scores for our Economically Disadvantaged sub population (35 students) and Special Education sub-population (42 students). A closer look at the item analysis for each of the content assessments reveals areas of weakness. Hartland students performed poorly on test items based on objectives that contained the verbs “analyze, synthesize, understand, justify and reflect”. They also struggled with objectives that required depth of understanding and comprehension. One area of improvement that we are proud of is the Class of 2010 economically disadvantaged and learning disabled sub population scores. We feel that our effort at addressing our underachievers and special education delivery system (support courses and co-teaching programs) has begun to influence these populations.

**Chart 4 B**

### Hartland High School

Science MEAP/MME Proficiency (Levels 1 and 2)  
Demographics Classes of 08-10

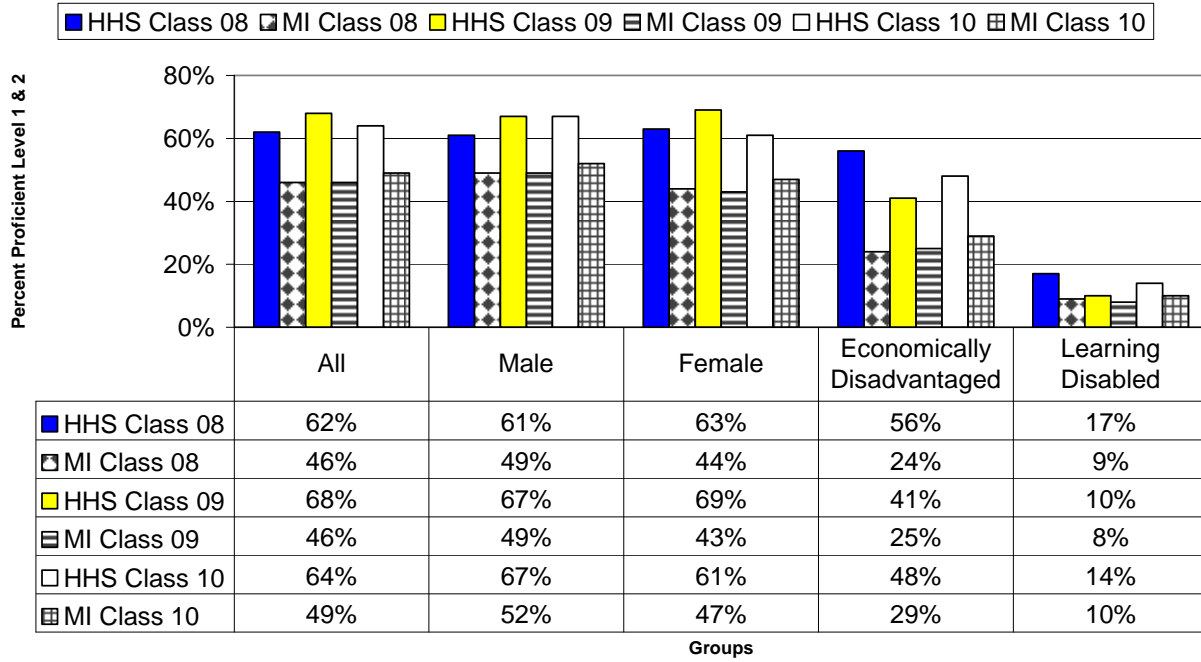




**Chart 5 B**

### Hartland High School

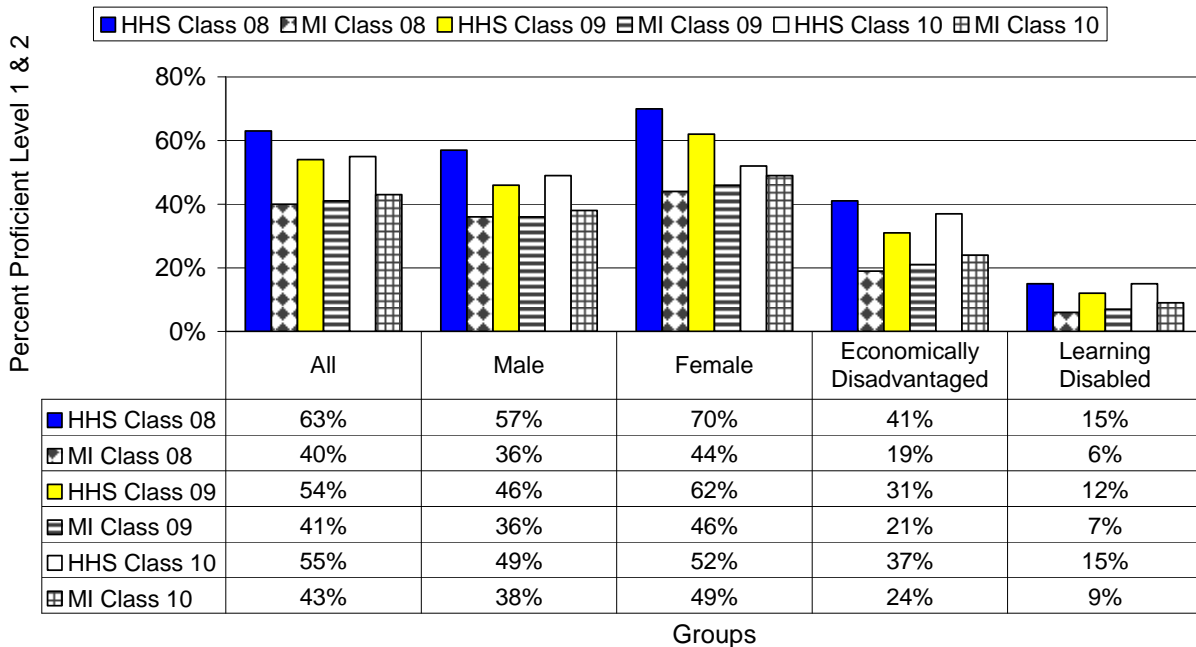
Math MEAP/MME Proficiency (Levels 1 and 2)  
Demographics Classes of 08-10



**Chart 6 B**

### Hartland High School

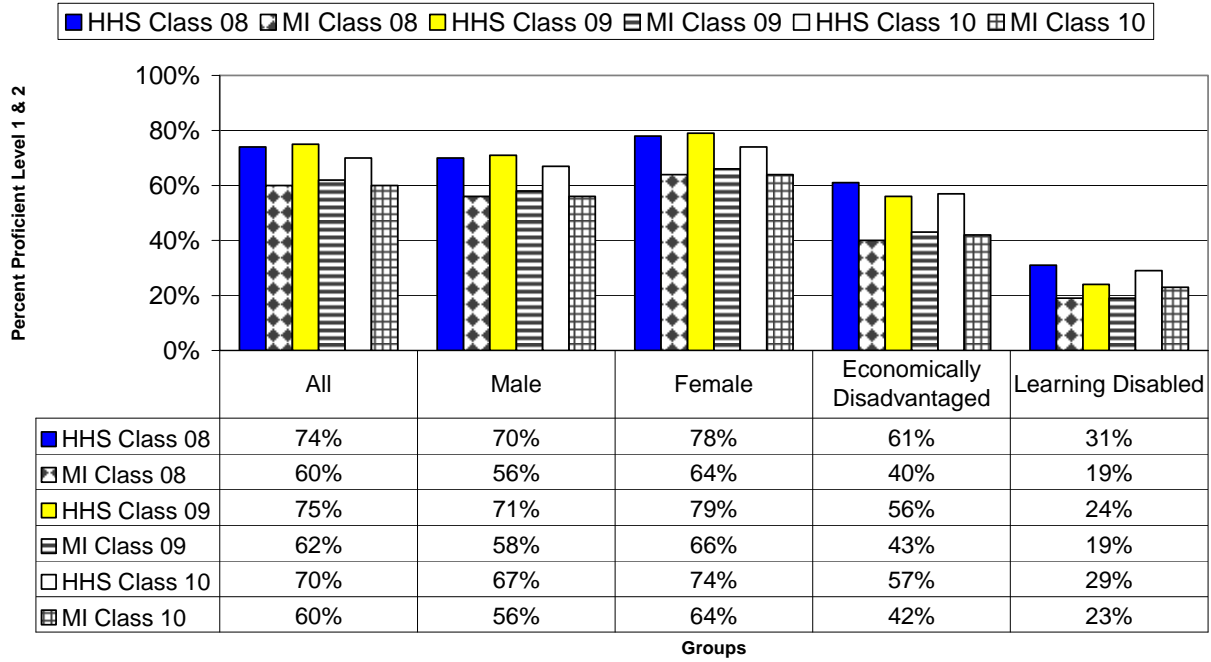
Writing MEAP/MME Proficiency (Levels 1 and 2)  
Demographics Classes of 08-10



