



Hopkins Public Schools

ANNUAL REPORT FOR 2011-2012



Dear Parents and Community Members,

It is our pleasure to provide the Annual Education Report (AER) to you. This report will provide you with key information on the 2011-2012 education progress of the Hopkins Public Schools. The AER is a document created locally that will provide required federal and state information. The Hopkins staff is also available to help you understand the information in this complex reporting process. Please feel free to contact Chris J. Stephens, Superintendent or building administrators, for help if you need assistance.

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

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

Hopkins Elementary School

MEAP	5 th grade Exit Scores					Increase
	08-09	09-10	10-11	Avg.	11-12	
Reading	43%	44%	32%	39.6%	30%	No
Math	17%	24%	17%	19.3%	28%	Yes
Science	17%	14%	15%	15%	6%	No

Sycamore Elementary School

MEAP	5 th grade Exit Scores					Increase
	08-09	09-10	10-11	Avg.	11-12	
Reading	38%	43%	32%	37.7%	43%	Yes
Math	36%	41%	36%	37.7%	48%	Yes
Science	15%	16%	18%	16.3%	11%	No

Middle School

ACT EXPLORE (% of students scoring 80% or above)

	2008-2009	2009-2010	2010-2011	3 year Average	This Year 2011—12	Increase/Decrease
Reading	15%	16%	41%	24%	54%	Increase
Mathematics	12%	17%	11%	13.33%	6%	Decrease
Science	17%	16%	15%	16%	0%	Decrease
English	37%	35%	21%	31%	29%	Decrease

High School ACT Scores

	Class of 2009	Class of 2010	Class of 2011	3 year Average	Class of 2012	Increase/Decrease
Reading	61%	68%	67%	65.33%	75%	Increase
Writing	38%	50%	53%	47%	64%	Increase
Mathematics	53%	63%	64%	60%	64%	Increase
Science	59%	64%	68%	63.67%	70%	Increase
Social Studies	84%	89%	88%	87%	86%	Decrease

Adequate Yearly Progress (AYP) - Detail Data and Status

School/Building	Title I Status	AYP ELA/Reading	AYP Mathematics	AYP Overall Status	Ed Yes Report Card	School Improvement	Years in Improvement
Hopkins Elementary	Yes	Not Met	Not Met	Not Met	B	N/A	0
Hopkins High School	No	Met	Met	Met	A	N/A	0
Hopkins Middle School	Yes	Met	Met	Met	A	N/A	0
Sycamore Elementary	No	Met	Met	Met	A	N/A	0
Hopkins Public School District		Met	Met	Met		N/A	0

Teacher Quality Data

All instructional staff met the Highly Qualified status required by the state of Michigan to teach in the state.

The instructional staffs 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 on the work of Dr. Robert Marzano. Each based 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 the I-Observation software.

Building summary results of teacher effectiveness

	Highly Effective	Effective	Minimally Effective	Ineffective
H. S.	12	15		
M.S.		18		
Hop Ele	17	4		
Syc Ele	16	1		
Admin		10		

2011-2012 Board of Education

Dawn Buist	President
Mike Maule	Vice President
Jeff Gilder	Treasurer
Bill Bauman	Secretary
John Myers	Trustee
Anita Kerber	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

Mary Howard, Principal

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

Amy Mielke, Principal

About our Schools

2011-2012 Enrollment:

Fall: 1615.2

Winter: 1610.91

Facilities

Hop Elem	Students	Teachers
PreK—5	418	21
Syc Elem	Students	Teachers
PreK—5	303	17
Middle School	Students	Teachers
Grades 6 –8	335	18
High School	Students	Teachers
Grades 9—12	543	27
Shared Time	Students	
	16	

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

Strategic Plan

Hopkins District

3– 5 year Target Goals:

- Implement common assessments, analyze results of assessments and use results in instructional delivery
- Ensure a fully implemented curriculum, aligned with state expectations and ACT standards, that challenges all students
- Enhance student-school community relationships and implement a plan for interacting with those students not connected
- Integrate personal relevance into the learning of all power standards

