



Hopkins Public Schools

www.hpsvikings.org

August 18, 2014

ANNUAL REPORT FOR 2013-2014



August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Hopkins Public School District and our schools. The AER addresses the complex reporting information required by Federal and some requirements of State laws. Our staff is available to help you understand this information. Please contact Chris Stephens, Superintendent for help if you need assistance.

The AER is available for you to review electronically by visiting the following website www.hpsvikings.org or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data — Elementary or middle school assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on the Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access or MEAP-Access)

Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.

Help parents understand achievement progress within schools and compare these to district and State achievement.

Accountability Scorecard — Detail Data Status

Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

Did the district (and schools) meet achievement targets for all students and subgroups of students?

Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

Teacher Qualification Data

Identifies teacher qualifications at district and school levels

Reports percentages of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8.

Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its achievement scores. A Priority school is one whose achievement and growth 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 status label is given.

School Name	Status Label	Key Initiative to accelerate achievement
Hopkins High School	N/A	<p>Community of Opportunity- Parents, students, and community have broader expectations for student success.</p> <p>Increase two-way communication.</p> <p>Improve English Test results on ACT by incorporating writing to increase fluency and relevance in each content area.</p> <p>Improve reading test results on ACT by incorporating relevancy through reading activities in each content area.</p> <p>Problem solving opportunities into the content areas to tie in relevancy in the learning activity.</p> <p>Relevant Individual Growth Plan- All students are motivated, confident, and capable learners.</p> <p>Provide appropriate relevant classes.</p>
Hopkins Middle School	N/A	<p>Community of Opportunity- Parents, students, and community have broader expectations for student success.</p> <p>Increase two-way communication.</p> <p>Improve test scores in classes and on MEAP by incorporating writing to increase fluency and relevance in each content area.</p> <p>Improve comprehension on class work and test results on MEAP by incorporating relevancy through reading activities in each content area.</p> <p>Problem solving opportunities into the content areas to tie in relevancy in the learning activity.</p> <p>Relevant Individual Growth Plan- All students are motivated, confident, and capable learners.</p> <p>All learners will have well rounded growth plans.</p>
Hopkins Elementary School	N/A	<p>Improve ELA skills at all grade levels and across the curriculum (including Art, Music and Gym)</p> <p>Improve Math skills on all assessments and at all grade levels.</p> <p>Improve Science MEAP scores at 5th grade</p>
Sycamore Elementary School	N/A	<p>Improve Comprehension, fluency, and writing skills at all grade levels.</p> <p>Increase Math skills for all students on state and district assessments.</p> <p>Improve Science MEAP scores at 5th grade.</p>

It is our pleasure to provide you with our Annual Education Report (AER). This report will provide you with key information on the 2013-2014 education progress for Hopkins Public Schools. The AER is a document created locally that will provide required federal and state information. The Hopkins staff are also available to help you understand the information in this complex reporting process. Please feel free to contact Chris J. Stephens, Superintendent or any of our building administrators for assistance.

The AER is available for your review electronically at our website, www.hpsvikings.org or in hard copy from any one of our building offices or the district office.

Sincerely,

Chris Stephens

Student Assessment Data - Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan Alternative Assessment Program (MI-Access)

Hopkins Elementary School (percent of students earning 80% or more of points)

MEAP	5 th grade Exit Scores					Increase
	10-11	11-12	12-13	Avg.	13-14	
Reading	32%	30%	33%	31.67%	27%	No
Math	17%	28%	20%	21.67%	10%	No
Science	15%	6%	0%	7.34%	13%	Yes

Sycamore Elementary School (percent of students earning 80% or more of points)

MEAP	5 th grade Exit Scores					Increase
	10-11	11-12	12-13	Avg.	13-14	
Reading	32%	43%	51%	42%	37%	Decrease
Math	36%	48%	59%	47.67%	40%	Decrease
Science	18%	11%	0%	9.67%	16%	Increase

ACT EXPLORE (% of College Readiness) (insight.mi-case.org)

					This Year	
	2010-2011	2011-2012	2012-2013	3 Year Average	2013-2014	Increase/Decrease
Reading	57.7%	54.7%	49.7%	54.04%	58.1%	Increase
Mathematics	47.4%	38.5%	48.0%	44.64%	56.2%	Increase
Science	21.3%	18.2%	21.0%	20.17%	12.8%	Decrease
English	73.3%	79.1%	76.1%	76.17%	77.3%	Increase

High School ACT (% of students college ready) at Grade 11 (INSIGHT.MI-CASE.ORG)

	2010-2011	2011-2012	2012-2013		2013-2014	
	Class of 2012	Class of 2013	Class of 2014	3 Year Average	Class of 2015	Increase/Decrease
Reading (Benchmark 21)	45.5%	42.7%	53.1%	47.1%	N/A	N/A
Reading (Benchmark 22)				N/A	52.1%	N/A
Mathematics	47.2%	38.1%	53.1%	46.14%	41.9%	Increase
Science (Benchmark 24)	25.9%	26.3%	29.6%	27.27%	38.0%	Increase
Science (Benchmark 23)				N/A	29.1%	N/A
English	67.2%	59.8%	76.9%	67.97%	70.1%	Increase

Teacher Quality Data

All instructional staff met the Highly Qualified status required for teachers in the state of Michigan.

The instructional staff of Hopkins Public Schools were all evaluated based on a process outlined in requirements set by the State Legislature in 2011. The process required staff to be identified as: Highly Effective, Effective, Minimally Effective and Ineffective. Hopkins used Data Student Achievement from Classroom Strategies and Behaviors, Collegiality and Professionalism as one third of their total evaluation. This process was based on the work of Dr. Robert Marzano. Each teacher established learning target goals and met with their administrator three times during the year to discuss progress. Teacher's classroom activities were observed regularly by administrators through a walk-through process with feedback given in a structured electronic tool utilizing I-Observation software.

Building summary results of teacher effectiveness

	Highly Effective	Effective	Minimally Effective	Ineffective
H. S.	20	9		
M.S.	7	9		
Hop Ele	20	1		
Syc Ele	11	6		
Admin	3	2	1	

2013-2014 Board of Education

John Myers	President
Jeff Gilder	Vice President
Anita Kerber	Treasurer
Brian McLaughlin	Secretary
Dawn Buist	Trustee
Mike Maule	Trustee
Karen Ryan	Trustee

Directory of Buildings

Hopkins High School
333 Clark Street
Hopkins, MI 49328
Phone: 269-793-7616
Fax 888-557-7919
Ken Szczepanski, Principal

Hopkins Middle School
215 Clark Street
Hopkins, MI 49328
Ph 269-793-7407
Fax 888-557-7919
Ken Szczepanski, Principal

Hopkins Elementary
400 Clark St.
Hopkins, MI 49328
Phone: 269-793-7286
Fax: 888-557-7919
Scott VanBonn, Principal

Sycamore Elementary
2163 142nd Ave.
Dorr, MI 49323
616-681-9189
Fax: 888-557-7919
Amy Mielke, Principal

About our Schools

2013-2014 FTE Enrollment:

Fall Count: 1656.10

Winter Count: 1649.07

Facilities

Hop Elem	Students	Teachers
PreK—5	433	22
Syc Elem	Students	Teachers
PreK—5	330	17
Middle School	Students	Teachers
Grades 6 –8	348	16
High School	Students	Teachers
Grades 9—12	521	29
Shared Time	Students	
	105/10.86FTE	

School Millage Rate

Non-homestead millage — This millage is for operational funds and is levied on all non-home and non-farm properties at the rate of 18 mills.