**Chart 7 B**

**Hartland High School**

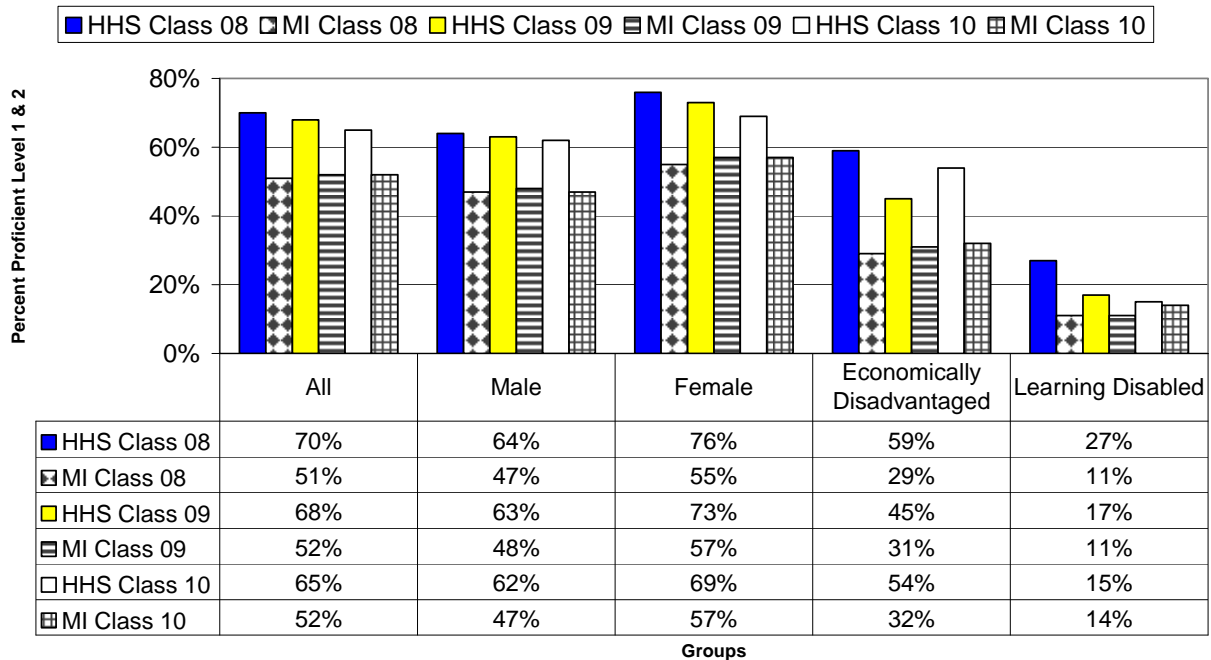
Reading MEAP/MME Proficiency (Levels 1 and 2)  
Demographics Classes of 08-10



**Chart 8 B**

**Hartland High School**

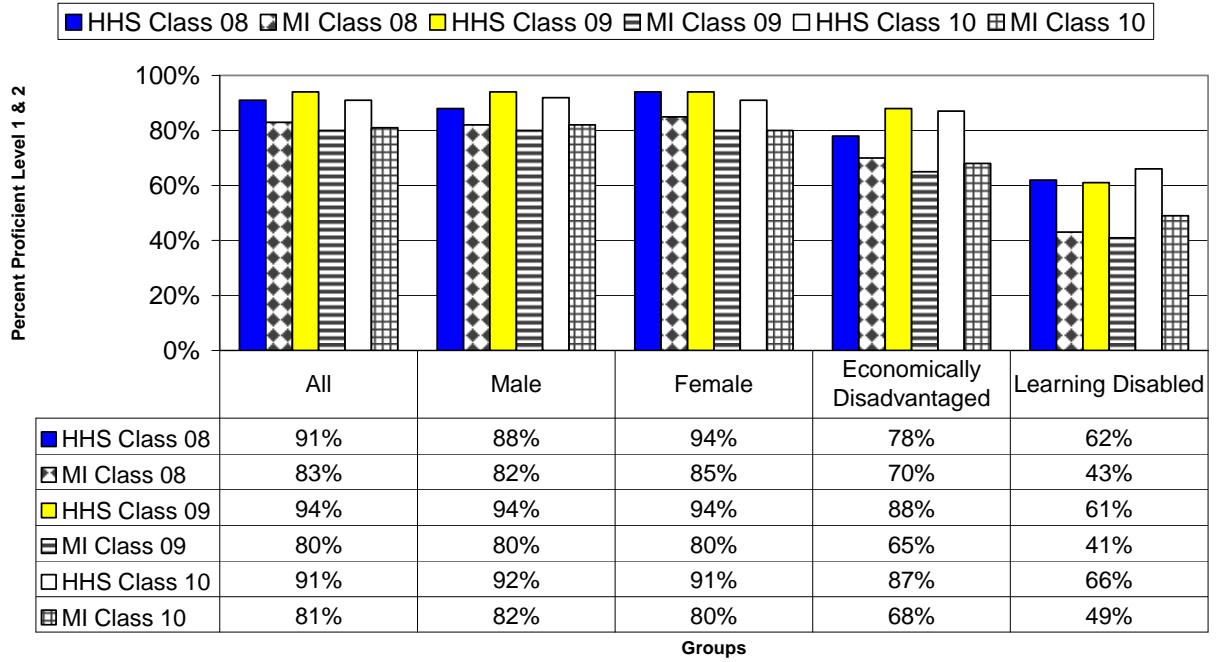
ELA MEAP/MME Proficiency (Levels 1 and 2)  
Demographics Classes of 08-10



**Chart 9 B**

**Hartland High School**

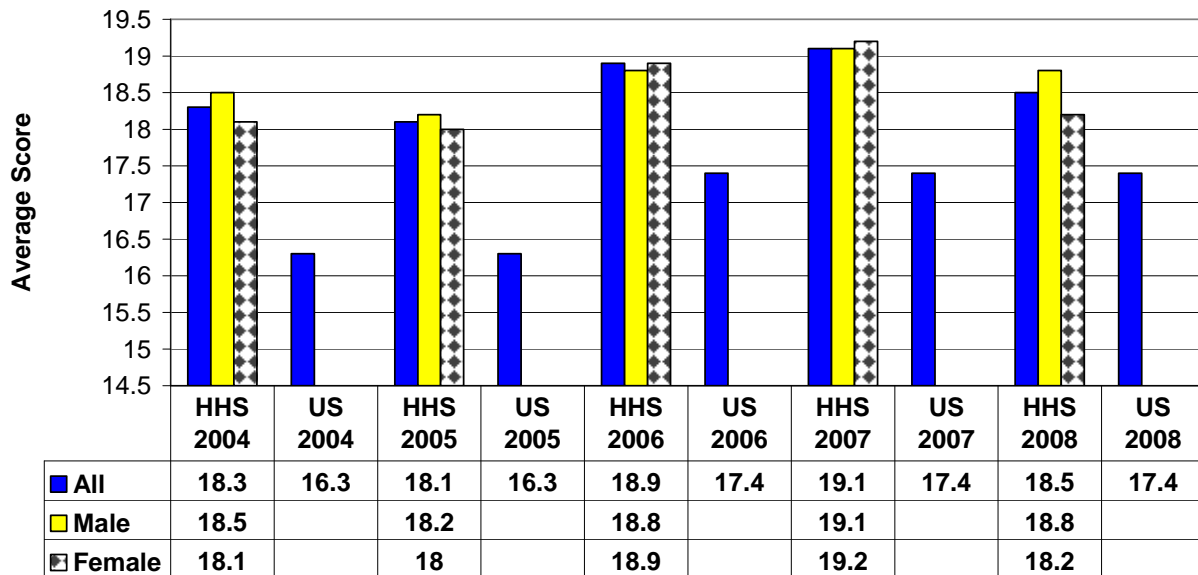
Social Studies MEAP/MME Proficiency (Levels 1 and 2)  
Demographics Classes of 08-10



Hartland 10th grade students take the ACT Plan test. Math, Science and Reading scores are significantly higher than the national average (Charts 10 B through 13 B). While English scores are higher than the national average, the narrow spread between Hartland and the nation may indicate an area of weakness as well as the consistently higher scores for females on the English and Reading sections.

**Chart 10 B**

**Hartland High School**  
 10th Grade Math PLAN Test  
 Fall 2004 to Fall 2008



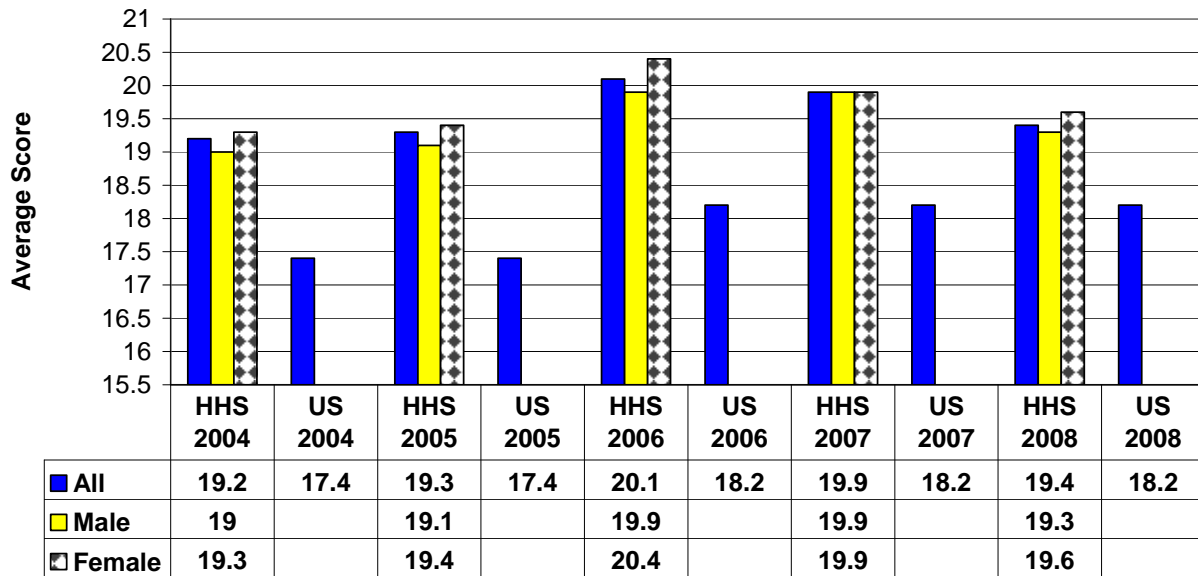
Source Data

In two of the past four years the 10<sup>th</sup> grade female students outperformed the males on the Math PLAN test. Traditionally males have always outperformed the females.

