



Hopkins Public Schools

www.hpsvikings.org

August 2013

ANNUAL REPORT FOR 2012-2013



August 19, 2013

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 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	Reward	<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	Reward	<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 2012-2013 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

MEAP	5 th grade Exit Scores					Increase
	09-10	10-11	11-12	Avg.	12-13	
Reading	44%	32%	30%	35%	33%	Yes
Math	24%	17%	28%	23%	20%	No
Science	14%	15%	6%	12%	0%	No

Sycamore Elementary School

MEAP	5 th grade Exit Scores					Increase
	09-10	10-11	11-12	Avg.	12-13	
Reading	43%	32%	43%	39.3%	51%	Yes
Math	41%	36%	48%	31.7%	59%	Yes
Science	16%	18%	11%	15%	0%	No

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

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year	Increase/ Decrease
					2012-2013	
Reading	64.0%	58.2%	54.7%	58.97%	49.4%	Decrease
Mathematics	64.9%	47.9%	38.5%	50.43%	47.7%	Decrease
Science	19.9%	21.5%	18.2%	19.87%	20.8%	Increase
English	80.7%	73.9%	79.1%	77.9%	76.0%	Decrease

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

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013	Increase/ Decrease
	Class of 2011	Class of 2012	Class of 2013		Class of 2014	
Reading	38.5%	44.8%	42.1%	41.8%	53.4%	Increase
Mathematics	35.3%	46.5%	38.1%	39.97%	53.4%	Increase
Science	27.1%	25.9%	29.3%	27.44%	38.6%	Increase
English	56.8%	66.3%	59.8%	60.97%	77.4%	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.	15	15		
M.S.	7	9		
Hop Ele	9	11		
Syc Ele	13	3		
Admin	1	5		

2012-2013 Board of Education

Mike Maule	President
Jeff Gilder	Vice President
John Myers	Treasurer
Anita Kerber	Secretary
Dawn Buist	Trustee
Brian McLaughlin	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
Mary Howard, Principal

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

About our Schools

2012-2013 Enrollment:

Fall: 1683.84

Winter: 1662.7

Facilities

Hop Elem	Students	Teachers
PreK—5	446	20
Syc Elem	Students	Teachers
PreK—5	317	16
Middle School	Students	Teachers
Grades 6—8	351	16
High School	Students	Teachers
Grades 9—12	537	30
Shared Time	Students	
	106/15.28FTE	

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)
Improve ELA skills at all grade levels and across the curriculum (including Art, Music and Gym)	<ul style="list-style-type: none"> • Use collaborative planning time to work as grade level teams on writing instruction. • Begin committee work to align ELA to CCSS • Training in Writers Workshop • Pilot Discovery assessments.
Improve Math skills on all assessments and at all grade levels.	<ul style="list-style-type: none"> • Pilot math materials at 2nd grade • Continue work on alignment of Math to CCSS while cross checking with Everyday Math • Pilot Discovery Assessments • Increase use of Pinnacle Instruction for common assessment • Continue participation in the Magellan Project (K-2 focus)
Improve Science MEAP scores at 5th grade	<ul style="list-style-type: none"> • Work with AAESA to assess the instructional fidelity and alignment of Battle Creek Science to CCSS.

Building Strategic Plans

• **Sycamore Elementary**

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
Improve Comprehension, fluency, and writing skills at all grade levels.	Teach effective mini-lessons and conference with individuals to meet their needs. Increase writer's workshop, incorporate MAISA writing units, plan collaboratively, and use data to drive instruction.
Increase Math skills for all students on state and district assessments.	Align CCSS with our Everyday Math curriculum, pilot Discovery Education assessments in grades K—5, and provide math resources to parents for additional support.
Improve Science MEAP scores at 5th grade.	Work with AAESA to assess instructional fidelity and alignment to CCSS and use Discovery Education as a supplement to instruction..