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)
Continue implementation of Daily 5/Café Strategies as our literacy framework at all grade levels with an emphasis on student	Continue training as needed for Delta Math, Pinnacle Instruction and expanded student conferencing in Daily 5.
Refine Tier 2 and Tier 3 interventions for ELA to address specific needs.	Use of flex time, Literacy Coach and county wide "Daily 5 Conversation" groups to continue all aspects of Daily 5 framework
Reintroduce 6+1 Writing Traits at all grade levels to improve writing across	Schedule grade level meetings to facilitate discussions on all goals.
Implement the Delta Math assessment and intervention program in grades 1-5.	Collaborative planning time used to review and revise writing prompts and scoring rubrics at each grade level.

- Sycamore Elementary

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
Build fluency and comprehension through our Daily 5 framework and the CAFÉ strategies.	Mini-lessons and conferencing with individuals to meet needs
Focus on writing and re-incorporating the 6 + 1 Traits to improve our writing scores on the MEAP.	Create rubrics for the writing portfolios and incorporate more writing across the curriculum.
Create proficiency in all students in the math curriculum.	Study the gaps through the Delta Math screeners and use interventions to reach the objectives

• **Hopkins Middle School**

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
The students will demonstrate the use of research based reading comprehension strategies in their core academic areas. At-risk students will be identified and receive intensive instruction for comprehension.	Identified strategies used to comprehend content material. Observe in the classroom, at least twice. Screened and identified at-risk students will receive pull out instruction on comprehension strategies- documented improvement
The teaching staff will have students write in their subject areas to receive feedback for growth in each trimester.	2 PD will be given to give teachers strategies for writing in their content area. Feedback and improvement documented. Three/year
All students will be screened for math concepts in each of the three trimesters. At-risk students will receive RTI services based on their needs.	3 Delta math screener given- intervention groups identified. RTI model followed.
HMS staff will utilize technology within their instruction to "interact" with students.	Use of technology- receive and send projects/products/ responses collaboratively. PD to make this happen

• **Hopkins High School**

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
The student will increase the three year average for being College Ready on the ACT English Test by 5%	Staff members will assign at least one writing assignment to all students each trimester. Utilizing the 9 elements of good writing. PD will be offered to staff. Logs for activities and dates
The student will increase the three year average for being College Ready on the ACT Reading Test by 5%	Staff members will design and implement at least three lessons per trimester stressing reading comprehension. PD will be offered to staff.. Logs for activities
The students will gain access to RTI and receive expanded opportunities to demonstrate proficiency in content areas	Staff will increase the Credit Recovery content offerings. Collaboration with Tech CQO. One+ before end of 1st trimester

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
- Hopkins FFA program was identified as one of the top two programs in the State of Michigan
- Hopkins offered the community musical Annie this year to sell out crowds
- Hopkins Public School entered into an energy savings program expecting to save \$80,000 annually
- 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 Robotics Team is competitive at the State and National Level
- Hopkins School use a Positive Behavior Support Program (PBS) in the MS, Hopkins Elementary and Sycamore
- 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 learning goals are reviewed annually and changes are made. 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), DeltaMath, Michigan Education Assessment Program (MEAP), and Michigan Merit Exam (MME and ACT).

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.

Hopkins also continues to use DeltaMath 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.

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



HOPKINS HIGH SCHOOL

ANNUAL REPORT FOR 2011-2012

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

Welcome to Hopkins High School

It is my pleasure to welcome you to Hopkins High School. The best way for me to describe how Hopkins operates is to focus on three areas; why we exist, what we have for internal supports, and what our external supports are.

We exist for student success! The primary focus of the programs we offer at Hopkins High School are 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 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 and 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 will serve us well as we move to the Common Core State Standards within the next couple of years. We are excited about facilitating our students' education and successful movement toward their future goals.