Debt millage

This millage is for the payment of the cost for facilities and is levied on all properties at the rate of 8 mills

Budget information can be found on the district website homepage under the Budget and Salary Compensation Transparency Reporting icon.

Strategic Plan

Hopkins District

3— 5 year Target Goals:

Community of Opportunity

- Increase awareness of available resources
- Provide connections between families and resources

- Increase two-way communication

Making Learning Relevant to ALL!

- Implement lessons that increase relevance by including career connections, community resources or student interest.
- Align course offerings and guidance program to build student investment in learning and meet post secondary goals.

Relevant Individual Growth Plans

- All learners will have well rounded growth plans
- Provide appropriate relevant classes
- Increase student leadership and mentoring options

Core Values:

- Flexible
- Excel in Role
- Dedicated
- Compassionate
- Inspiring

BHAG:

Hopkins will be the destination district

Purpose:

Our actions will inspire and equip students to excel in our changing global environment

(Strategic Plans cont'd on following page)

Building Strategic Plans

• Hopkins Elementary

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
All students will increase their problem solving proficiency.	<ul style="list-style-type: none"> • Train teaching staff in Daily 5 math instruction • Brain research training—Participants will share information/strategies with staff throughout the school year • Development of pacing guides to plan instruction • Provide an opportunity for parents to gain knowledge about working with their children at home • Differentiate instruction based on benchmark assessments • Collaborative planning time for grade level teachers
All students will become proficient writers.	<ul style="list-style-type: none"> • Implementation of MAISA writing units at all grade levels • Provide a parent workshop • Differentiate instruction based on benchmark assessments • Collaborative planning time for grade level teachers
All students will increase their reading comprehension.	<ul style="list-style-type: none"> • Implementation of Daily 5 and Café Strategies • Individualized instruction with the help of paraprofessionals • Provide an opportunity for parents to gain knowledge about working with their children at home • Differentiate instruction based on benchmark assessments • Collaborative planning time for grade level teachers

Building Strategic Plans

• Sycamore Elementary

Our building's GOALS (1 yr.) (WHAT)	Our building's ACTIONS (HOW)
All students will increase their reading comprehension.	<ul style="list-style-type: none"> • Daily 5 and Guided Reading Instruction • Paraprofessional support • Parent workshop • Feedback through Marzano's iObserve tool • Differentiate instruction based on benchmark testing
All students will increase their problem solving proficiency.	<ul style="list-style-type: none"> • Train all staff in Daily 5 for math instruction • Brain research training—training staff how students think differently and how to create lessons that will challenge and motivate them as problem solvers.
All students will become proficient writers.	<ul style="list-style-type: none"> • MAISA writing training for all staff • Parent workshop • Differentiate instruction based on benchmark testing

Building Strategic Plans

• Hopkins Middle School

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
Improve assessment scores in class and on MEAP by incorporating writing to increase fluency, show critical thinking and analytical skills, and demonstrate relevancy in each content area.	<ul style="list-style-type: none"> Utilization of resources available Improvement on news-letters, website, and CQO techniques
Improve reading assessment results on class work MEAP, and ACT Explore by incorporating strategies that lead to processing and comprehension skills during reading activities in each content area.	<ul style="list-style-type: none"> Utilization of the evaluation process Student improvement/achievement see graphs from staff survey (attached) MEAP (October), ACT Explore (March), Content grades (trimester)
Improve MEAP and ACT Explore results in content areas that are determined by student reasoning and process thinking. Incorporate problem solving opportunities into the content area while demonstrating relevancy in the learning activity.	<ul style="list-style-type: none"> Relevance into Core and Discovery classes and utilize resources effectively Comprehensive 8th grade planning for high school College or career readiness focus communicated based on ACT Explore

Building Strategic Plans

• Hopkins High School

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
Improve English—College Readiness results on ACT by incorporating writing to increase fluency, show critical thinking and analytic skills, and demonstrate relevancy in each content area.	Professional Development will be given to give teachers strategies for writing in their content area. Documented. Other strategies TBD
Improve Reading—College Readiness—results on ACT by incorporating reading activities in each content area demonstrating relevancy in the learning activity.	Professional Development will be available based on individual or group needs. Documented. Other strategies TBD
Improve College Readiness results in content area that are determined by student reasoning and process thinking. Incorporating problem solving opportunities into the content areas while demonstrating relevancy in the learning activity.	Professional Development will be available based on individual or group needs. Documented. Other strategies TBD

Points of Pride

- Hopkins Public Schools MEAP scores are above the state and county average
- We offer All-Day, Every-Day Kindergarten and Young 5's
- Hopkins Public Schools has a 1:1 Netbook program for all 6-12 grade students
- Every teaching station in the district has audio enhancements, a whiteboard, document camera and wireless internet capabilities
- Our FFA once again ranked high in the state last year and received many individual awards in the Regional, State and National competitions. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.
- Our First Robotics Club- Team 2054, the TechVikes- placed well in state competition and at the World Competition in St. Louis, MO. They have placed in the top 1% in the world for four straight years.
- Hopkins offered the community musical Seussical the Musical this year to sell out crowds
- Hopkins offers College credits for students in the areas of Art, Language Arts, Math, Social Studies, and Skill and Technical areas via the Allegan Area Tech Center through Lake Michigan Community College and Kendal School of Art and Design
- Hopkins offers Advance Placement course in many content areas
- Hopkins School use a Positive Behavior Support Program (PBS) in the MS, Hopkins Elementary and Sycamore Elementary
- Hopkins offers extra curricular programs at the HS and MS along with clubs at the Elementary Schools
- Hopkins Elementary and Sycamore Elementary have extensive Mentoring programs supported by local churches and civic groups

Core Curriculum

Hopkins Public Schools has implemented a core curriculum in the areas of Language Arts, Math, Science, Social Studies, Fine and Performing Arts, Technology, and Physical Education, according to the Michigan Curriculum Framework and the Michigan Merit Curriculum. All areas of the curriculum have established learning goals and expectations.

The Hopkins Staff worked on implementation of the new common core state standards in Math, Reading, and writing. Staff received training and have developed resources necessary to implement the new curriculum.

Through the improvement of and availability of electronic materials, are enhancements are made regularly through the use of online and text materials. Teachers are regularly involved in the improvement of their skills through professional development in the district, at the Allegan Area Educational Service Agency, local and regional sites and at state wide conferences based on learning goals and plans.