Building Strategic Plans

• **Hopkins Middle School**

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
Community of Opportunity- Parents, students, and community have broader expectations for student success. Increase two-way communication.	<ul style="list-style-type: none"> Utilization of resources available Improvement on newsletters, website, and CQO techniques
<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>	<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)
<p>Relevant Individual Growth Plan- All students are motivated, confident, and capable learners.</p> <p>All learners will have well rounded growth plans</p>	<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)
<p>Community of Opportunity- Parents, students, and community have broader expectations for student success.</p> <p>Increase two-way communication.</p>	<ul style="list-style-type: none"> Utilization of resources available Improvement on newsletters, website, and CQO techniques Use of Facebook digitally connected
<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>	<ul style="list-style-type: none"> Utilization of the evaluation process Student improvement/achievement see graphs from staff survey (attached) ACT Scores (taken in March)
<p>Relevant Individual Growth Plan- All students are motivated, confident, and capable learners.</p> <p>Provide appropriate relevant classes.</p>	<ul style="list-style-type: none"> Evaluate offerings and utilize resources effectively Edited course offerings Flow charts of classes based on students interest/needs College or career readiness focus communicated

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 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
- Sycamore Elementary was recognized as a reward school by the MDE.

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), DeltaMath, 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 piloted writing unites based on the new common core writing standards.

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. Pilots of "My Math" and "Daily 5 Math" were used this year in both elementary buildings with success.

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. Also reading comprehension is becoming a skill that teachers K-12 will be focusing on in all content areas. Writing across the curriculum and using consistent strategies will be where teachers target skills this year in all grades.
- In Math at the elementary level this year has worked to implement Delta Math benchmark assessments to help identify students needing interventions. The program was very successful with over a 50% increase in students at benchmark levels. The Middle School and High School have also implemented 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. Discovery assessment data aligned with the new common core was added to our data for review and use in the improvement process.
- The improvement strategies in writing were based on 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. 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 2013

ANNUAL REPORT FOR 2012-2013

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

August 19, 2013

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 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 Ken Szczepanski 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 been given one of these labels- Reward!

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 School are highly qualified and are focused on building positive relationships that will

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

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 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.

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. The status 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 nationally normed 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)
14, 2.7%
 - b. The number of college equivalent courses offered (AP)
7 AP Courses offered
AP English, 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)
70, 13.5%
 - d. The number and percentage of students receiving a score leading to college credit.
40 students receiving a score leading to college credit of 62 participants tested.
64.5%

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 the community, and the wonderful teachers we have. We definitely have a school of which we all 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 High School has met the national standards for Adequate Yearly Progress (AYP) for the 2012-13 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. This year, the Class of 2014 scored the highest ever!
- We offer seven AP courses and will be adding another in 2013-14. In addition to our Accelerated Progress courses we offer on site college credits from Lake Michigan Community College and Kendall College.
- Every child met with a Coordinator of Quality Outcomes every trimester to discuss current academic progress, goals, and what they can be working on to academically to help attain those goals.
- 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 "Brigadoon" this past spring.
- Our FFA was ranked as one of the "Top Ten" chapters 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) placed 2nd in state competition and 9th 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 for success.
- Over \$16,000 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

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.

HHS has demonstrated success in this area through:

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

2012-13 HHS 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 focused on one theme in particular- Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest. Documented improvements include:

- Utilization of the evaluation process
- Student improvement/achievement see graphs from staff survey
- ACT Scores

District Target Goal 3: Relevant Individual Growth Plan- All students are motivated, confident, and capable learners. Instructors focused on one theme in particular- Theme 2- Provide appropriate relevant classes. Efforts in this focus area include:

- Evaluate offerings and utilize resources effectively
- Edited 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: Writing Goal: Improve English- College Readiness results on ACT by incorporating writing to increase fluency and relevance in each content area. This goal was worked on by all staff and supported by the HS ELA staff with professional development given on "Collins" type writing for ease of corrections in content area (more PD coming next year to raise skills to a more complex level in the content areas)

- 18 staff members focused on this for their evaluation smart goals and scored effective or Highly effective (individual staff evaluation forms)
- All staff assigned writing with a majority assigning 3+ writing assignments (as supported with survey information).
- Writing assignments were observed in walk through visits and formal observations

Goal 2: Reading Goal: Improve Reading- College Readiness- results on ACT by incorporating relevancy through reading comprehension activities in each content area.

- 4 staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)
- All staff focused on reading activities in their content area (as supported with survey information)
- Reading on the ACT Plan and the ACT improved over the three year averages as per the data stated below. ACT Plan -College Ready- 60.5% compared to the three year average of 55.3% and ACT -College Ready- 42.1% compared to the three year average of 41.9% (This goal, or a version of it, has been in place for the last three years)
- Reading has been set as a priority with ELA teachers who have incorporated silent sustained reading (lesson plans)

Goals 3: Math Goal: Improve Math- College Readiness results by incorporating problem solving opportunities into the content areas to tie in relevancy in the learning activity in preparation for Common Core

- This is a new goal for HHS and is difficult to determine the impact, one staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms).
- Math scores on the ACT Plan and ACT have decreased over the three year averages as per the data stated below. ACT Plan -College Ready - 39.1% compared to the three year average of 39.9% and ACT - College Ready- 38.1% compared to the three year average of 38.4% (This goal was put in place this year)
- High school staff will see this again in 2013-14 school year in a more defined form to relate problem solving to all content areas

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.