We would be less successful if it were not for the external supports we have around us. The community support for our students and staff cannot be matched. Whether it is teacher grants from the Hopkins Area Education Foundation, local scholarships for our students pursuing college educations, or the fans in the stands, our children are supported by their community... Go Vikes!

Mission Statement

The Hopkins Public Schools will, with the assistance of all those involved in the live 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

Points of Pride

- Hopkins High School has met the national standards for Adequate Yearly Progress (AYP) for the 2011-12 school year.
- 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.
- We offer five AP courses and will be adding another in 2012-13. In addition to our Accelerated Progress courses we offer on site college credits from Lake Michigan Community College and Kendall College.
- We introduced our “Coordinators of Quality Outcomes” pilot this year. By initiating this process every child was met by an administrator every trimester to discuss goals and the means to attain them.
- Our Fine Arts programs thrive. Art, Band, 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. We successfully produced the musical “Annie” this past spring.
- Our FFA was ranked second in the state last year and also received many individual awards in the Regional, State, and National competitions.
- Our First Robotics Club- Team 2054, the Techvikes, qualified and participated in the World Competition in St. Louis, MO.
- We offer many varsity and sub-varsity sports opportunities.
- We have state of the art technology in every classroom and all students have netbooks.
- Our Student Council and National Honor Society manage and/or participate in charitable works for our community and the area.
- Our PALS program connects high school students with elementary and middle school students to mentor them to success.
- Over \$15,000 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, elementary Christmas concerts, sports camps for all ages, youth basketball and soccer leagues, the Hopkins Alumni luncheon, and more!

School Improvement/ Strategic Planning Goals

1. Students will increase the three year average for being College Ready on the ACT English Test by 5%

Narrative on Writing Goal: To reach a higher ACT English score the staff members have assigned at least one writing assignment with a rubric during all trimesters. These assignments have a rubric attached. The ELA department offered their assistance to any department or individual that asked for help.

- 18 staff members focused on this for their evaluation smart goals and scored Effective or Highly Effective .
- All staff assigned writing once a trimester.
- 2011-12: 59.9% compared to three year average: 59.49%. This was a slight gain compared to the three year average.

2. Students will increase the three year average for being College Ready on the ACT Reading Test by 5%

Narrative on Reading Goal: To reach a higher ACT Reading score, reading strategies were shared by staff during PD. The importance of literacy shift was discussed at the PD. Common Core discussions have taken place in content areas of Math, ELA, Science, and Social Studies.

- All staff utilized reading strategies for their content areas
- PD was given to all staff via local staff at the November 23 Data Day.
- 2011-12: 42.3% compared to the three year average of 41.8%. Slight gain compared to the three year average.
- Reading has been set as a priority with ELA teachers who have silent sustained reading built into their schedules. The volume of fictional books checked out this year number 4068, or 88% of all books checked out, which can be correlated to the silent sustained reading time.

3. Students will gain access to RTI and receive expanded opportunities to demonstrate proficiency in content areas

Narrative on Intervention Goal: Credit recovery for Social Studies is completed for Economics, US HST, World HST, and Government. The Social Studies department collectively juried the product.

- High School Staff defined RTI as a second chance at passing a class if there are proportional standards to complete. This could be done through E2020.
- Social Studies was added to the E2020 Credit Recovery list this year.

School Improvement Plan

Summary—AYP Report

- The result of the focus on math interventions, which include math lab and individual tutoring, is that very few students had to enroll in a Credit Recovery class that would allow them to make up part of the class because of failure.
- The result of focus on reading comprehension had an effect of analyzing and working with content to effect classroom grades - very few students had to utilize Credit Recovery. We look to see future results on the ACT Reading scores once fully implemented.
- The result of focus on writing allowed our students to improve in communication skills in the content areas. In depth understanding is assessed by student usage of vocabulary specific to the content area. We have noticed a strong correlation between ACT composite scores and the ACT writing scores for our Junior class and look to improve that score in the future.

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 support given at home.