District-Wide School Improvement

- Hopkins Public Schools will continue to improve student achievement in the areas of Reading, Writing and Math.
- Each building in the Hopkins Public Schools district has a School Improvement Team in place that lead them towards the goals of the district strategic plan.
- Multiple measures/sources of data are used to identify student achievement gaps: Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next), AIMSWeb, Pre-ACT test (ACT Plan and ACT Explore), Delta-Math, Michigan Education Assessment Program (MEAP), Michigan Merit Exam (MME and ACT), and Discovery Assessment (Math and Reading).
- Hopkins continues to use the Response to Intervention model that monitors student progress, adjusts instruction and facilitates appropriate reading interventions for students. Hopkins also partners with the Allegan Area Educational Service Agency to assist students with a variety of learning needs.
- Hopkins continues to use technology through instruction to engage students in a variety of ways in all content areas.
- Hopkins continues to implement effective research based strategies in the areas of writing including 6+1 Traits of Writing, differentiated instruction activities, technology-based instruction activities and writer's workshop strategies. Staff implemented writing unites based on the new common core writing standards and piloted new reading units based on the new common core.
- Hopkins used Discovery Educational Assessment as an academic screener at the elementary level to monitor the proficiency levels of our students. They also are integrating the use of technology to assist with differentiating instruction in this area. Teacher lead teams developed units and lessons for each of the areas in the new common core for math this year. Those resources will be implemented in 2014-2015.
- Hopkins has implemented a framework for reading called the Daily 5 in both the elementary levels and at the middle school. The Daily 5 framework allows teachers to differentiate instruction through the use of whole group, small group and individual reading conferences and it also allows the students to develop independence.
- Hopkins High School uses a web based credit recovery program called E20/20 to assist targeted high school students complete coursework.
- Hopkins Middle School and High School employ multiple Quality Outcome Coordinators that support specifically identified students in academic or behavioral areas.
- If you would like to see the entire District Improvement Plan please go to our website at www.hpsvikings.org

District-Improvement Plan Summary—AYP Report

- In all buildings in our district, the focus has been specifically on reading, writing and math this year. Each building has goals that directly impact their student achievement; however, the routes they each take may vary. A heavy emphasis in the area of math across all grade levels (K-12) has been implementing benchmark assessments that more specifically identifies areas of improvement for individual students. Reading comprehension is a skill that teachers K-12 has focused on in all content areas. Writing across the curriculum and using consistent strategies to target skills was a focus of teachers this year in all grades.
- In Math at the elementary level this year has worked to implement Discovery Educational assessments to help identify students needing interventions. The Middle School and High School have also implemented Discovery Assessment strategies to identify students in need of interventions and have put intervention programs in place. These programs have reduced failure rates and increase credit attainment.
- The improvement strategies in writing were based on additional work continued with implementation of the MAISA writing units at all grade levels. The 6 + 1 Traits of Writing in the elementary grades, focus on vocabulary use in the Middle School and High School. Students work at the elementary is captured in portfolios and improvement is being demonstrated. The correlation between vocabulary and ACT scores is also a good indicator of improvement and we are seeing growth with our secondary students.
- The third area of improvement is the area of reading and specifically comprehension. Staff have piloted MAISA reading units with the goal of implementation in 2014-2015. Our elementary levels have implemented the Daily 5 approach to reading with the use of the Café strategies. The secondary programs are implementing research based strategies in reading. We are seeing improvement in the stamina of our readers at all levels and improved comprehension in the content areas. Discovery assessment data aligned with the new common core was added to our data set for review and use in the improvement process.



HOPKINS HIGH SCHOOL

www.hpsvikings.org

August 18, 2014

ANNUAL REPORT FOR 2013-2014

Hopkins High School
333 Clark Street
Hopkins, MI 49328
Phone: 269-793-7616
Fax 888-557-7919
Ken Szczepanski, Principal

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Hopkins High 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 me for assistance.

The AER is available for you to review electronically by visiting the District web site at www.hpsvikings.org or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been assigned one of these labels for 2013-14.

The primary focus of the programs we offer at Hopkins High School is designed to prepare our students for the future. With the understanding that our children will confront complex problems in the future, we look to develop and prepare them to be productive citizens in a global economy. Through our academic and extra-curricular programs our students have many avenues to pursue success and excellence.

We have built the supports necessary for success. The staff members at Hopkins High

Mission Statement

The Hopkins Public Schools will, with the assistance of all those involved in the lives of our students, cultivate a responsive educational system which will develop citizens who are capable of contributing to society and realizing lifelong personal growth. All students will be given the opportunity to develop their maximum potential. It is with this expectation that Hopkins Public Schools, in conjunction with the community, will strive to provide exceptional services so that our students will be successful, not only in education, but also in life.

Learning Locally, Competing Globally

School are highly qualified and are focused on building positive relationships that will assist our students in understanding the relevance of their education. Our state of the art classrooms allow us to utilize technology and bring information to students so they in turn may transform that information into meaning. All of our students receive the use of a netbook. The connection between student learning and how our staff delivers content is continually evolving. The marriage of quality instruction and technology connect well with the rigorous Michigan Merit Curriculum and have served us well as we moved to the Common Core State Standards. We are excited about facilitating our students' education and successful movement toward their future goals.

State law requires that we also report additional information.

1. Students are assigned to schools in Hopkins Public Schools by grade level. Students that are in grades 9-12 are assigned to Hopkins High School.
2. This was the 2nd year of the 3-5 year school improvement plan (strategic planning)
3. To access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model visit www.hpsvikings.org
4. The aggregate student achievement results for any local competency tests or national norm achievement tests.
5. The number and percent of students represented by parents at parent-teacher conferences
6. For the High School only:
 - a. The number and percent of postsecondary enrollments (dual enrollments)
5, 1%
 - b. The number of college equivalent courses offered (AP)
8 AP Courses offered: AP English Literature, AP English Language and Composition AP Calculus, AP Physics, AP Chemistry, AP Spanish, AP History, AP Biology.
 - c. The number and percentage of students enrolled in college equivalent courses (AP)
79, 15.3%
 - d. The number and percentage of students receiving a score leading to college credit.
49 students receiving a score leading to college credit of 78 participants tested.
62.8%

All of this additional information is found in our report. Hopkins is a great school because of the students we have, the support we receive from parents and community, and the wonderful teachers we have. I thank you for another great year!

Yours in Education,

Ken Szczepanski
Secondary Schools Principal
Hopkins Public Schools- Go Vikes!
High School: (269) 793-7616 ext. 1509
Middle School: (269) 793-7407 ext. 3509
kenszcz@hpsvikings.org

Points of Pride

- Hopkins High School utilizes the ACT suite of tests for projecting college readiness for its students. There has been an upward trend in recent years that indicates our students are leaving here better prepared for future success. Our average scores are above both State and National averages.
- We offered seven AP courses during the 2013-2014 school year. In addition to our Accelerated Progress courses we offer on-site college credits from Lake Michigan College.
- To help encourage students to take advantage of Early College Opportunities, we held a parents' information session evening event.
- Every child met with a Coordinator of Quality Outcomes and/or a counselor each trimester to discuss current academic progress, goals, and what they can be working on academically to help attain those goals.
- Our Fine Arts programs thrive. Art and Choir come together each trimester to demonstrate the vast talent at Hopkins with collage concerts. Our band and choirs place high in District and State competitions, with our band receiving the highest rank of 1 at State Competition. We successfully produced the musical "Seussical" this past spring.
- Our FFA once again ranked high in the state last year and received many individual awards in the Regional, State and National competitions. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.
- Our First Robotics Club- Team 2054, the TechVikes- placed well in state competition and at the World Competition in St. Louis, MO. They have placed in the top 1% in the world for four straight years.
- Hopkins Senior Equestrian Team was awarded a Reserve Championship in the District and advanced on to Regional competition in their first year competing (2013) as well as having the #1 Point Earning Rider for the district in 2013.
- First time participant in S4SD- Strive for a Safe Drive. Placing Third in Division 1. Program was created to urge students not to text and drive.
- We offer many varsity and sub-varsity athletic opportunities. Our Girls Cross Country made it to State Competition last year with two athletes receiving medals.
- Our Student Council and National Honors Society manage and/or participate in charitable works for our community and area. This year we were proud to assist a cancer victim in our elementary school.
- Our PALS programs connects high school students with elementary and middle school students to mentor them for success.
- Over \$19000 was given out to graduating seniors through local scholarships.
- Our building hosts many functions for all ages, including the Veterans' Day Celebration for the community, Allegan County's law enforcement emergency training, elementary Christmas concerts, sports camps for all ages, youth sports leagues, the Hopkins Alumni Annual luncheon, and more!

