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Principal



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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 Farms Intermediate. 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 Mikki Cheney for assistance.

The AER is available for you to review electronically by visiting the following website <https://goo.gl/koWqr4#StudentAssessment>, or you may review a copy in the main office at your child's school.

Hartland Consolidated Schools is a districting school. It assigns students to schools based on where they live within the district boundaries. School of choice students are placed according to where the district has openings within specific grade levels. Placement of these students is determined by the Assistant Superintendent of Student Services and Personnel.

Farms Intermediate is comprised of fifth and sixth grade students and has an enrollment of approximately 865 students. Our School Improvement committees realign each school year to better meet our school improvement goals. These subject area committees specifically focus on our school's strengths and weaknesses. Each committee develops reading, writing, content area goals and strategies in math, reading/writing, social studies, and science.

Our School Improvement Team has worked diligently on setting goals and creating strategies to help all staff and students be successful. Our staff works collaboratively through Early Release Friday (ERF) opportunities and School Improvement meetings to continuously monitor data and make improvements whenever necessary. The staff also has worked extremely hard at differentiating lessons so all students will reach their maximal potential in academics. Our overall goal is to help every student be successful.

School Improvement Goals/Strategies:

Reading Goal/Strategy – Students will increase MSTEP proficiency by 5% across all groups. All language arts teachers will continue to be trained in Reader's Workshop with an emphasis on Lucy Calkins. These practices will be implemented in the language arts classroom. Teachers will also be trained in Assessment Literacy strategies throughout the school year.

Writing Goal/Strategy – 70% of all students will demonstrate a proficiency in MSTEP writing. All students will produce clear and focused writing across the curriculum. Their writing will engage the reader through support, detail, and correct conventions. All language arts teachers will continue to be

trained in Writer’s Workshop with an emphasis on Lucy Calkins. These practices will be implemented in the language arts classroom. Teachers will use on-demand writing scores to drive instruction for future units. Teachers will be trained in Assessment Literacy strategies throughout the school year.

Math Goal/Strategy – Students will increase MSTEP proficiency by 3% across all groups. Teachers will use consistent and common math problem-solving terms and vocabulary throughout 5th and 6th grades. Teachers will work on and use common teaching strategies and a common pacing guide. Teachers will be trained in Assessment Literacy strategies throughout the school year as well as the use and implementation of the Depth of Knowledge Wheel.

Social Studies Goal/Strategy – Students will increase MSTEP proficiency by 3% across all groups. Teachers will use meta-cognition strategies to improve student learning, and teachers will focus on using common language/vocabulary in order to support the social studies standards and expectations. Teachers will be trained in Assessment Literacy strategies throughout the school year as well as the use and implementation of the Depth of Knowledge Wheel.

Science Goal/Strategy – Students will increase MSTEP proficiency by 3% across all groups. Teachers will continue to assess students’ prior knowledge and science misconceptions and model how to activate and share prior knowledge. Teachers will also focus on modeling and interpreting graphs, charts, and text features. In addition, teachers will be trained in Assessment Literacy strategies throughout the school year.

Social/Emotional Goal/Strategy – Staff will collaborate to create solutions that arise in school whether it is a student’s self-destructive behavior or that of others. They will develop processes that engage students in self-reflection or self-destructive behaviors.

MSTEP Results:

5 th Grade ELA		5 th Grade Math		5 th Grade Social Studies	
15-16	16-17	15-16	16-17	15-16	16-17
64%	70%	31%	46%	37%	36%
State	51%	State	34%	State	19%

6 th Grade ELA		6 th Grade Math	
15-16	16-17	15-16	16-17
63%	61%	41%	49%
State	45%	State	33%

Based off results from MSTEP and through district-wide assessments, Farms will continue to focus on improving our math scores in both 5th and 6th grades. We will work collaboratively focusing on our School Improvement goals and objectives to implement consistent and high quality classroom instruction.

Hartland Farms Intermediate follows the state of Michigan's standards and benchmarks for fifth and sixth grade. These benchmarks and standards can be accessed through a link on the district's website at www.hartlandschools.us.

Parent/Teacher conferences are well attended at Farms Intermediate. During the 2017-2018 school year, teachers conferenced with 93% of their parents in the fall. During the 2016-2017 school year, teachers conferenced with 95% of their parents in the fall.

I would personally like to thank students, staff, parents, and the Hartland Community for their continued support of our school. Because of these dedicated and hard-working people, we continue to create a safe and successful environment for our children. Please continue your support and involvement.

Sincerely,

Mikki Cheney
Farms Intermediate Principal