- Senior Parent Group- This group coordinates the senior all night party following graduation. Their fundraising activities deliver a wonderful final experience for our graduating seniors.
- Parents were involved in our District Strategic Planning efforts in developing our main goals for our 3-5 year plan spanning 2012-2017.
- 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 programs and sporting events.
- Parents are involved in the hiring process by sitting in on interview committees.

Parent Teacher Conferences

	% Attending		
	Fall	Winter	Spring
2011-12	45.5%	40%	24
2010-11			

MEAP/MME/ ACT Scores

ACT PLAN Percent of students projected to be proficient

	2007-2008	2008-2009	2010-2011		2011-2012
	Class of 2010	Class of 2011	Class of 2013	3 Year Average	Class of 2014
Reading	52.7%	53.5%	55.9%	54.0%	68.0%
Mathematics	32.1%	36.0%	33.0%	33.7%	48.4%
Science	20.5%	25.5%	22.2%	22.7%	39.8%
English	65.2%	70.3%	76.8%	70.8%	89.1%

Note- 2009-2010 information is omitted because of a data gap issue

ACT and MME at Grade 11 Percent of students proficient

	2007-2008	2008-	2010-		2011-
	Class of 2009	Class of 2010	Class of 2011	3 Year Average	Class of 2012
Reading	61%	68%	67%	65.33%	75%
Writing	38%	50%	53%	47%	64%
Mathematics	53%	63%	64%	60%	64%
Science	59%	64%	68%	63.67%	70%
Social Studies	84%	89%	88%	87%	86%

AP Early College Data

Grade	2010-2011			2011-2012		
	# of students in college course(s) (LMC)	# of students enrolled in 1+ AP course(s)	% of population	# of students in college course(s) (LMC)	# of students enrolled in 1+ AP course(s)	% of population
9th	0	1	1%	0	0	0%
10th	0	0	0%	0	2	1%
11th	1	5	5%	2	8	7%
12th	7	45	40%	9	49	51%

Grade	2010-2011				2011-2012			
	# of AP Students who took an AP exam	% of AP population	# of those students who passed an AP exam	% of AP test taking population	# of AP Students who took an AP exam	% of AP population	# of those students who passed an AP exam	% of AP test taking population
9th	1	100%	1	100%	n/a	n/a	n/a	n/a
10th	n/a	n/a	n/a	n/a	2	100%	1	50%
11th	3	60%	3	100%	7	88%	4	57%
12th	33	73%	11	33%	40	82%	17	43%

Info

Passing in on AP Exam = 3 or above

- * College courses listed in our course catalogue
- * No other dual enrollment classes included in data
- * Does not include Tech center classes where students may/may not earn LMC credit
- * data that was difficult to find (# in college courses, # students enrolled in 1+ AP class)



Hopkins Middle School

ANNUAL REPORT FOR 2011-2012

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

Welcome to Hopkins Middle School

It is my pleasure to welcome you to Hopkins Middle School. Every day we greet approximately 350 students enrolled in grades 6-8. We operate with the understanding that the middle school years are ones of transition for students, parents, and families. The staff works diligently to assure that each student is on the ROAD to success at HMS! Through positive behavior supports we are helping each child develop academically, behaviorally, and as a citizen within our school community.

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 and 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 introduced 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. As a matter of fact the 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.

Yours in Education,

Ken Szczepanski
Secondary Schools Principal

Points of Pride

- Hopkins Middle School has met the national standards for Adequate Yearly Progress (AYP) for the 2011-12 school year.
- 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!
- 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.
- We introduced our “Coordinators of Quality Outcomes” pilot this year. By initiating this process every child met with an administrator every trimester to discuss goals and the means to attain them.
- Discovery Classes allowed our students to experience lifetime educational or recreational activities.
- Acceleration opportunities for those students who may have fallen behind happened during school hours and Discovery times.
- Our Fine Arts programs thrive in the middle school. Our students are introduced to band or continue to hone their talents if they pursue art or choir. We successfully performed the district musical “Annie” this past spring with many middle school participants.
- Our students can be involved in the FFA beginning in seventh grade.
- We offer middle school sports opportunities.
- We have state of the art technology in every classroom and all students have netbooks.
- Our Student Council manages and/or participates in charitable works for our community and the area.
- Our building hosts many functions, being the only stage in the district

School Improvement/Strategic Planning Goals

1. Students will demonstrate the use of research based reading comprehension strategies in their core academic areas. At-Risk students will be identified and receive intensive instruction for comprehension.