School Improvement/ Strategic Planning Goals

District Target Goal 1 Community of Opportunity- Parents, students, and community have broader expectations for student success. Focus on one theme in particular- Theme 3- Increase two-way communication.

- **Utilization of resources available**
- **Improvement on newsletters, website, and CQO techniques**
- **Use of Facebook digitally connected**

HHS 2013-14 Improvement Goals- Goal 1: Writing goal, Goal 2: Reading strategies, and Goal 3: Problem Solving are all tied to District Target Goal 2- Making Learning Relevant to All. All students are invested in and connected to their learning. Teachers will be focusing on one theme in particular- Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest.

- **Utilization of the evaluation process**
- **Student improvement/achievement see graphs from staff survey (attached)**
- **ACT Scores (taken in March)**
- **CCSS integration in ELA and Math**

District Target Goal 3 Relevant Individual Growth Plan- All students are motivated, confident, and capable learners. Focus on one theme in particular- Theme 2- Provide appropriate relevant classes.

- **Evaluate offerings and utilize resources effectively**
- **Course offerings**
- **Flow charts of classes based on students interest/needs**
- **College or career readiness focus communicated**

School Improvement Plan Summary—AYP Report

Goal 1: Improve English—College Readiness results on ACT by incorporating writing to increase fluency, show critical thinking and analytic skills, and demonstrate relevancy in each content

- Ten staff members focused on this for their evaluation smart goals and scored Effective or Highly Effective (individual staff evaluation forms)
- Documented growth in the number of opportunities presented for students to write within content area. All staff assigned writing with a majority assigning 3+ writing assignments
- ACT Writing (out of 12 points, 7-8 range and above are considered proficient)-2009-2010 = 6.8, 2010-2011 = 6.8, 2011-2012 = 7.2, 2012-2013 = 7.02, 2013-2014 = 7.08

Goal 2: Improve Reading—College Readiness—results on ACT by incorporating reading activities in each content area demonstrating relevancy in the learning activity.

- Eight staff members focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)
- Documented growth in the number of opportunities presented for students to utilize reading strategies within content area
- Reading on the ACT Plan and the ACT gave mixed results in comparison to the three year averages as per the data stated below. ACT Plan -College Ready- 48.6 % compared to the three year average of 61.5% where the ACT -College Ready- 53.4% compared to the three year average of 41.8%

Goal 3: Improve College Readiness results in content area that are determined by student reasoning and process thinking. Incorporating problem solving opportunities into the content areas while demonstrating relevancy in the learning activity.

- Six staff members focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)- previous year's goal was math only, this is across all subjects areas
- All content areas are asked to apply process thinking for their students; interpretations, predictions, representations, and remedies in content areas with a focus on applying the appropriate skills to open ended questions, going beyond the technical tasks.
- Math scores on the ACT Plan and ACT have given us mixed results as compared to the three year averages as per the data stated below. ACT Plan -College Ready- 33.3% compared to the three year average of 40.2% and ACT -College Ready- 53.4% compared to the three year average of 39.97%

Parent Involvement

Hopkins High School is fortunate to have the support of its parents and the community at large. That support can be measured by the visible actions of the groups mentioned below or in the not so visible, but extremely important, support given at home.

- Grad Night- This group coordinates the senior all night party following graduation. Their fundraising activities deliver a wonderful final experience for our graduating seniors.
- Parents have active involvement in monitoring their child's grades on-line through our parent portal in Pinnacle.
- Athletic Boosters- This group supports the efforts of the athletic program grades 6-12.
- Band Boosters- This group supports the efforts of the band program grades 6-12.
- Choir Boosters- This group supports the efforts of the choir program grades 6-12.
- Parents are involved by being supportive of the students at after school programs and sporting events.
- Parents are involved in the hiring process participating on interview

Parent Teacher Conference Attendance

	Fall		Winter		Spring	
	Count	Fall	Count	Winter	Count	Spring
2013-14	221	42%	179	34%	110	21%
2012-13	200	36%	167	30%	188	35%

ACT/MME Scores

HopkState Assessment Data-MEAP

Grade 9 (% of students earning 80% or more of the points) (Golden Package)

					This Year	Increase/ Decrease
	2010- 2011	2011- 2012	2012- 2013	3 Year Average	2013- 2014	
9th Grade Social Studies	13%	7%	1%	7%	7%	Increase

ACT PLAN (% of students college ready) at Grade 10 (INSIGHT.MI-CASE.ORG)

	2010-2011	2011-2012	2012-2013		2013-2014	Increase/ Decrease
	Class of 2013	Class of 2014	Class of 2015	3 Year Aver- age	Class of 2016	
Reading	56.0%	68.0%	60.9%	61.64%	54.2%	Decrease
Mathematics	33.1%	48.4%	38.6%	40.04%	33.6%	Decrease
Science	22.2%	39.8%	27.0%	29.67%	31.8%	Increase
English	77.0%	89.1%	77.9%	81.34%	80.04%	Decrease

High School ACT (% of students college ready) at Grade 11 (INSIGHT.MI-CASE.ORG)

	2010-2011	2011-2012	2012-2013		2013-2014	
	Class of 2012	Class of 2013	Class of 2014	3 Year Average	Class of 2015	Increase/ Decrease
Reading (Benchmark 21)	45.5%	42.7%	53.1%	47.1%	N/A	N/A
Reading (Benchmark 22)				N/A	52.1%	N/A
Mathematics	47.2%	38.1%	53.1%	46.14%	41.9%	Increase
Science (Benchmark 24)	25.9%	26.3%	29.6%	27.27%	38.0%	Increase
Science (Benchmark 23)				N/A	29.1%	N/A
English	67.2%	59.8%	76.9%	67.97%	70.1%	Increase

MME at Grade 11 (% of students scoring proficient) (INSIGHT.MI-CASE.ORG)

	2010-2011	2011-2012	2012-2013		2013-2014
	Class of 2012	Class of 2013	Class of 2014	3 Year Average	Class of 2015
Reading	75%	60%	67%	67.67%	68%
Writing	64%	55%	71%	63.34%	66%
Mathematics	67%	32%	42%	47.00%	35%
Science	70%	27%	40%	45.67%	30%
Social Studies	85%	48%	46%	59.67%	51%



Hopkins Middle School

www.hpsvikings.org

August 18, 2014

ANNUAL REPORT FOR 2013-2014

Hopkins Middle School

215 Clark Street

Hopkins, MI 49328

Ph 269-793-7407

Fax 888-557-7919

Ken Szczepanski, Principal

Mission Statement

It is the mission of Hopkins Middle School to respect all individuals as unique and to provide quality education in a safe, positive environment advocating lifelong learning through academic excellence and personal success.