- **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 programs and sporting events.
- **Parents** are involved in the hiring process by sitting in on interview committees.

Parent Teacher Conferences

	% Attending		
	Fall	Winter	Spring
2012-13	36%	30%	35%
2011-12	46%	40%	24%

ACT/MME Scores

State Assessment Data-MEAP

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

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year 2012-2013	Increase/ Decrease
	9th Grade Social Studies	24%	13%	7%	14.67%	1%

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

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013	Increase/ Decrease
	Class of 2012	Class of 2013	Class of 2014		Class of 2015	
Reading	42.0%	56.0%	68.0%	55.3%	60.9%	Increase
Mathematics	38.2%	33.1%	48.4%	39.9%	38.6%	Decrease
Science	22.2%	22.2%	39.8%	28.1%	27.0%	Decrease
English	66.2%	77.0%	89.1%	77.4%	77.9%	Increase

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

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013	Increase/ Decrease
	Class of 2011	Class of 2012	Class of 2013		Class of 2014	
Reading	38.5%	44.8%	42.1%	41.8%	53.4%	Increase
Mathematics	35.3%	46.5%	38.1%	39.97%	53.4%	Increase
Science	27.1%	25.9%	29.3%	27.44%	38.6%	Increase
English	56.8%	66.3%	59.8%	60.97%	77.4%	Increase

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

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013
	Class of 2011	Class of 2012	Class of 2013		Class of 2014
Reading	67%	75%	60%	67.34%	67%
Writing	50%	64%	55%	56.34%	72%
Mathematics	59%	67%	32%	52.67%	43%
Science	63%	70%	27%	53.34%	40%
Social Studies	87%	85%	48%	73.34%	46%



Hopkins Middle School

www.hpsvikings.org

August 2013

ANNUAL REPORT FOR 2012-2013

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 19, 2013

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 Ken Szczepanski 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 given 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 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. 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. The status 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 nationally normed 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 has met the national standards for Adequate Yearly Progress (AYP) for the 2012-13 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! This year our staff wrote 9,553 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.
- We continued our "Coordinators of Quality Outcomes" this year. Within this process every child met with an administrator each trimester to discuss goals and the means to attain them. A conversation about personal learning styles and appropriate studying strategies was highlighted in every meeting.
- Discovery Classes allowed our students to experience life-time 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 "Brigadoon" this past spring with many middle school participants.
- Our students can be involved in the FFA beginning in seventh grade.
- Our students were introduced to FIRST Robotics and competed in competition.
- We offer middle school sports opportunities.
- We have state of the art technology in every classroom including student 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.
- Our Parent group PARTNERS raised money to support the ROAD program and partially fund field trips.

School Improvement / Strategic Planning Goals

For this year 2012-13, the focus of each building improvement goals- Goal 1: Writing goal, Goal 2: Reading strategies, and Goal 3: Problem Solving that individual teachers addressed are tied to **District Target Goal 2- Making Learning Relevant to All- All students are invested in and connected to their learning.** Teachers focused on one theme in particular- **Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest.** Both of these goals include the **potential strategy to monitor** using surveys.

District Target Goal 1- Community of Opportunity- Parents, students, and community have broader expectations for student success:

We evaluated what we had at the beginning and created a plans to increase our efforts through the use of CQO's and counselor.

District Target Goal 3 - Relevant Individual Growth Plan- All students are motivated, confident, and capable learners.

We gathered baseline information about how our students mentor now to better plan and further develop our protocol for growth plans and classes

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 support given at home.

- Parents are involved in our Parent group called PARTNERS
- 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
2012-13	62%	42%	32%
2011-12	62%	47%	33%

Improvement Plan Summary— AYP Report

Goal 1 Writing: Improve test scores in classes and on MEAP and ACT Explore by incorporating writing to increase fluency and relevance in each content area.

5 staff members focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)

Students were given writing assignments in each trimester. (teacher planners)

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. All teachers have made an attempt in one of two trimesters while a majority of the teachers fall into the "tried 1-2 lessons" in all three trimesters. When asked if teachers thought adding these lessons makes an improvement in the overall scores of the classes, 4 of 9 teachers responded favorably. In order to decide if this push for adding relevant writing to each class makes an impact on MEAP scores, the district will have to wait until a full year of implementation has occurred and compare MEAP scores both at the grade and cohort level.