Narrative on **Reading**: **Whole population**: Teachers have been using researched based reading strategies for vocabulary and comprehension including the Frayer Model, THEIVES, Paraphrasing, and Self Questioning.

Focused support: Students were identified with comprehension deficits using AIMSweb. They were enrolled in a Reading Essentials pullout class.

Evidence of success include:

- All three Reading Essential classes showed gains in fluency and comprehension well above the expected gains for those areas.
 - Reading scores jumped an additional 30 percentage points on ACT Explore Reading showing great gains in reading comprehension.
 - Strategies have been observed being used during classroom observations and in lesson plans.
2. The teaching staff will have students write in their subject areas to receive feedback for growth in each trimester.

Narrative on **Writing**: Content area teachers have assigned writing (with a rubric) in all trimesters. The Literacy Coach focusing on writing support this year, including PD.

- Students were given writing assignments in each trimester.
 - 3 teachers focused on this goal.
 - Upon discussions with teachers at year end there was a fidelity question as to whether all gave appropriate and constructive feedback. This will continue to be the focus.
 - Two staff members sought direct instructional help on writing.
3. All students will be screened for math concepts in each of the three trimesters. At-risk students will receive RTI services based on their needs.

Narrative on **Math**: The Delta Math Screener was utilized. Our struggling math students have been identified and have received instructional service according to their deficits.

- All middle school students were screened using Delta Math.
- Math teachers worked collaboratively with a para-professional.
- Students were screened at year end for the next year to see how they performed on this year’s content. To be used for planning next year.

(School Improvement/Strategic Planning cont'd)

4. HMS staff will utilize technology within their instruction to “interact” with students.

Narrative on Technology: The focus of the tech coaches has been for teachers to deepen their instruction with technology (beyond just using it). Results support the conclusion that a majority of the teachers at the middle school are using our technology to “interact” with students multiple times per trimester and feel that instruction has been “deepened” through use of technology. Interaction with technology can come in various forms such as chatting with an instructor during work times, email correspondence between teachers and students, and other forms of electronic feedback. The definition of deepening instruction for a teacher is being able to add a layer of information or interaction with students previously unable to be reached.

- The staff received substantial support on topics like “21 things for students”, DyKnow, and other.
- Four teachers chose this as their personal goal.
- Students received training on basics, DyKnow, and primary 21 things, etc.

**School Improvement Plan
Summary AYP Report**

- The results of the focus on reading comprehension were that the ACT Explore scores have risen dramatically in the past two years as a result of consistent strategies integrated into all content areas.
- The results of the focus on writing allowed our students to improve in communication skills in the content areas. In depth understanding is assessed by student usage of vocabulary specific to the content area.
- The results of the focus on math remediation has demonstrated that the use of screening assessments is important to identify students for assistance and that a RTI (response to intervention) model for math is a work in progress and necessary to improve future math assessment scores.

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 support in the groups mentioned below or in the not so visible support given at home.