Learning Locally, Competing Globally

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Hopkins Middle 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 me for assistance.

The AER is available for you to review electronically by visiting the district web site at www.hpsvikings.org or you may review a copy in the principal's office at your child's school.

The state will identify all schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been assigned one of these labels.

The staff members at Hopkins Middle School are highly qualified and are focused on building positive relationships that will assist our students in understanding the relevance of their education. Our state of the art classrooms allow us to utilize technology and bring information to students so they in turn may transform that information into meaning. All of our students receive the use of a netbook. The connection between student learning and how our staff delivers content is continually evolving. Hopkins Middle School offers our students the opportunity to develop through their introduction and performance in the Fine Arts. Our students are also in-

roduced to school sponsored sports teams for the first time.

Although the student is no longer in elementary school and is experiencing more independence it does not mean that parental support should diminish. Adolescent needs have to be met with continued parental support appropriate for this developmental stage. We are very proud of the support our school gets from its parents and the community. It is part of what makes Hopkins a wonderful learning environment.

State law requires that we also report additional information.

1. Students are assigned to schools in Hopkins Public Schools district by grade level.
Students that are in grades 6-8 are assigned to Hopkins Middle School.
2. This was the second year of the 3-5 year school improvement plan (strategic planning)
3. A copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model can be found at www.hpsvikings.org
4. The aggregate student achievement results for any local competency tests or national norm achievement tests.
5. The number and percent of students represented by parents at parent-teacher conferences

I personally would like to thank community members for their support of Hopkins Middle School and acknowledge the teachers for their diligence and professionalism during our student's adolescent years. We have great kids here at Hopkins Middle School and it is a reflection of many factors, all of which we can be proud!

Yours in Education,

Ken Szczepanski

Secondary Schools Principal
Hopkins Public Schools- Go Vikes!
High School- (269) 793-7616 ext. 1509
Middle School- (269) 793-7407 ext. 3509
kenszcz@hpsvikings.org

Points of Pride

- Hopkins Middle School is a positive behavioral support campus. The ROAD is taught to each student as they are expected to **R**epresent themselves well, **O**wn their actions both positive and negative, **A**chieve to the best of their abilities, and **D**iscover their opportunities for growth. We reward the right stuff! This year our staff wrote **thousands** of R.O.A.D. cards!
- Hopkins Middle School utilizes the ACT Explore test for projecting future academic success in high school. We utilize the results in planning high school schedules and career planning.
- Advanced Math opportunities for seventh and eighth graders include taking classes at the HS for credits.
- We continued our “Coordinators of Quality Outcomes” this year. Within this process every student met with an administrator each trimester to discuss goals and the means to attain them. A conversation about personal studying strategies was a highlight of every meeting.
- “Discovery Classes” allowed our students to experience life-time educational or recreational activities.
- Opportunities for acceleration were made available for those students who may have fallen behind. These opportunities occur during the school day.
- Middle School Band students earned a second division rating at band festival this year.
- Middle School Choir students have experienced a clinician from Cornerstone University to assist in honing their skills.
- Middle School Art students have explored color theory, by working with acrylic paint, clay, glaze and watercolor. They have put on multiple school-wide art shows during the year.
- Middle School Choir students have performed at many different concerts and events. The students within the Hopkins Vocal Music Program are learning at a high quality level, consistently test above average, and show an appreciation for the Fine Arts.
- Middle School FFA students won multiple awards at the State level.
- Our students enjoyed their second year of FIRST Robotics and made it all the way to the State Tournament.
- Hopkins Junior Equestrian Team was started in 2010 and in those 5 years has received 4 grand or reserve championships in District Meets.
- Athletic opportunities have increased over the past few years including club baseball and softball.
- Every classroom is outfitted with state of the art technology including interactive whiteboards, document projectors, and audio amplification systems.
- We are a one-to-one building with all students receiving a netbook for use in class or at home.
- Our Student Council manages and/or participates in charitable works for our community and the surrounding area.
- Our building hosts many functions through the use of our “cafetorium” including four successful performances of the musical “The Seussical” which included many middle school students.
- Our Parent group PARTNERS raised money to support the ROAD program and partially funded multiple field trips throughout the year.
- Partnerships have been made with Wings of Hope Hospice and Allegan County Community Mental Health to provide small group guidance opportunities for students.

School Improvement Strategic Planning Goals

District Target Goal 1 Community of Opportunity-Parents, students, and community have broader expectations for student success. Focus on one theme in particular- Theme 3- Increase two-way communication.

- Utilization of resources available
- Improvement on newsletters, website, and CQO techniques

HMS 2013-14 Improvement Goals- Goal 1: Writing goal, Goal 2: Reading strategies, and Goal 3: Problem Solving are all tied to **District Target Goal 2- Making Learning Relevant to All-** All students are invested in and connected to their learning. Teachers will be focusing on one theme in particular- Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest.

- Utilization of the evaluation process
- Student improvement/achievement see graphs from staff survey (attached)
- MEAP (October), ACT Explore (March), Content grades (trimester)
- CCSS integration into ELA and math

District Target Goal 3 Relevant Individual Growth Plan- All students are motivated, confident, and capable learners. Focus on one theme in particular- Theme1- All learners will have well rounded growth plans

- Relevance into Core and Discovery classes and utilize resources effectively
- Comprehensive 8th grade planning for high school
- College or career readiness focus communicated based on ACT Explore

Parent Involvement

Hopkins Middle School is fortunate to have the support of its parents and the community at large. That support can be measured by the visible actions of the groups mentioned below or in the not so visible, but extremely important, support given at home.

- Parents are involved in our Parent group called PARTNERS
- Parents have active involvement in monitoring their child’s grades online through our parent portal in Pinnacle.
- Athletic Boosters- This group supports the efforts of the athletic program grades 6-12.
- Band Boosters- This group supports the efforts of the band program grades 6-12.
- Choir Boosters- This group supports the efforts of the choir program grades 6-12.
- Parents are involved by being supportive of the students at after school programs and sporting events.
- Parents are involved in the hiring process by sitting in on interview committees.
- Parents are continually transporting their students to activities during these formative years

Improvement Plan Summary— AYP Report

Goal 1: Improve assessment scores in class and on MEAP by incorporating writing to increase fluency, show critical thinking and analytical skills, and demonstrate relevancy in each content area.

- Two staff members focused on this for their evaluation smart goal and scored Effective or Highly Effective (individual staff evaluation forms)
- Rubrics are used to give feedback to students
- Results on the MEAP will be dependent upon growth for the 6th grade level cohort on the next MEAP in the Fall of 2014 — writing is only assessed at the 7th grade level
- 7th grade MEAP Writing (% proficient)- Fall 2012=51% (State average - 52%), Fall 2013=51% (State average - 53%)
- Documented growth in the number of opportunities presented for students to write within content area
- Goal 1 Narrative: In order to move in the direction of the District goal: "to make learning relevant to all", teachers have made a conscientious effort to incorporate "relevant writing lessons" in each class.

Goal 2: Improve reading assessment results on class work MEAP, and ACT Explore by incorporating strategies that lead to processing and comprehension skills during reading activities in each content area.