Chart 11 B

## Hartland High School

10th Grade Science PLAN Test  
Fall 2004 to Fall 2008

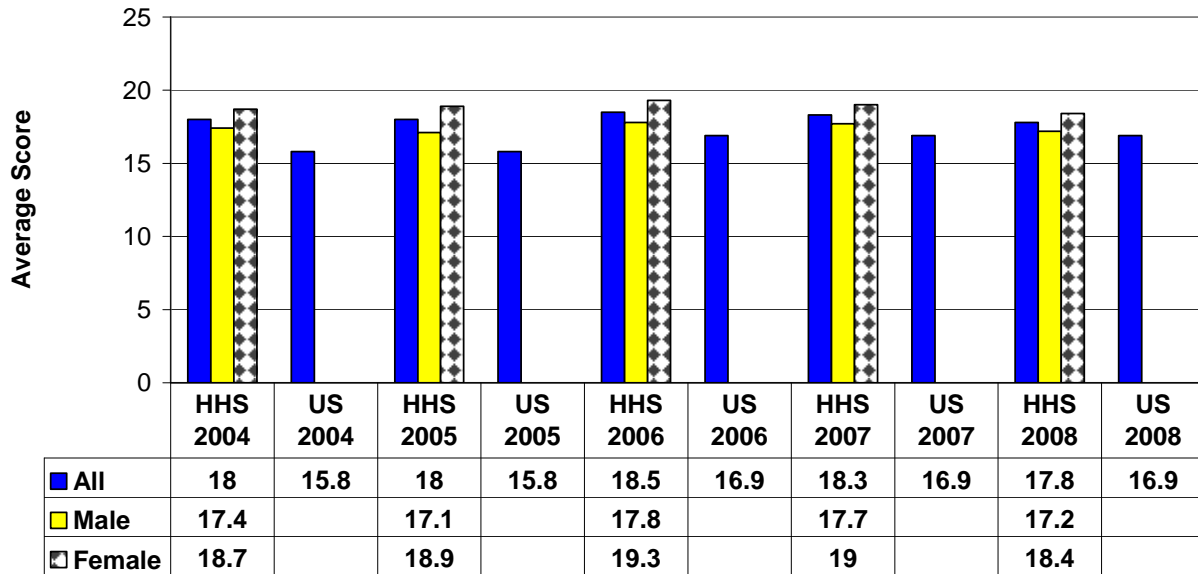


Source Data

It is interesting to note that while the male and female achievement scores on the ACT and MME show the gender data changing from year to year, on the PLAN data the females have consistently outperformed the males.

Chart 12 B

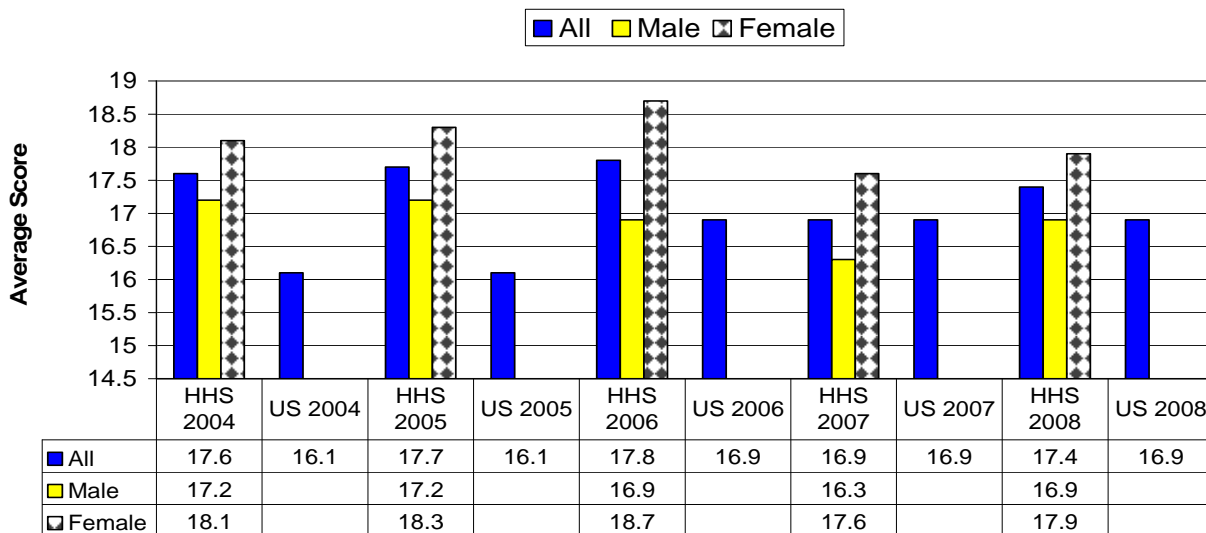
### Hartland High School 10th Grade Reading PLAN Test Fall 2004 to Fall 2008



Source Data

Chart 13 B

### Hartland High School 10th Grade English PLAN Test Fall 2004 to Fall 2008



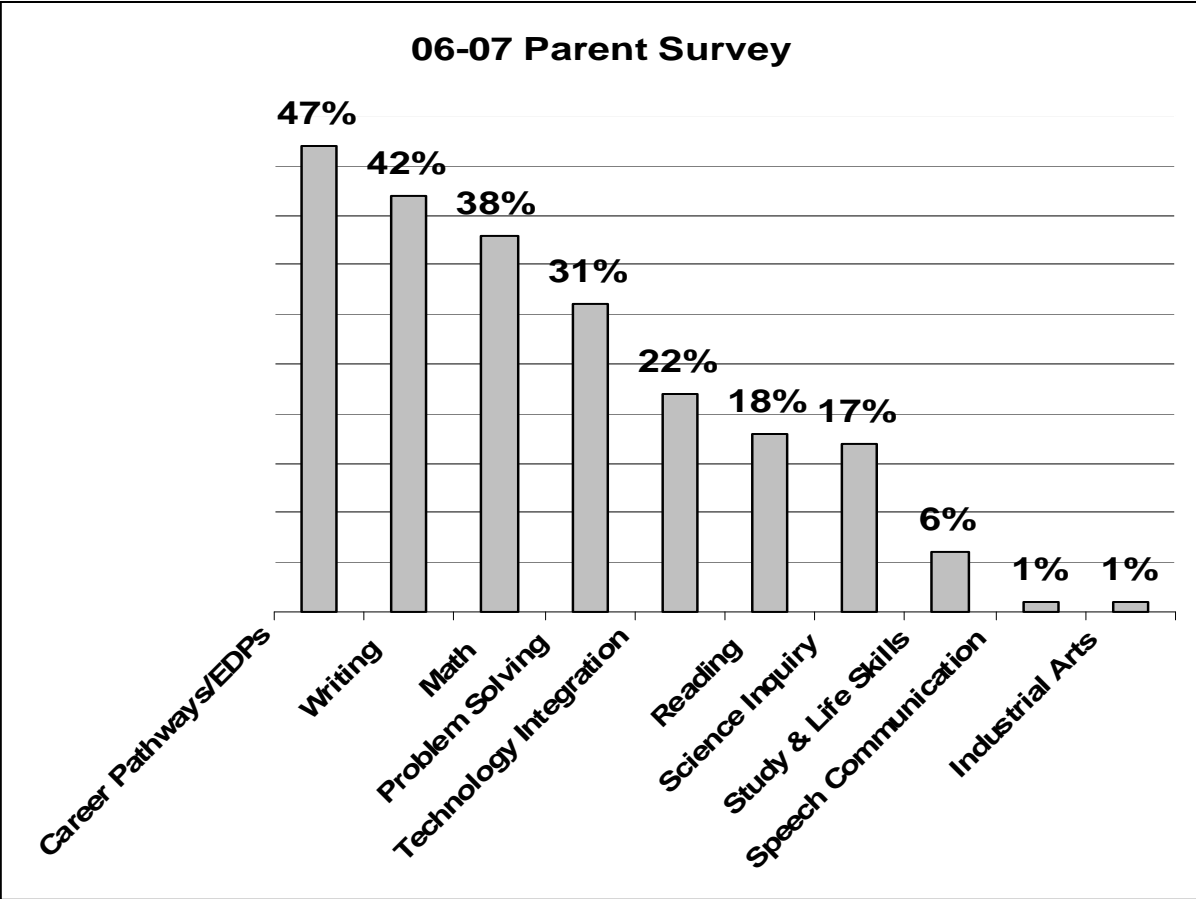
Source Data

# Perception Data

## Parent Survey

When we first developed our NCA School Improvement Profile and Plan parents were surveyed during Parent-Teacher conference ( November of 2006 ). Parents were asked to indicate in which areas they feel their child needs more instruction. The results are highlighted in Chart 1C.