- PARTNERS- This group is our parent group that supports the little extras that make the middle school experience special. They fund ROAD prizes, busing for field trips, and special requests by teachers. They host events like the Staff vs. Student basketball game, roller skating nights, Teacher Appreciation Week, and 8th Grade Graduation.
- Parents were involved in our District Strategic Planning efforts in developing our main goals for our 3-5 year plan spanning 2012-2017
- 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 programs and sporting events
- Parents are involved in the hiring process by sitting in on interview committees

Parent Teacher Conferences

	# Attending		
	Fall	Winter	Spring
2011-12	62%	47%	33%
2010-11	66%	NA	46%

MEAP / ACT Explorer Scores

State Assessment Data-MEAP

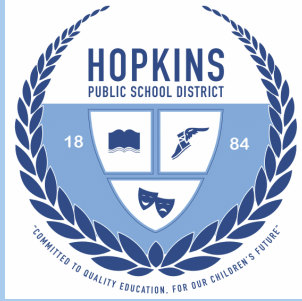
(% of students scoring 80% or above on test questions)

					This Year
	2008-2009	2009-2010	2010-2011	3 Year Average	2011-2012
6th Grade Reading	44%	22%	34%	33.33%	39%
6th Grade Mathematics	28%	25%	17%	23.33%	6%
7th Grade Reading	43%	41%	30%	38.00%	49%
7th Grade Mathematics	36%	10%	10%	18.67%	19%
8th Grade Reading	46%	32%	27%	35.00%	30%
8th Grade Mathematics	5%	12%	2%	6.33%	5%

ACT EXPLORE

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

					This Year
	2008-2009	2009-2010	2010-2011	3 Year Average	2011-2012
Reading	15%	16%	41%	24.00%	54%
Mathematics	12%	17%	11%	13.33%	6%
Science	17%	16%	15%	16.00%	0%
English	37%	35%	21%	31.00%	29%



HOPKINS ELEMENTARY SCHOOL

ANNUAL REPORT FOR 2011-2012

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

Mission Statement

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

Learning Locally, Competing Globally

Hopkins Elementary opens its doors every day to over 400 students in grades Young Fives through 5th. We also have three programs supporting our special education students. The Level 2 Resource Room is for our local students and the Level 3 and Level 4 classrooms provide services for students from around the county. During the 2011-12 school year the ECSE (Early Childhood Special Education) classroom was located at Hopkins Elementary and included a "Better Together" Peer Preschool. Beginning in 2012, all of our preschool programs will be located at Sycamore Elementary. 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.

Hopkins Elementary building goals for 2011-12 were to improve student skills in the areas of Reading, Writing and Math through the use of common instructional practices and common assessments.

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 that includes reading (fluency and comprehension), writing and speaking. During the 2011-12 school year, the literacy focus was to specifically improve student writing skills. All grade levels developed grade specific writing plans that included scoring rubrics, writing prompts and student portfolios.

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
- Listening

Students rotate through activities while the teacher meets with individuals and small groups. We are seeing some very positive results with this program.

In the area of Math, we began using a program called Delta Math 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.

Finally, Hopkins Elementary made Adequate Yearly Progress (AYP) in English Language Arts and Math for 2011-12. We are proud of this accomplishment but continue to strive to improve and meet our own high standards.

Points of Pride

- Hopkins Elementary made AYP for the 2011-12 school year
- Hopkins Elementary MEAP results consistently remain at or above the state and county average.
- Hopkins Elementary offers all day/every day Kindergarten and Young Fives
- 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.
- Hopkins Elementary was completely renovated in 2009. This included the addition of a Kindergarten wing, a “specials” wing with rooms for Art, Music and a full size gym with bleacher seating, new office space, a new library and technology throughout the building.
- Every classroom has a “smart board”, overhead mounted projector tied to the internet, voice enhancement and document cameras. The entire building is wireless.
- Hopkins Elementary uses the RTI (Response to Intervention) model to focus on meeting the needs of every child.
- 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 2011-12 a total of 200 students were recognized for outstanding behavior and citizenship.
- Our 3rd graders, with the help of teachers and families, raised money and were able to visit Mackinac Island for 3 days as a culminating activity to studying Michigan