- Four staff members focused on this for their evaluation smart goal and scored Effective or Highly Effective (individual staff evaluation forms)
- Multiple opportunities have been incorporated for students to read in class and for pleasure and Article of the Week application by the ELA department facilitates for deep reading and comprehension strategies. Utilization of "Thieves" and SQ3R reading strategies are in place
- Documented growth in the number of opportunities presented for students to utilize reading strategies within content area
- Reading Essential class showed gains in all grade levels in fluency and comprehension well above the expected gains for those areas. (Reading Essentials- logs)
- Reading scores on the MEAP(80% correct) and ACT Explore (College Ready) have had mixed results on the MEAP and decreased on the ACT Explore over the three year averages as per the data stated below. MEAP- 6th grade 37% compared to the three year average of 34.3% , 7th grade 46% compared to the three year average of 39% , 8th grade 53%

compared to the three year average of 30% and ACT Explore -College Ready- 46.3% compared to the three year average of 54.03%

Goal 2 Narrative: In aligning with the district goal of "making learning relevant to all," HMS has made a point to add "relevant reading assignments" to the lessons in class. Some of the methods teachers are using include THIEVES and SQ3R. Reading relevant materials looks different in each class but overall teachers are seeing the payoff example News ELA which allows content to be the same while changing the reading level.

Goal 3: Improve MEAP and ACT Explore results in content areas that are determined by student reasoning and process thinking. Incorporate problem solving opportunities into the content area while demonstrating relevancy in the learning activity.

This is a second year goal. We will be looking to compare this year's score with our current three year average scores for ACT Explore Math that will be taken next fall. To pursue this goal the following things have occurred:

- Nine staff members focused on this for their evaluation smart goal and scored Effective or Highly Effective (individual staff evaluation forms)
- All content areas are asked to apply process thinking for their students; interpretations, predictions, representations, and remedies in content areas. Focus on applying the appropriate skills to open ended questions, going beyond the technical tasks.
- Documented growth in the number of opportunities presented for students to utilize opportunities presented for students to find solutions. This is a definite shift in instructional strategies especially in content areas that traditionally are reading based

Math scores on the MEAP(80% correct) and ACT Explore (College Ready) have increased on the MEAP and increased on the ACT

Parent Teacher Conferences

Parent Attendance

	Fall		Winter		Spring	
	Count	Fall	Count	Winter	Count	Spring
2013-14	202	56%	148	41%	106	30%
2012-13	221	62%	150	42%	112	32%

MEAP / ACT Explorer Scores

State Assessment Data-MEAP

(% of students scoring 80% or above on test questions)

					This Year	Increase/ Decrease
	2010- 2011	2011-2012	2012-2013	3 Year Aver- age	2013-2014	
6th Grade Reading	34%	38%	31%	34.34%	37%	Increase
6th Grade Mathematics	18%	13%	28%	19.67%	28%	Same
7th Grade Reading	30%	49%	38%	39%	46%	Increase
7th Grade Mathematics	10%	19%	44%	24.34%	29%	Decrease
8th Grade Reading	28%	29%	33%	30%	53%	Increase
8th Grade Mathematics	3%	5%	16%	8%	17%	Increase

ACT EXPLORE (% of College Readiness) (*insight.mi-case.org*)

					This Year	Increase/ Decrease
	2010-2011	2011-2012	2012-2013	3 Year Average	2013-2014	
Reading	57.7%	54.7%	49.7%	54.04%	58.1%	Increase
Mathematics	47.4%	38.5%	48.0%	44.64%	56.2%	Increase
Science	21.3%	18.2%	21.0%	20.17%	12.8%	Decrease
English	73.3%	79.1%	76.1%	76.17%	77.3%	Increase



HOPKINS ELEMENTARY SCHOOL

www.hpsvikings.org

August 18, 2014

ANNUAL REPORT FOR 2013-2014

Hopkins Elementary
400 Clark St.
Hopkins, MI 49328
Phone: 269-793-7286
Fax: 888-557-7919
Scott VanBonn, Principal

Mission Statement

Very Respectful	V
Including Everyone	I
Keeping it Together	K
Excited about Learning	E
Staying Safe	S

Learning Locally, Competing Globally

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Hopkins 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 Scott VanBonn for assistance.

The AER is available for you to review electronically by visiting the following web site www.hpsvikings.org or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Hopkins Elementary has not been given one of these labels.

Hopkins Elementary building goals for 2013-14 were to improve student skills in the areas of problem solving proficiency, writing proficiency, and reading comprehension.

Hopkins Elementary became part of the MiBLSi project several years ago. MiBLSi stands for "Michigan's Behavior and Literacy Support Initiative". The purpose is to provide positive behavior support for teachers and students while focusing on improving literacy skills. "Literacy" is an umbrella term for English Language Arts that includes reading (fluency and comprehension), writing and speaking.

All teachers also use a framework called "Daily 5" for Language Arts instruction. The students work on 5 specific skills every day to improve their literacy. These skills include: Read to self (silent reading); Read to someone (oral reading); Word work (spelling and other related activities); Writing; and Listening. Students rotate through activities while the teacher meets with individuals and small groups. We are seeing some very positive results with this program.

During the 2013-14 school year, all students K-5 were benchmark assessed three times. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) was used to assess and track student progress in the area of reading. The data from these assessments was used to plan class instruction and individual interventions for students. Discovery Assessment was used to assess and monitor student progress in the area of math. The results from each of the three tests was used to plan instruction and identify those students who needed specific interventions.

State law requires that we also report additional information.

1. Students are assigned to schools in Hopkins Public School district first by grade level. Students that are in grades 9-12 are assigned to Hopkins High School. Students that are in grades 6-8 are assigned to Hopkins Middle School. Students that are in grades K-5 are assigned to an elementary based on student resident address (Hopkins Elementary School or Sycamore Elementary School).
2. Information regarding the status of the district's strategic plan, core curriculum, student achievement and participation in parent/teacher conferences can be found in the attached Annual Report.

Hopkins Elementary opens its doors every day to over 425 students in grades Young Fives through 5th. The staff at Hopkins Elementary takes pride in having a reputation for being a warm and welcoming school for all our students and their families and we encourage parents and other community members to visit our school and become involved in the Hopkins Public School family.

Sincerely,

Scott VanBonn, Principal
Hopkins Elementary School
ScotVanB@hpsvikings.org
269-793-7286

Points of Pride

- Hopkins Elementary made AYP for the 2013-14 school year
- Hopkins Elementary MEAP results consistently remain at or above the state and county average.
- Our students demonstrate awareness and caring about the needs of others through food drives, penny wars and participation in Jump Rope for Heart each year. In addition, many classes choose a local charity or service organization for giving during the holiday season (i.e. local food banks, Project Hope and local animal shelters).
- Staff and school community worked together to raise over \$13,000 for a family with a child fighting cancer.
- Every classroom has a “smart board”, overhead mounted projector connected to the internet, voice enhancement and document cameras. The entire building is wireless. Teachers routinely look for and use online resources to enhance instruction in the classroom.
- Hopkins Elementary uses the RTI (Response to Intervention) model to focus on meeting the needs of every child. The ICT (Instructional Consultation Team) model was introduced this year to assist teachers with at-risk students.
- We have a large and active mentoring program developed by a retired teacher and run through a local church.
- The VIKES program focuses on the positive behavior of all students. Thousands of tickets are given out each year and in 2013-2014 over 200 students were recognized for outstanding behavior and citizenship.
- Our 3rd graders, with the help of teachers and families, raised money and were once again able to visit Mackinac Island for 3 days as a culminating activity to the study of Michigan History.
- An active parent organization (HOPE) raises money to support field trips, extra classroom supplies, Accelerated Reader, teacher mini-grants, scholarships, and many other programs.
- All Day/Everyday Young 5 and Kindergarten
- Girls on the run