Chart 1 C

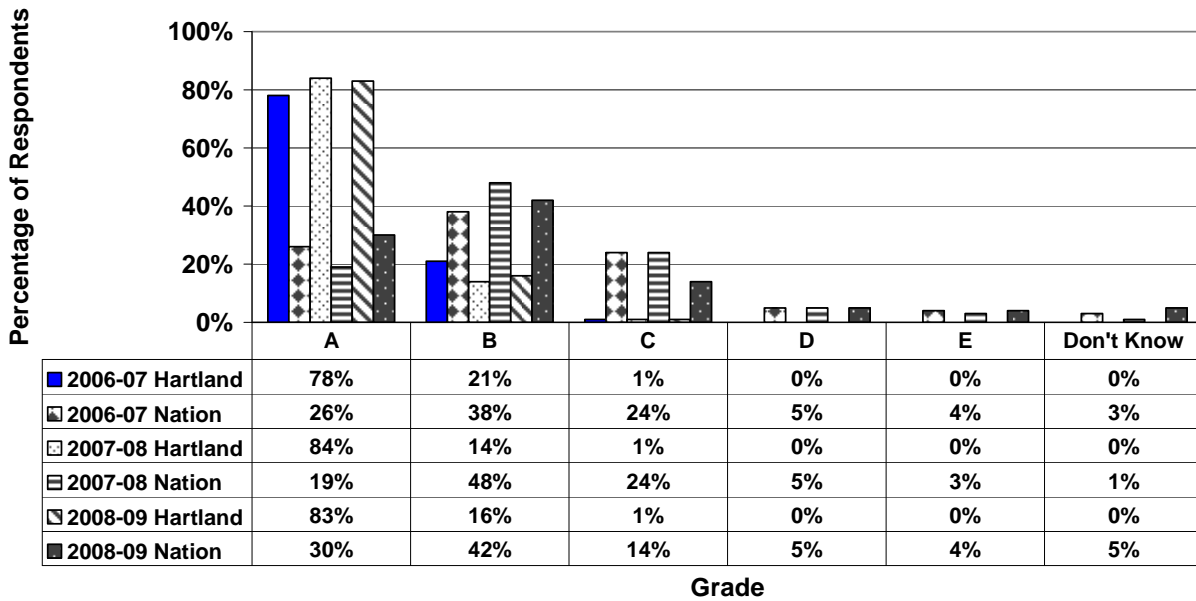


Parents have been asked to rate Hartland High School and its services on a grading scale of A to E with A being the best score. Hartland High School then compares this data with national statistics based on the Annual PDK Gallup Poll (Chart 2 C). We are very pleased that our parents continue to rate our school and services very high.

**Chart 2 C**

## Hartland High School

How Parents of HHS Students Rate the High School Compared to How Parents  
Across the Nation Rate Their Child's High School  
(National Statistics from 40th Annual PDK/Gallup Poll)



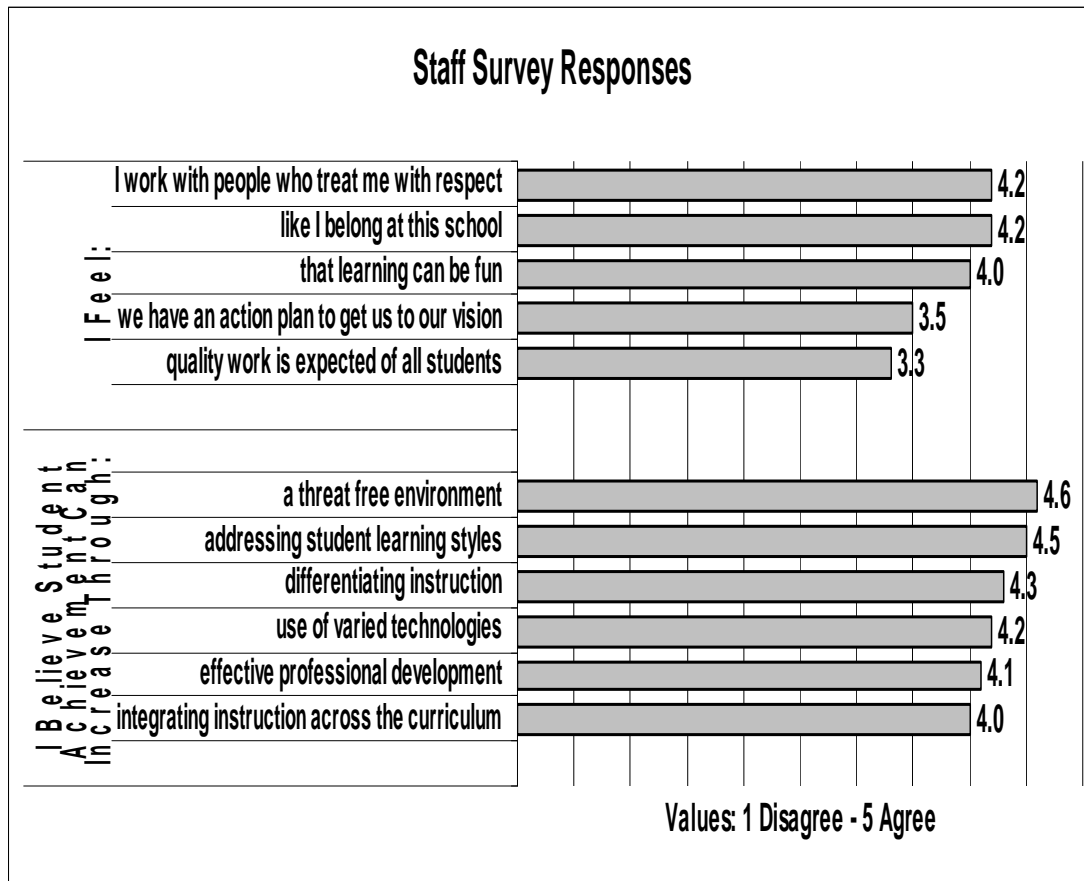


## Staff and Student Survey

In conjunction with a workshop attended by staff members an online survey was administered to staff and students. The survey was administered in December of 2006 to all staff members and a random variety of students throughout the grade levels. The survey was created by Dr. Victoria Bernhardt as a component of the *Using Data to Improve Students Learning* workshop sponsored by the Clinton County RESA.

At the time, eighty-five staff members completed the anonymous online survey. Staff members were asked to indicate their responses on a value scale from one, to indicate disagreement with the statement, to five, to indicate agreement. Selected responses were chosen and are highlighted in Chart 3 C. According to the staff responses the data showed that most staff members felt that they are respected, that learning can be fun and that they belong at this school. The data does indicate less confidence in the availability of a clear action plan and that quality work is expected of all students. In regard to student achievement the staff indicated that they believed a threat-free environment is crucial. The data also indicates that staff believed that student achievement would increase through addressing student learning styles, differentiating instruction, use of varied technologies, effective professional development and integrating instruction throughout the curriculum.