School Improvement/Strategic Planning Goals

Our building’s GOALS (1 YR.) (WHAT)	Our building’s ACTIONS (HOW)
Continue implementation of Daily 5/Café Strategies as our literacy framework at all grade levels with an emphasis on student conferencing.	Continue training as needed for Delta Math, Pinnacle Instruction and expanded student conferencing in Daily 5.
Refine Tier 2 and Tier 3 interventions for ELA to address specific needs.	Use of flex time, Literacy Coach and county wide “Daily 5 Conversation” groups to continue all aspects of Daily 5 framework
Reintroduce 6+1 Writing Traits at all grade levels to improve writing across the curriculum.	Schedule grade level meetings to facilitate discussions on all goals.
Implement the Delta Math assessment and intervention program in grades 1-5.	Collaborative planning time used to review and revise writing prompts and scoring rubrics at each grade level.

School Improvement Plan Summary AYP Report

At Hopkins Elementary School, focus has been on the areas of math, reading and writing.

- This year, there was a heavy concentration on implementing DeltaMath benchmark assessments. All students in grades 1-5 were benchmarked 3 times using the Delta-Math Screeners. Classes showed an increase of anywhere from 27% - 70% at or above benchmark from fall to spring. The building average was a 51% increase.
- In the content area of reading, Hopkins elementary staff has recently implemented a Daily Five/Café literacy framework. All teachers use the framework but are at different levels of implementation.
- 6+1 Traits of Writing is where teachers placed the most emphasis this year in the content area of English Language Arts. Every student in grades K-5 ended the year with a writing portfolio that was passed on to the next teacher. Each grade level team completed revision work on the prompts and rubrics that are used for their grade.
- Based on the accomplishments and data collected during the 2011-12 school year, Hopkins Elementary will focus on being more intentional in the use of DeltaMath's Intervention packets. Because Delta Math is a lagging indicator, Discovery Education assessments (both reading and math) will be implemented as a pilot to provide "real time" assessments at each grade level. Finally, there will be a continued focus on 6+1 Writing Traits and the use of county developed CCSS writing units.

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. We would like to thank all of the parents who volunteer for activities throughout the school year.

- 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.

Parent Teacher Conferences

	# Attending		
	Fall	Winter	Spring
2011-12	96%		91%
2010-11			

DIBELS (Dynamic Indicators of Early Literacy Skills)/Delta Math (Math Benchmark Assess-

DIBELS						
	2010-11			2011-12		
Grade	Low Risk	Some Risk	At Risk	Low Risk	Some Risk	At Risk
Kindergarten	55%	31%	15%	77%	13%	10%
First Grade	63%	24%	13%	59%	14%	27%
Second Grade	48%	27%	25%	62%	13%	25%
Third Grade	54%	25%	22%	74%	19%	8%
Fourth Grade	52%	24%	24%	62%	16%	22%
Fifth Grade	70%	7%	23%	55%	24%	21%

<i>DELTA Math - %age of students at or above benchmark</i>			
	Fall	Spring	%age increase
First Grade	17%	86%	70%
Second Grade	22%	86%	64%
Third Grade	46%	90%	44%
Fourth Grade	10%	61%	51%
Fifth Grade	7%	50%	43%



SYCAMORE ELEMENTARY

ANNUAL REPORT FOR 2011-2012

Sycamore Elementary

2163 142nd Ave.

Dorr, MI 49323

616-681-9189

Fax: 888-557-7919

Amy Mielke, Principal

Mission Statement

**Sycamore Elementary is an
“A” Team:**

Always Respectful

Always Responsible

Always Safe

Always Excited About Learning

Sycamore Elementary prides itself in being a warm, caring building that welcomes all families and nurtures students to thrive in their education experience. We house over 300 students Y5 – 5th grade. Our building also houses Head Start and GSRP. Our Level 2 Resource Room provides assistance to our special education system and we've implemented a push-in program to provide additional assistance to at-risk students.

Sycamore Elementary building goals for 2011-2012 were to improve student skills in the areas of reading, writing and math through the use of common instructional practices and common assessments.

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 2011-2012 school year, the literacy focus was to specifically improve 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.

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.