School Improvement/Strategic Planning Goals

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
All students will increase their problem solving proficiency.	<ul style="list-style-type: none"> • Train teaching staff in Daily 5 math instruction • Brain research training—Participants will share information/strategies with staff throughout the school year • Development of pacing guides to plan instruction • Provide an opportunity for parents to gain knowledge about working with their children at home • Differentiate instruction based on benchmark assessments • Collaborative planning time for grade level teachers
All students will become proficient writers.	<ul style="list-style-type: none"> • Implementation of MAISA writing units at all grade levels • Provide a parent workshop • Differentiate instruction based on benchmark assessments • Collaborative planning time for grade level teachers
All students will increase their reading comprehension.	<ul style="list-style-type: none"> • Implementation of Daily 5 and Café Strategies • Individualized instruction with the help of paraprofessionals • Provide an opportunity for parents to gain knowledge about working with their children at home • Differentiate instruction based on benchmark assessments • Collaborative planning time for grade level teachers

School Improvement Plan Summary—AYP Report

At Hopkins Elementary School, focus has been on the areas of Problem Solving, Reading Comprehension and Writing.

- Teams of teachers spent many hours this year, working together to realign our core curriculum for ELA and Math to the new Common Core State Standards (CCSS). Lead teachers for each content area worked with the teams and then together they presented their work to the entire elementary staff for review and recommendation. Power standards were identified for every grade level in both content areas and “I Can” statements were developed for each standard. .
- All teachers received training with Writer’s Workshop and the MAISA Writing Units. This was used along with the 6+1 Writing Traits.
- Specials teachers (Art, Music and PE) all supported the work being done in Math by setting goals for their students within the specials classes that reinforced math skills they were working on in the core class.
- Based on data collected during the 2013-14 school year and reviewed at the annual “data dig”, Hopkins Elementary will continue to target the core areas of problem solving, reading comprehension and writing.
- DIBELS scores showed improvement at grades (except 2nd). Discovery Math Assessment showed improvement for all grades.
- MEAP scores for math show the trend of improvement at 3rd grade while 4/5 continues to struggle.
- MEAP Science scores improved in 2013.

Parent Involvement

Hopkins Elementary welcomes parents and families and encourages them to be involved in their child’s education in any capacity that meets their needs and fits their schedule.

- HOPE (Hopkins Organization of Parents and Educators) meets monthly. They hold fundraisers to support school programs and organize many activities such as the school carnival, Santa’s Secret Shop and Field Day.
- Parents volunteer as tutors, classroom aides and to chaperone field trips.
- Parents and teachers communicate regularly through newsletters, phone, email and the school website.
- All parents can access their child’s grades and progress reports through the Parent Portal, available through the district website.
- All parents sign a “Parent Compact” agreeing to be part of a 3-way team with their child and his/her teacher, and to be an active participant in the education of their child.
- Parents participate in the school improvement process as part of Title I planning teams and school improvement teams for the building.

Parent Teacher Conferences

	% Attending			
	Fall Count	Fall %	Spring Count	Spring %
2012-13	439	99%	348	78%
2013-14	433	94%	386	88%

DIBELS (Dynamic Indicators of Early Literacy Skills)
Discovery Assessment (Math Benchmark Assessment)

DIBELS						
	2012-13			2013-14		
Grade	At /Above Benchmark	Below Bench- mark	Well Belo w Benchmark	At /Above Benchmark	Below Bench- mark	Well Belo w Benchmark
Kindergarten	79%	13%	8%	89%	1%	10%
First Grade	58%	15%	27%	64%	16%	20%
Second Grade	61%	21%	18%	60%	16%	24%
Third Grade	73%	9%	18%	74%	16%	10%
Fourth Grade	71%	20%	8%	72%	15%	13%
Fifth Grade	64%	18%	18%	66%	26%	9%

<i>Discovery Math Assessment (% Correct)</i>				
	Fall	Winter	Spring	% Increase
Kindergarten	57.6%	66.9%	68.9%	11.3%
First Grade	53.4%	53.8%	61.2%	7.8%
Second Grade	46.9%	66.0%	79.0%	32.1%
Third Grade	43.7%	49.4%	50.7%	7%
Fourth Grade	50.2%	51.9%	58.9%	8.7%
Fifth Grade	46.5%	45.5%	51.0%	4.5%

MEAP Scores (percent of students earning 80% or more points)

MEAP	Reading					Math				
	10-11	11-12	12-13	13-14	Increase	10-11	11-12	12-13	13-14	Increase
3rd	41%	36%	37%	16%	No	18%	19%	37%	45%	Yes
4th	27%	38%	25%	32%	Yes	8%	11%	29%	29%	No
5th	32%	30%	33%	27%	No	17%	28%	20%	10%	No

MEAP	5th Grade Exit Scores					
	10-11	11-12	12-13	Avg.	13-14	Increase
Reading	32%	30%	33%	35.3%	27%	No
Math	17%	28%	20%	23%	10%	No
Science	15%	6%	0%	11.6%	13%	Yes



SYCAMORE ELEMENTARY

www.hpsvikings.org

August 18, 2014

ANNUAL REPORT FOR 2013-2014

Sycamore Elementary
2163 142nd Ave.
Dorr, MI 49323
616-681-9189
Fax: 616-681-2128
Amy Mielke, Principal

Mission Statement

**Sycamore Elementary is
an "A" Team:**

Always Respectful

Always Responsible

Always Safe

Always Excited About Learning

Learning Locally, Competing Globally

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Sycamore 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 Amy Mielke for assistance.

The AER is available for you to review electronically by visiting the following web site www.hpsvikings.org or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of it's achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been assigned one of these labels this year.

Sycamore Elementary became part of the MiBLSi project several years ago. MiBLSi stands for "Michigan's Behavior and Literacy Support Initiative." The purpose is to provide positive behavior support for teachers and students while focusing on improving literacy skills. Literacy encompasses fluency, comprehension, writing, and speaking. During the 2013-2014 school year, the literacy focus was to improve comprehension, fluency, and writing skills.

All grade levels developed grade specific writing plans that included scoring rubrics, writing prompts, and student portfolios. All teachers use the 6 + 1 writer's framework to direct instruction. Each grade level adopted the new MAISA writing units that were closely aligned with the new common core standards.

All teachers also use a framework called "Daily 5" for Language Arts instruction. The students work on 5 specific skills every day to improve their literacy. Students rotate through activities while the teacher meets with individuals and small groups. We are seeing very positive results with this program through DIBELS Next, and Discovery Assessments.

Read to self (silent reading)

Read to someone (oral reading)

Word work (spelling and other related activities)

Writing

Listening

In the areas of math and Language Arts, we began using a program called Discovery Education for assessment and skill reinforcement. We now use this along with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to track student progress 3 times a year and plan instruction based on these assessments.