**Chart 3 C**

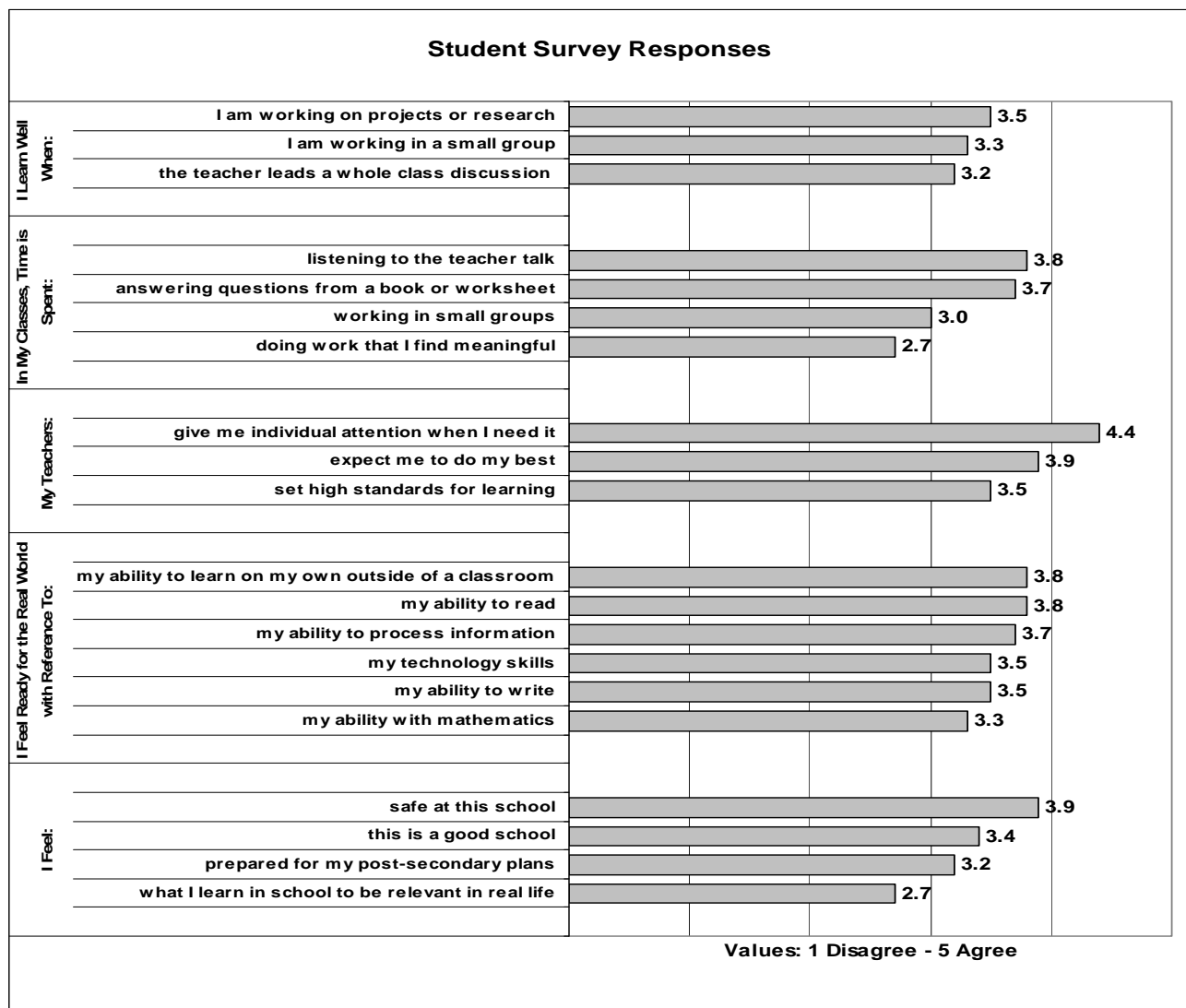


# Student Survey Data

A variety of students from various grade levels completed the anonymous online survey. Students were asked to indicate their responses on a value scale from one, to indicate disagreement with the statement; to five, to indicate agreement. Selected responses were chosen and highlighted in Chart 4 C.

According to the student responses the data showed that most students felt that they were safe at school and that HHS is a good school. Students felt less confident that school was preparing them for their real life post-high school plans. Students indicated that most of their classroom time was spent listening to teachers talk, yet they learn the least this way. Doing work that they find meaningful and working in small groups is how they felt that they learn best. Students felt that their teachers gave them individual attention when they need it. The data also illustrated that students felt roughly the same levels of competence in core-curricular areas in regard to being ready for the real world.

**Chart 4 C**



# Former Student Survey Data

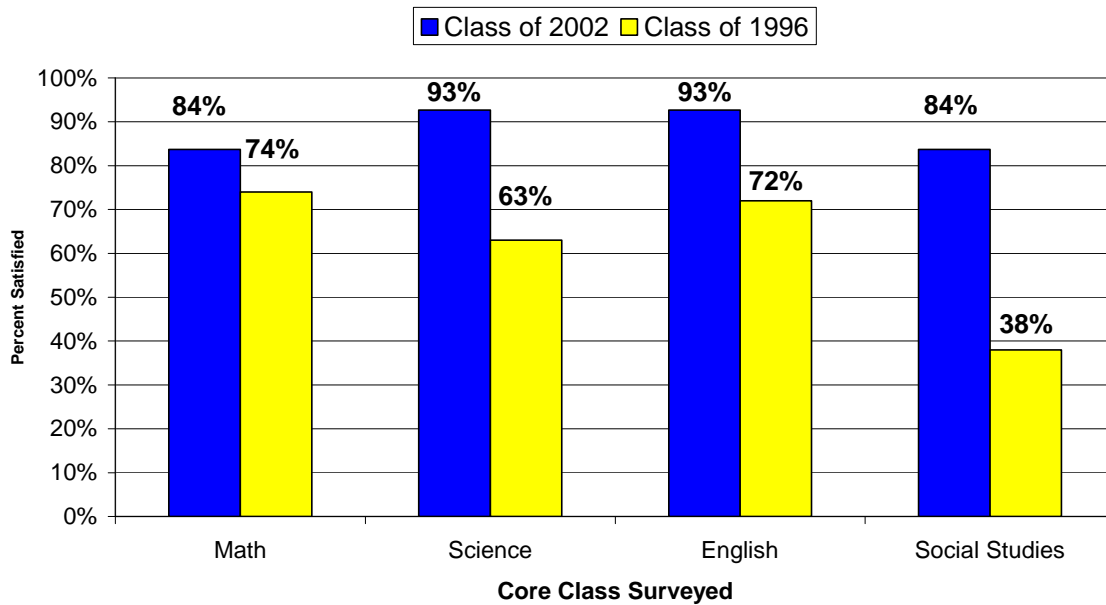
In conjunction with the Livingston Educational Service Agency we wanted to perform a five year out follow-up survey to find out what our former graduates had to say about the education they received. The follow-up surveys were performed by an outside company for the Class of 1996 (done in 2001) and the Class of 2002 (done in 2007-2008). The response rate was 72 and 55 respectively. Chart 5 C indicates that the Class of 2002 graduates were more satisfied with our programming than the 1996 graduates.

Chart 5 C

## Hartland High School Five Year Out Survey

"Were you satisfied with the following courses?"

Classes of 1996 and 2002



At the beginning of this process the staff wanted to know if students felt that they were provided with the skills necessary to be successful, based on our graduate outcomes statement (p. 5) in regard to being “a self-motivated lifelong learner.” The following data indicates that former students feel they were prepared to pursue post secondary endeavors. This is important to the staff as we evaluate how we teach and whether our approach is working to inspire students to pursue post secondary options. It was a surprise to find that fewer students in the Class of 2002 reported furthering their education than in the Class of 1996, especially in light of the recent media blitz highlighting the need to go to college.

	<b>Class of 02</b>	<b>Class of 96</b>
Teachers expected students to do their best	95%	71%
High school helped me with motivation to keep learning	85%	NA
High school prepared me to continue my education	87%	NA
I need to be a life long learner	100%	NA
Since high school have you furthered your education?	92.7% = Yes	96% = Yes

Additional questions were asked to understand if former students felt they were prepared to communicate effectively. Unfortunately, the Class of 1996 survey did not contain the specific questions. Overall, it seems that our graduates are happy with the level of communication and team work that they learned while in high school. The use of technology was limited in 2002 but has been addressed with the opening of the new high school in the fall of 2003.

<b>Were you satisfied with the following?</b>	<b>Class of 02</b>	<b>Class of 96</b>
Locating Information	91%	NA
Communicating Clearly	96%	NA
Communicating Effectively in Writing	95%	NA
Use of Computers/Technology	87%	55%
Working as a Team	98%	NA

# Literacy Target Goal

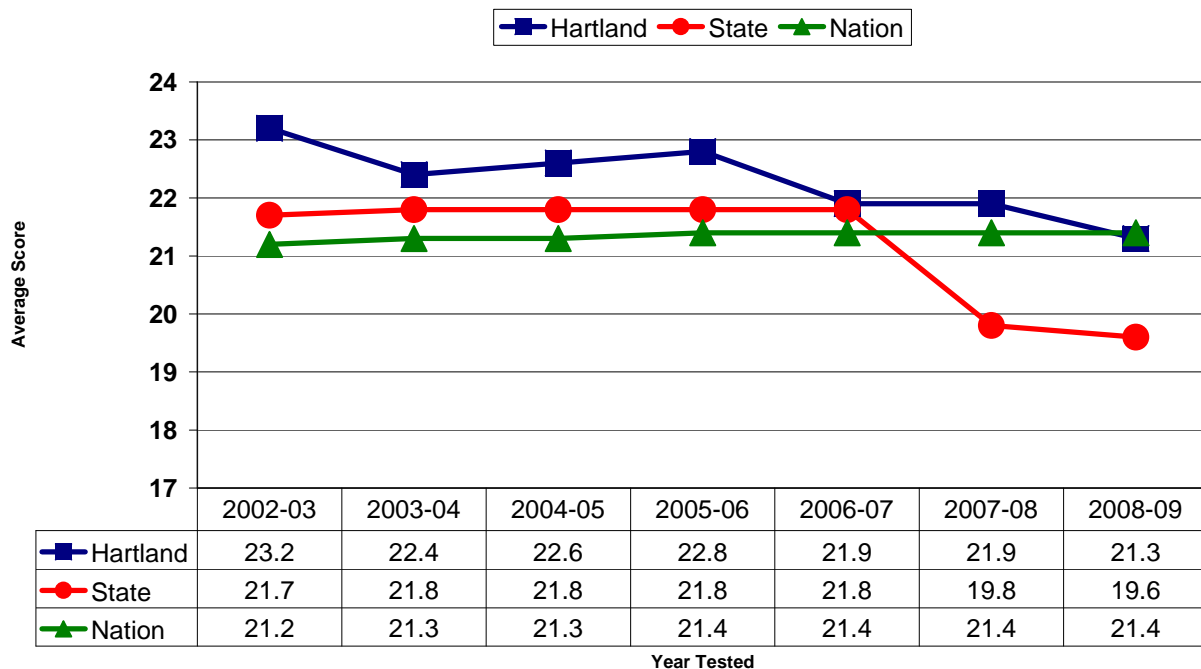
**Goal:** All students will improve their literacy skills throughout the curriculum.