Read to self (silent reading)

Read to someone (oral reading)

Word work (spelling and other related activities)

Writing

Listening

In the area of math, we began using a program called Delta Math 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.

Finally, Sycamore Elementary made Adequate Yearly Progress (AYP) in all areas for 2011-2012. We are proud of this accomplishment, but continue to strive to improve and meet our own high standards.

Learning Locally, Competing Globally

Points of Pride

- Sycamore Elementary was completely renovated in 2009. This included the addition of four new classrooms, a new Art room, Music room, and a full size gym with bleacher seating. New offices and new technology was also created.
- 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 75 netbooks 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. During the 2011-2012 school year, every student was recognized at least once!
- Our students demonstrate caring and compassion about the needs of others by participating in Jump Rope for Heart and contributing to our hats and gloves drive.
- 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.

School Improvement/Strategic Planning Goals

Our building’s GOALS (1 yr.) (WHAT)	Our building’s ACTIONS (HOW)
Build fluency and comprehension through our Daily 5 framework and the CAFÉ strategies.	Teach effective mini-lessons and conference with individuals to meet their needs.
Focus on writing and reincorporating the 6 + 1 Traits to improve our writing scores on the MEAP.	Create rubrics for the writing portfolios and incorporate more meaningful writing across the curriculum.
Create proficiency in all students in the math curriculum.	Study the math gaps through the Delta Math screeners and use interventions to reach the objectives.

School Improvement Plan Summary AYP Report

- This year, there was a heavy concentration on implementing Delta Math benchmark assessments. All students in grades 1 – 5 were benchmarked 3 times using the Delta Math screeners. Classes showed an increase of anywhere from 36% - 66% at or above benchmark from fall to spring. The building average was a 56% increase.
- In the area of reading, Sycamore Elementary staff has implemented a Daily Five literacy framework. All teachers use the framework but are at different levels of implementation.
- 6 + 1 Traits of Writing has been revisited this year with gusto. Every student in grades 1-5 end the year with a writing portfolio that is passed on to the next year's teacher. Each grade level team completed revision work on the prompts and use rubrics for each writing piece submitted to the portfolio.
- Based on the accomplishments and data collected during the 2011-2012 school year, Sycamore Elementary will focus on being more intentional in the use of the Delta Math Intervention packets. Because Delta Math is a lagging indicator, Discovery Education assessments (both reading and math) will be implemented as a pilot to provide "real time" assessments at each grade level. Finally, there will be a continued focus on 6 + 1 Writing Traits and the use of county developed CCSS writing units.

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.
- 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	Spring
2011-12	99%	93%
2010-11	98%	92%

DIBELS Dynamic Indicators of Basic Early Literacy Skills

DIBELS 2011-2012			
	Low Risk	Some Risk	At Risk
Kindergarten	56%	17%	27%
First grade	66%	29%	5%
Second grade	50%	19%	31%
Third grade	55%	22%	24%
Fourth grade	61%	20%	19%
Fifth grade	77%	19%	5%

Delta Math	% of students at benchmark	% of students at benchmark	% of increase
	Fall	Spring	
First grade	17%	83%	66%
Second grade	45%	81%	36%
Third grade	34%	89%	62%
Fourth grade	27%	77%	50%
Fifth grade	12%	77%	65%

MEAP Scores (percent of students reaching at least 80% proficient)

MEAP	Reading					Math			
	08-09	09-10	10-11	11-12	in-crease	08-09	09-10	10-11	11-12 increase
3rd	43%	42%	66%	63%	Yes	57%	39%	51%	26% No
4th	43%	42%	43%	55%	Yes	30%	24%	19%	20% No
5th	38%	43%	32%	43%	Yes	36%	41%	36%	48% Yes

MEAP		5 th grade	Exit Scores			
	08-09	09-10	10-11	Avg.	11-12	Increase
Reading	38%	43%	32%	37.7%	43%	Yes
Math	36%	41%	36%	37.7%	48%	Yes
Science	15%	16%	18%	16.3%	11%	No