State law requires that we also report the following information about Sycamore Elementary:

- The process the district uses for assigning pupils to elementary schools is based, primarily, on their primary residence and, secondarily, on their child care location.
- We are presently in our second year of our school improvement process. Goals for comprehension, problem solving, and writing have been developed based on student data.
- Sycamore Elementary is currently in the process of analyzing and implementing the National Common Core Standards in all curricular areas. Copies of the Core Curriculum is available on line at <http://www.corestandards.org/>
- Parent Teacher Conferences are held during the first and third trimesters. Additional conferences or ICT meetings are held whenever a student is not making adequate progress. Approximately 97% of Sycamore Elementary parents attend these conferences on a consistent basis.
- Sycamore Elementary also hosts specialized schools:
 - Early Childhood Special Education—a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.
 - Hearing and Visual Consultant Services—specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.
 - Level 1 Programs—these services are designed to provide support to students with disabilities who need minimal help in the general education curriculum.

We are proud of our programs at Sycamore Elementary and are committed to continuous improvement based on research based professional decisions, data analysis, and increased rigor. We appreciate the continued support of parents, staff, and our community in this effort. Thank you for your interest in Sycamore Elementary.

Sincerely,

Amy Mielke, Principal
Sycamore Elementary
AmyMiel@hpsvikings.org
616-681-9189

Points of Pride

- Every classroom has state of the art technology: SMART boards, overhead mounted projectors connected to the internet, voice enhancement systems, and document cameras. The entire building is wireless. There are about 130 net-books throughout the building for students use.
- Sycamore Elementary offers a full day/every day Young Fives and Kindergarten.
- Sycamore focuses on a positive behavior support system (The "A" Team) and "A" Team tickets are given out to students. Weekly drawings take place to recognize outstanding behavior and citizenship. Over 150 students are recognized each year.
- Our students demonstrate caring and compassion about the needs of others by participating in Jump Rope for Heart and contributing to Hats Off to Cancer. This year we raised our highest amount ever, over \$4,500!
- Our school partners with a local church to foster a very active mentoring program called Kids H.O.P.E.
- Sycamore Elementary uses the RtI (Response to Intervention) model to focus on meeting the needs of every child and has created a push-in program with our resource room to meet the needs of our at-risk students.
- Sycamore Elementary consistently boasts of MEAP scores above the state and county averages.
- Sycamore Elementary made AYP for the 2013-14 school year and consistently does each year.

School Improvement/Strategic Planning Goals

Our building's GOALS (1 yr.) (WHAT)	Our building's ACTIONS (HOW)
All students will increase their reading comprehension.	<ul style="list-style-type: none"> • Daily 5 and Guided Reading Instruction • Paraprofessional support • Parent workshop • Feedback through Marzano's iObserve tool • Differentiate instruction based on benchmark testing
All students will increase their problem solving proficiency.	<ul style="list-style-type: none"> • Train all staff in Daily 5 for math instruction • Brain research training—training staff how students think differently and how to create lessons that will challenge and motivate them as problem solvers.
All students will become proficient writers.	<ul style="list-style-type: none"> • MAISA writing training for all staff • Parent workshop • Differentiate instruction based on benchmark testing

School Improvement Plan Summary—AYP Report

At Sycamore Elementary School, focus has been on the areas of math, Language Arts, and Science. This year, there was a heavy concentration on implementing Discovery Education assessments. In the content area of reading, Sycamore elementary staff has fully implemented a Daily Five literacy framework. Teachers continued to use the 6 + 1 Traits of Writing and began using the Oakland County MAISA writing units. Next year, Sycamore Elementary will target problem solving, comprehension, and writing across the curriculum.

This year, there was a heavy concentration on increasing basic math facts across the grade levels. Teachers focused on implementing the curriculum with fidelity and used intervention assistance to close learning gaps for struggling students.

In the area of reading, Sycamore Elementary staff has implemented a Daily Five literacy framework. All teachers use the framework to secure students individual growth goals in fluency and comprehension. Staff use a SRI program three times a year to track student progress in comprehension.

Writing rubrics have been established at each grade level to assist in determining growth for students.

Resources have been purchased to supplement our science curriculum. These resources included additional informational texts for students to read at multiple reading levels.

Based on the accomplishments and data collected during the 2012-2013 school year, Sycamore Elementary will focus on being more intentional in the areas of problem solving, comprehension, and writing. The math Common Core state standards are being implemented and imbedded within our current curriculum. Our Daily 5 language arts frameworks continues to allow teachers to work with individuals on each goal specifically to their needs. Finally, there will be a continued focus on implementing the Oakland County MAISA writing units that closely align with the new CCSS.

Parent Involvement

- HOPE (Hopkins Organization of Parents and Educators) meets monthly. They hold fundraisers to support school programs and organize many activities such as the walk-a-thon, Christmas shopping opportunities, assemblies, and assist with field day. A Sycamore H.O.P.E. facebook page has been designed to reach parents and share information with them.
- Parents volunteer as tutors, classroom aides, and chaperone field trips.
- Parents and teachers communicate regularly through newsletters, phone calls, emails, and the school website.
- All parents can access their child's grades and progress reports through the Parent Portal, available through the district website.
- All parents sign a "Parent Compact" agreeing to be part of a 3-way team with their child and his/her teacher, and to be an active participant in the education of their child.

Parent Teacher Conferences

	# Attending			
	Fall Count	Fall %	Spring Count	Spring %
2013-14	324	98%	321	97%
2012-13	320	99%	311	96%

DIBELS (Dynamic Indicators of Early Literacy Skills)

Discovery Assessment (Math Benchmark Assessment)

DIBELS						
	2012-13			2013-14		
Grade	At /Above Benchmark	Below Bench- mark	Well Belo w Benchmark	At /Above Benchmark	Below Bench- mark	Well Belo w Benchmark
Kindergarten	79%	13%	8%	57%	29%	14%
First Grade	58%	15%	27%	41%	18%	41%
Second Grade	61%	21%	18%	58%	19%	23%
Third Grade	73%	9%	18%	62%	12%	26%
Fourth Grade	71%	20%	8%	67%	31%	2%
Fifth Grade	64%	18%	18%	72%	14%	14%

<i>Discovery Math Assessment (% Correct)</i>				
	Fall	Winter	Spring	% Increase
Kindergarten	64.9%	77.6%	75.7%	10.8%
First Grade	56.3%	51.7%	65.3%	9.0%
Second Grade	52.8%	65.9%	67.6%	14.8%
Third Grade	51.7%	55.4%	61.4%	9.7%
Fourth Grade	55%	56.4%	61.5%	6.5%
Fifth Grade	56.3%	54.8%	69.2%	12.9%

MEAP Scores (percent of students earning 80% or more points)

MEAP	Reading					Math				
	10-11	11-12	12-13	13-14	increase	10-11	11-12	12-13	13-14	increase
3rd	66%	63%	30%	12%	No	51%	26%	30%	40%	Yes
4th	43%	55%	32%	33%	No	19%	20%	45%	25%	No
5th	32%	43%	51%	37%	No	36%	48%	59%	40%	No

MEAP	5th Grade Exit Scores (80% or more proficiency)					
	10-11	11-12	12-13	Avg.	13-14	Increase
Reading	32%	43%	51%	42%	37%	No
Math	36%	48%	59%	47.7%	40%	No
Science	18%	11%	0%	9.7%	16%	Yes