**Rationale:** The literacy goal was selected during this School Improvement/NCA cycle because the assessment and perception data all indicated a need to address reading and writing in our school.

Hartland students had continued to outscore the national average in reading on the ACT Test until the 2008-09 school year and have yet to regain the levels of achievement earned during the 2002-03 school year (Charts 1D). This may have more to do with the fact that the ACT is now taken as part of the Michigan Merit Exam where all students must take the test while at the national level most students take the ACT as a choice. Comparing all Hartland and Michigan students to the national average may not be an accurate predictor of growth in this situation.

**Chart 1D**

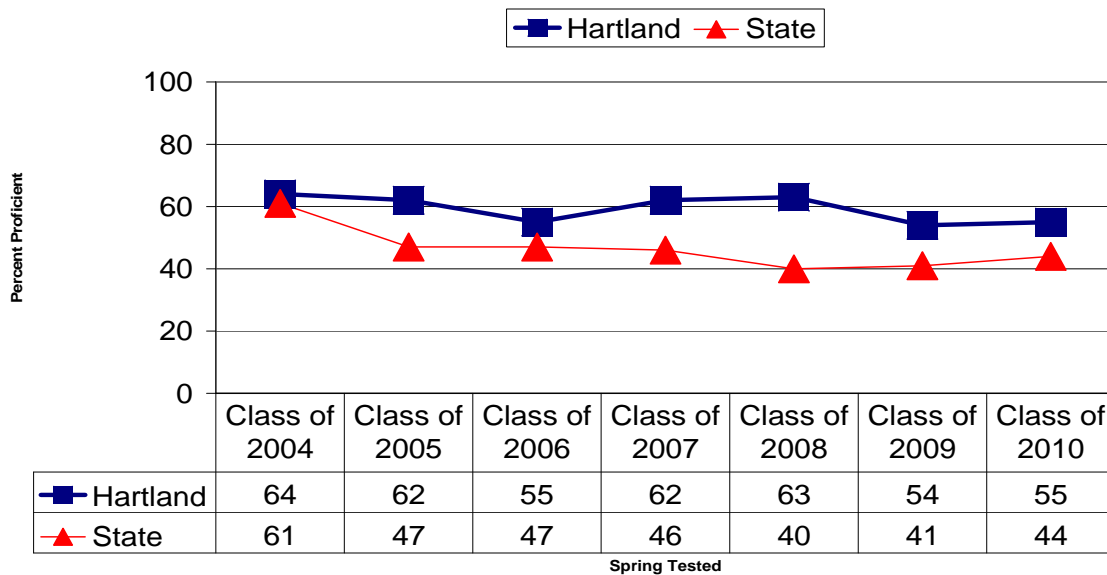
## Hartland High School ACT Reading Scores "2001-02 to 2008-09"



While there was a slight positive increase in our proficiency score on the Spring of 2009 MME Writing test (Class of 2010), there was a noted decrease in scores for the class of 2009, Charts 2D and 3D. Hartland High School students have also experienced decreasing proficiency ratings on the ELA portion of the Michigan Merit Exam, which further supports the importance of continuing our literacy goal with an emphasis on the writing process. The staff will revisit the ACT Writing Rubric in the fall of 2009 and re-evaluate how we are using this 9-12 in all English and Social Studies classrooms in order to provide specific improvement feedback to students. The Class of 2010 PLAN Data, Chart 4D, in comparison to the past three years continues to show that our students are achieving above the average national scores across the board.

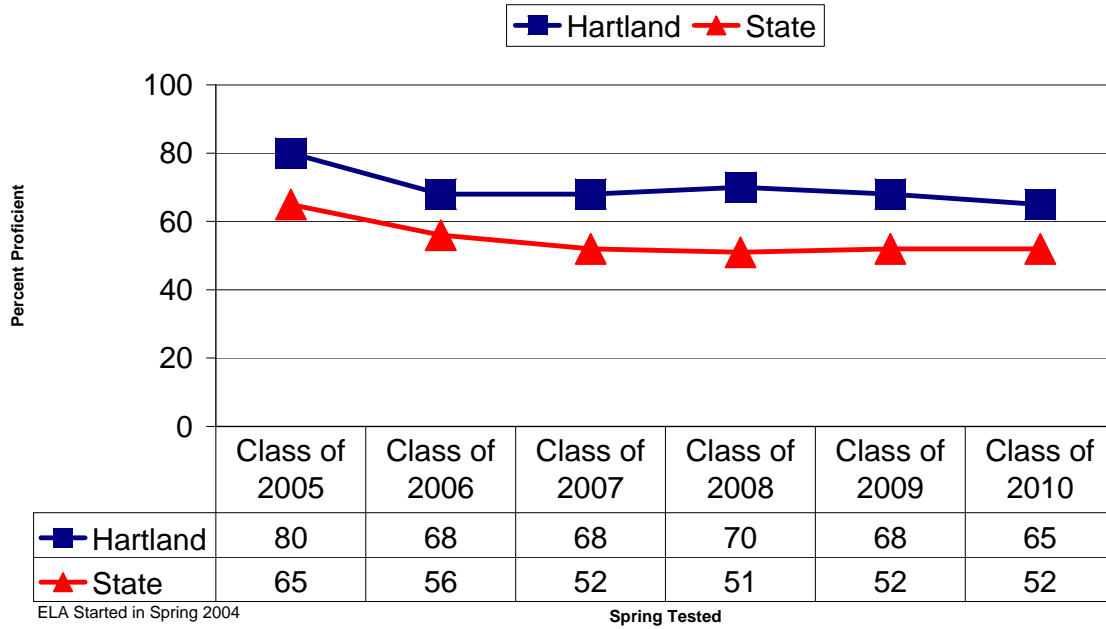
**Chart 2D**

**Hartland High School  
MEAP/MME Writing: Class of 2004 to Class of 2010**



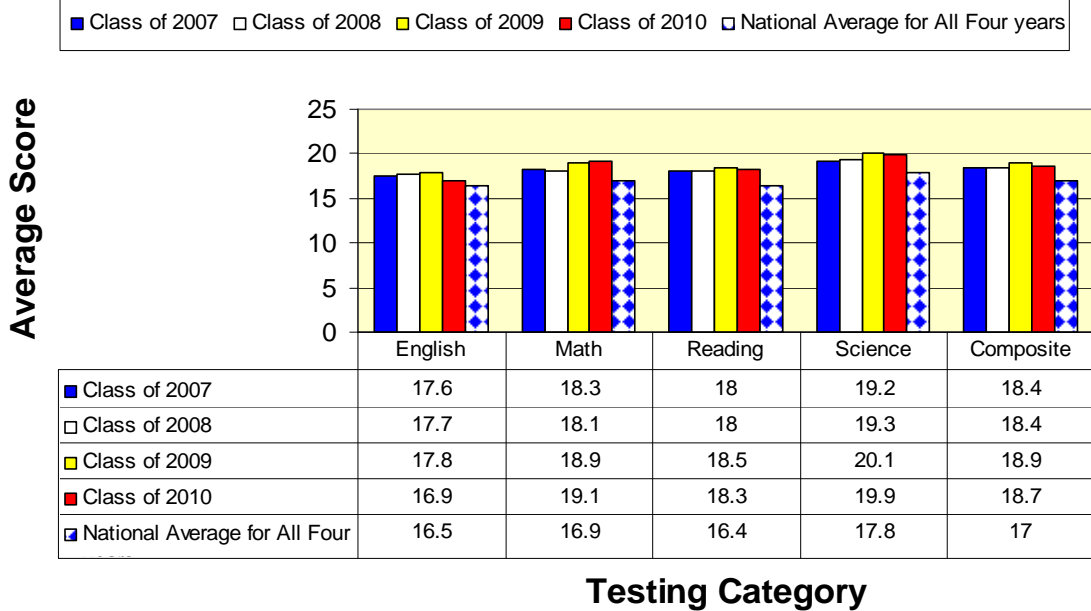
**Chart 3D**

### Hartland High School MEAP ELA: Class of 2005 to Class of 2010



**Chart 4D**

### Hartland High School PLAN Data for All Students "Longitudinal" Class of 2007 to 2010



The overall trend of the data presented leads the staff of Hartland High School to believe that an emphasis on improvement in reading and writing skills is still a key area of focus that must be in place if we are going to improve student literacy.

### **Literacy Interventions:**

Hartland High School is in its third year of the School Improvement/NCA cycle. Interventions were compiled in previous years, and the results will continue to be enacted throughout the 2009-2010 school year. Teachers will be asked to integrate a few of the listed strategies and assess their effectiveness toward the overall goal.

### **Staff Development:**

Reading Apprenticeship: During the 2008-2009 school year, six additional teachers, for a total of nine, participated in the Reading Apprenticeship program, which is designed to teach and integrate literacy strategies for cross-content literacy education. These teachers (Jennifer Blankenship, Kathleen Tyer, Jessica Taylor, Karen Quinn, Miranda Sinke, and Ellen Walton) have been incorporating several literacy strategies throughout their classroom curriculum. Six additional teachers will be added to this group during 2009-10.

Red Cedar Writing Project: Three teachers also participated in a professional development workshop through Michigan State University that taught them how to use writing as a tool for learning literacy. They will continue to foster writing workshops and other techniques that will help our students increase their capabilities in literacy.

### **Summary of Literacy Goal Accomplishments:**

Hartland High School is in its third year of the School Improvement/NCA cycle. A generalized list of strategies and interventions has been compiled and made available to the staff at the beginning of the 2008-2009 school year. Staff members began to incorporate these strategies in their classrooms, and will continue to monitor the impact they have on our student population.

### **Context Bound Strategies and Assessments:**

The Literacy steering committee has collected a list of strategies that teachers have or are currently using in their classrooms. They narrowed that list down to a few general items that could be integrated across the curriculum. Teachers have begun to incorporate these strategies into their daily classroom lessons.

Committees have been set for the collection of data and assessments for the 2009-2010 school year. These committees will continue to gather the data and evaluate the efficacy of the interventions and strategies that teachers utilized during the course of this NCA/CASI School Improvement Cycle.



## Critical Thinking Target Goal

**Goal:** All students will improve their critical thinking across the curriculum.

**Rationale:**

Of the parents who were surveyed in 2005-06 more indicated the need for career pathways/EDP's and problem solving instruction than any other non-academic subject. (See "Parent Survey" Graph page 23)

The majority of the staff who were surveyed indicated that they believe student achievement can increase through addressing student learning styles and differentiating instruction. (See "Staff Survey" page 25 )

Of the students who were surveyed the majority indicated that they feel they learn best when working on projects or research and while working in small groups. (See "Student Survey" page 26)

While the number of students who received disciplinary action has remained fairly consistent the school is committed to further reductions.

ACT Math and Science results (Charts 5D and 6D) show that Hartland students continue to score above the state and national averages but performed poorly on test items based on objectives that contained the verbs, "analyze, synthesize, understand, justify and reflect."

Chart 5D

### Hartland High School ACT Math Scores "2001-02 to 2008-09"

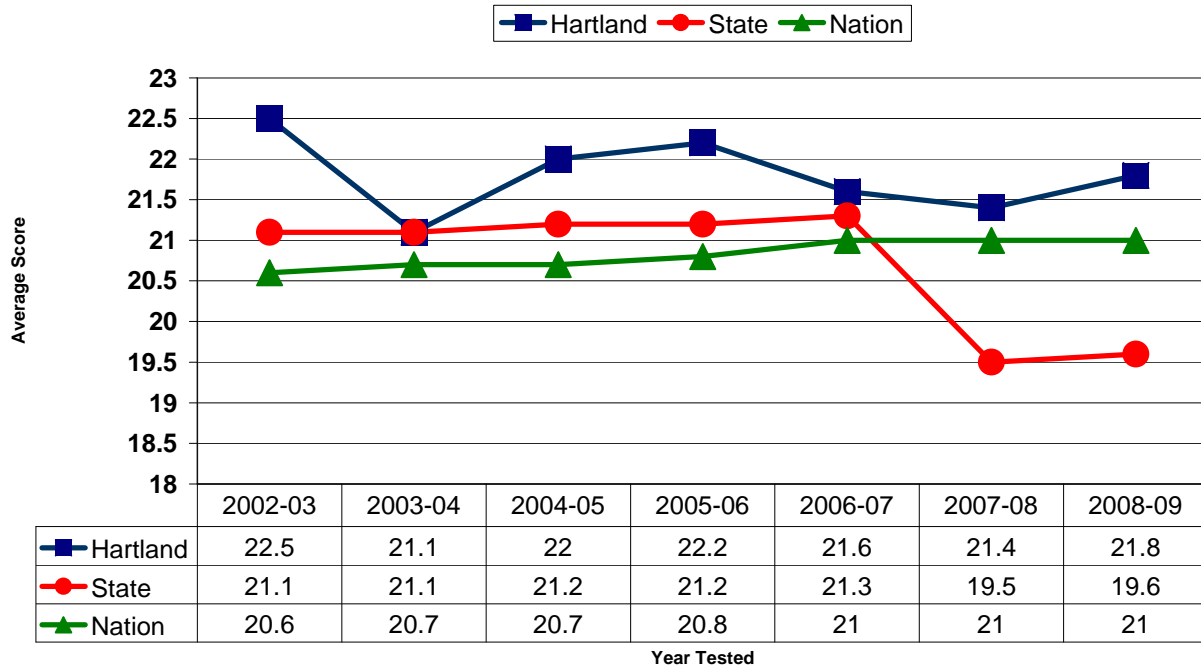
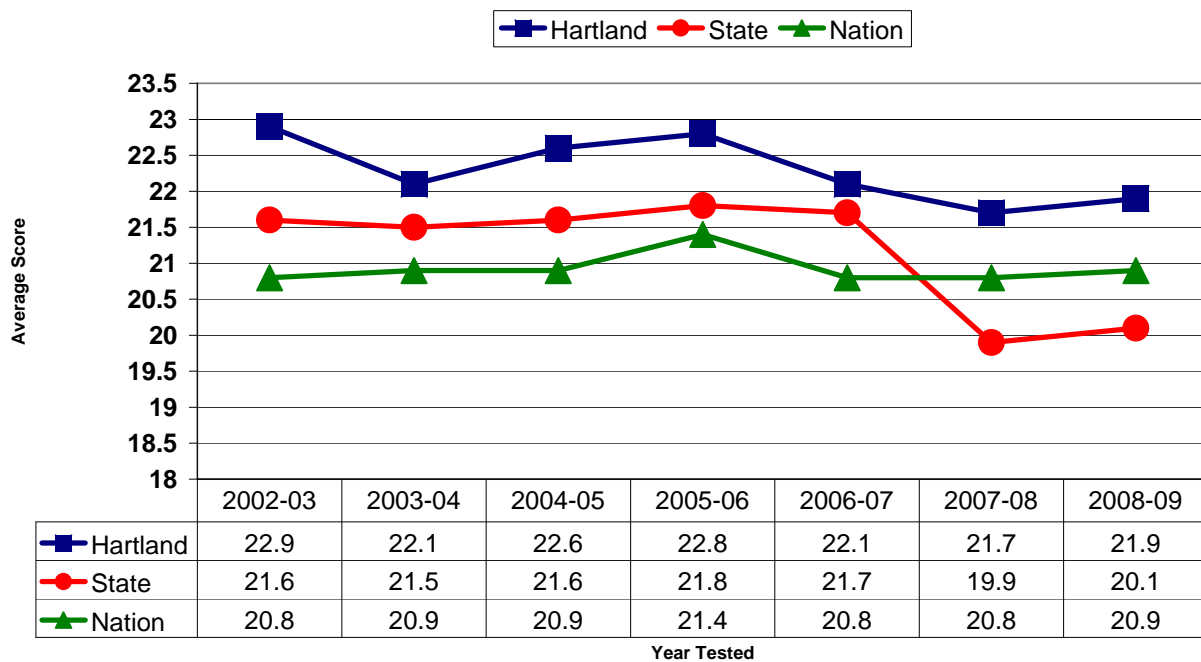


Chart 6D

### Hartland High School ACT Science Scores "2001-02 to 2008-09"



Hartland students continue to perform well on the Michigan Merit Exam (MME) relative to the State averages in Math and Science, Charts 7D and 8D. Our scores in the core areas continue to be above the state average. The class of 2008 showed a decline in average score compared to previous classes, but they still remain well above the state average. A closer look at the item analysis for each of the content assessments reveals areas of weakness. Hartland students tend to perform poorly on test items based on objectives that contained the verbs “analyze, synthesize, understand, justify and reflect” as determined by the item analysis documents for the MME. They also struggled with objectives that required depth of understanding and comprehension.

**Chart 7D**

**Hartland High School  
MME Math: Class of 2003 - Class of 2010**

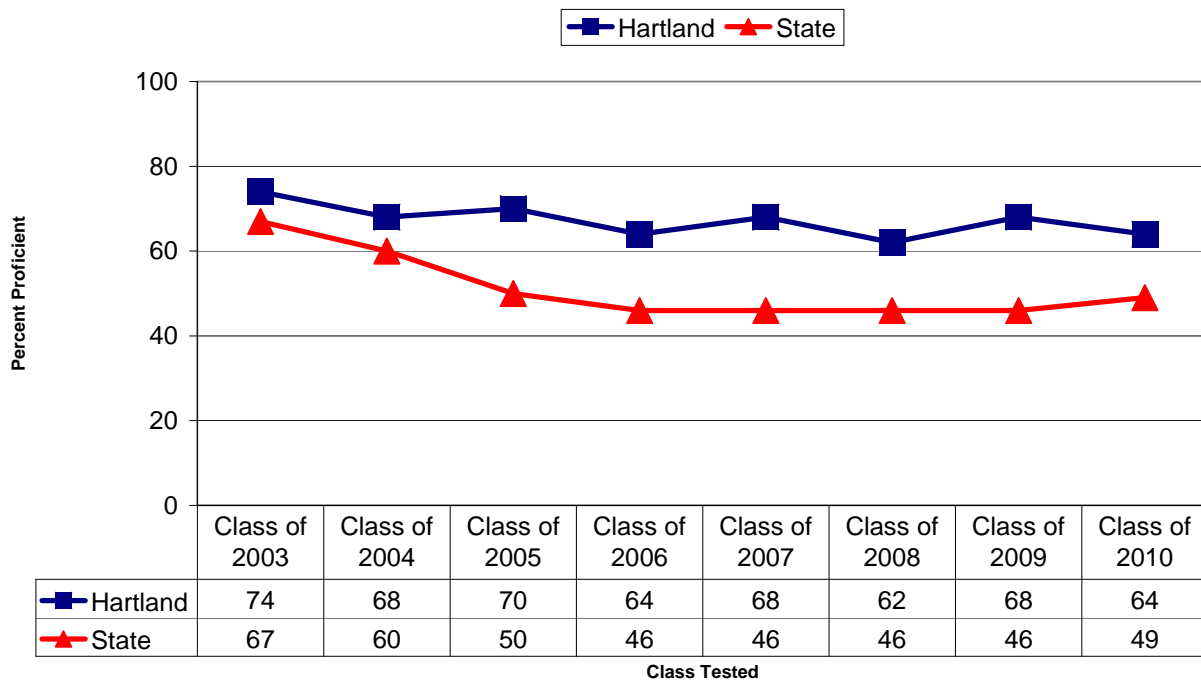
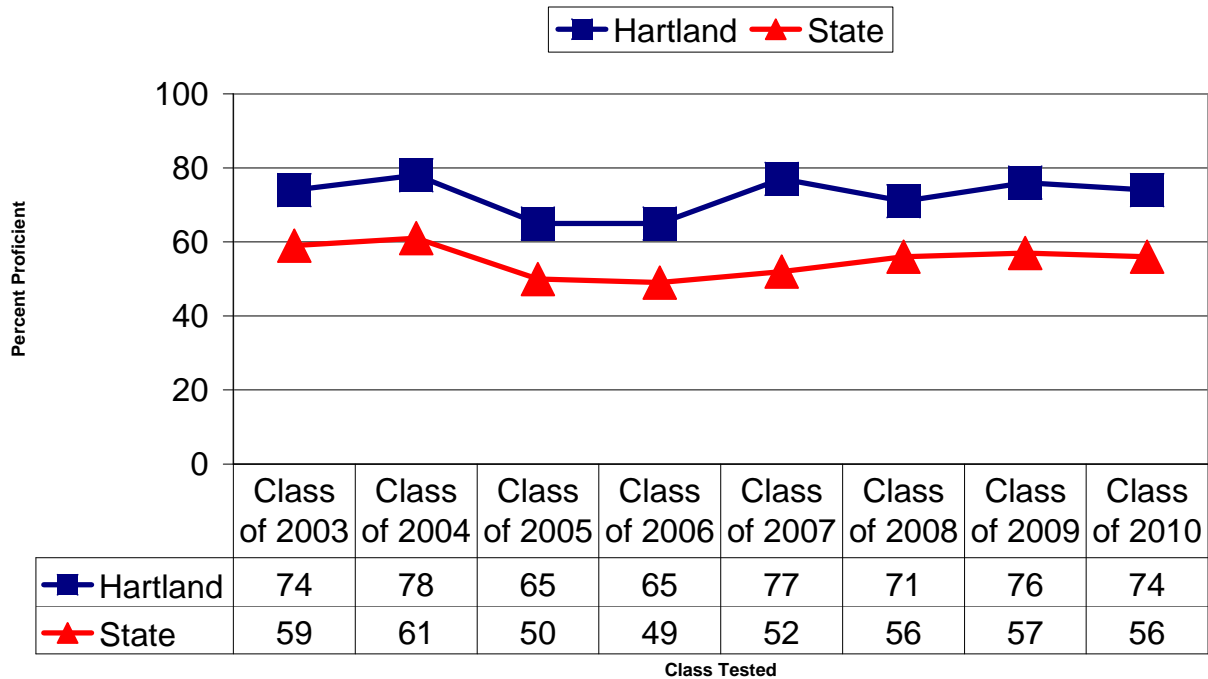


Chart 8D

**Hartland High School  
MME Science: Class of 2003 - Class of 2010**



Summary of Progress Made Towards Goal:

The overarching goal for this third year of the NCA cycle in terms of critical thinking was to begin to utilize the various types of strategies that teachers could use in their classrooms during the 2009-2010 school year.

Teachers who elected to be on the Critical Thinking Committee were separated in to three subcommittees: Strategies, Data, and Assessment. These subcommittees met several times throughout the 2008-09 school year. Individuals were also expected to do research on their own time in order to gather information to bring back to the group.

Each member from the data and strategies subcommittees was asked to submit 1-2 critical thinking strategies that they've used in the classroom and found to be effective. A list of all the strategies was then compiled. Some examples include: Inquiry-oriented instruction, inferring from data, and using contextual cues.

A list of all of the critical thinking strategies was then compiled.

Each of the committees was asked to select from a list a critical thinking strategy to research. They were to research:

- Rationale for using the strategy in the classroom
- Any data to support the strategy's use
- Any other pertinent information discovered

Individuals with similar topics then met and shared their information in small groups and wrote down what they determined were the best 1-2 strategies to implement across the curriculum. Together each group answered the following questions regarding each strategy they researched:

- Why is the strategy beneficial for our students?
- What subject areas could use this strategy?

Members of both committees were then asked to continue to think about and share assessments they already use in the classroom to measure critical thinking.

The Assessment Subcommittee worked throughout the year on determining a) how critical thinking is currently assessed across the curriculum and b) what types of new assessments need to be developed (if necessary) to ascertain whether or not progress is being made in that particular area of critical thinking.

In many ways our third year of the NCA cycle was successful. Teachers worked in small groups to discuss and decide upon research-based critical thinking strategies to use in the classroom, data to collect to determine the efficacy of those strategies, and ways to assess whether or not the strategies had been successfully taught in the classroom. In other ways, however, we felt that we needed to make some changes to the process for two reasons. First, Hartland Consolidated Schools instituted Professional Learning Communities as their primary mode for professional development (see below) and, therefore, we felt that it was important to integrate this with our NCA process. Second, due to our most recent MME data, we felt a need to refine our focus thereby slightly modifying the essence of our critical thinking goal. Originally the essence of our goal was justifying explanations and transferring knowledge to new settings. We changed it to consist of creating, justifying and reflecting on explanations. In the 2009-2010 school year we will continue to work in small groups to focus on the refinement and implementation of research-based critical thinking strategies that teachers will implement in their classrooms.

## **Professional Development Program: Key to Improvement**

A collaborative effort between the Hartland Consolidated School District and the Hartland Education Association in the 2008-2009 school year marked an alternative approach to Professional Development. The focus was to develop a process for implementing a Professional Learning Community (PLC) environment at each building. Several teachers were sent to outside PLC training in an effort to seamlessly integrate a process that would be beneficial to the Hartland staff. The 2008-2009 school year saw twenty various PLC groups operating with the goal of "becoming better teachers thus improving student learning." An end of the year celebration in which all PLC groups shared their progress identified several key strategies that are used to address our two NCA goal areas. These include:

### **Critical Thinking**

Evaluate and Respond  
Analyzing Primary Sources  
Evaluating Risks  
Self-reflective Exercises  
Brainstorming  
Big Picture Thinking

### **Literacy**

Analyzing Primary Sources  
Reading Apprenticeship Strategies  
Compare and Contrast Exercises  
Summarizing  
Responding to multiple genres

Overall, the first year of the PLC approach to School Improvement has been positively received. In a staff survey, 89.7% of the staff responded that their experience with this type of professional development was beneficial to them.

# Goal Summary

## Goal # 1

All students will improve their literacy skills across the curriculum.

We selected this goal based on the data from the following sources:

- ACT Reading Scores (p. 15 and 29 )
  - Lackluster performance on the Language and Reading ACT in recent years
- MEAP/MME Writing, Reading and ELA Scores (pp. 17-18 and 29-31)
  - Decline in student performance on the MEAP ELA
- PLAN Reading and English Scores (p. 22 and 31)
  - Poor performance on the English portion of the PLAN Test
- Parent Survey (p. 23)
  - 42% of parents feel that students need more writing instruction
  - One in five indicated that students need more reading instruction
- Staff Surveys (p. 25)
  - Indicate student achievement can increase through effective professional development and integrating instruction across the curriculum

## Goal # 2

All students will improve their critical thinking skills across the curriculum.

We selected this goal based on the data from the following sources:

- ACT Math and Science results (pp. 13-14 and 34)
- MEAP/MME Math and Science scores (pp. 16-17)
  - Justify explanations – 34% proficient
  - Employ effect strategies to construct meaning – 32% proficient
  - Synthesize varied text with varied perspectives – 45% proficient
  - Identify variables in context and symbolize – 32% proficient
- PLAN Math and Science Scores (pp. 20-21 and 31)
  - Losing ground on average scores
- Student Surveys (pp. 26-28)
  - Majority indicated that they feel they learn best when working on projects or research while working in small groups
- Parent Surveys (p. 23)
  - 31% thought that students need more problem solving instruction
  - 38% felt that more math instruction was required
- Staff Surveys (p. 25)
  - Indicated that student achievement can increase through addressing student learning styles and differentiating instruction