Goal 2 Reading: Improve comprehension on class work and test results on MEAP and ACT Explore by incorporating relevancy through reading comprehension activities in each content area.

5 staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)

Reading Essential class showed gains in all three classes in fluency and comprehension well about the expected gains for those areas. (Reading Essentials-logs)

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. A majority of the teachers surveyed fell into adding at least 1-2 relevant reading assignments per trimester. 6 of the 9 surveyed believe adding this has improved overall comprehension scores for reading in the 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. In order to decide if this push for adding relevant reading to each class makes an impact on MEAP scores, the district will have to wait until a full year of implementation has occurred and compare MEAP scores both at the grade and cohort level. 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 31% compared to the three year average

of 31% , 7th grade 38% compared to the three year average of 40% , 8th grade 33% compared to the three year average of 29.67% and ACT Explore - College Ready- 49.5% compared to the three year average of 58.97%

Strategies have been observed being used during classroom observations and in lesson plans. Teachers have been using researched based reading strategies for vocabulary and comprehension including the Frayer Model, THIEVES, Paraphrasing, and Self Questioning. (I-Observe and teacher planners)

Goal 2 Score: 2.75 out of 4 - "Meets Goal"

Goal 3 Math: Improve test results in classes and on MEAP and ACT Explore by incorporating problem solving opportunities into the content areas to tie in relevancy in the learning activity in preparation for Common Core

5 staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms) This is a new goal for HMS and is difficult to determine the impact.

Math scores on the MEAP(80% correct) and ACT Explore (College Ready) have increased on the MEAP and decreased on the ACT Explore over the three year averages as per the data stated below. MEAP- 6th grade 28% compared to the three year average of 18% , 7th grade 44% compared to the three year average of 13% , 8th grade 16% compared to the three year average of 6.67% and ACT Explore -College Ready- 47.83% compared to the three year average of 50.43% (This goal was put in place this year)

Goal 3 Narrative: The major focus of Goal 3 is to add relevancy by increasing the number of "problem solving opportunities" in the classroom. A majority of the teachers surveyed believe that adding this problem solving opportunity has increased the relevancy for students. Of those surveyed 9 responded and most fell into adding 5 or more problem solving opportunities per trimester. When looking at the comments, teachers who are adding opportunities have done so through a variety of methods ranging from daily "challenges" to larger writing assignments. Of those who reported they did not "add" opportunities, the comments reflect the idea that the class curriculum has already built in these opportunities therefore "adding" more was not a high priority. idea that the class curriculum has already built in these opportunities therefore "adding" more was not a high priority.

Middle school staff will see this again in 2013-14 school year in a more defined form to relate problem solving to all content areas

Goal 3 Score: 3 out of 4 - "Meets Goal"

MEAP / ACT Explorer Scores

State Assessment Data-MEAP

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

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year	Increase/Decrease
					2012-2013	
6th Grade Reading	21%	34%	38%	31%	31%	Decrease
6th Grade Mathematics	25%	18%	13%	18.7%	28%	Increase
7th Grade Reading	41%	30%	49%	40%	38%	Decrease
7th Grade Mathematics	10%	10%	19%	13%	44%	Increase
8th Grade Reading	32%	28%	29%	29.7%	33%	Increase
8th Grade Mathematics	12%	3%	5%	6.7%	16%	Increase

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

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year	Increase/Decrease
					2012-2013	
Reading	64.0%	58.2%	54.7%	58.97%	49.4%	Decrease
Mathematics	64.9%	47.9%	38.5%	50.43%	47.7%	Decrease
Science	19.9%	21.5%	18.2%	19.87%	20.8%	Increase
English	80.7%	73.9%	79.1%	77.9%	76.0%	Decrease



HOPKINS ELEMENTARY SCHOOL

www.hpsvikings.org

August 2013

ANNUAL REPORT FOR 2012-2013

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

August 19, 2013

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 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 2012-13 were to improve student skills in the areas of English Language Arts, Math and Science 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 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.

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. During 2012-13, we piloted the Discovery Assessment program. This program provides data points three times per year in the areas of Reading and Math. The core areas are further broken down in to skill strands so that student progress can be more closely monitored and effectively assessed.

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 400 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,

Mary Howard

Points of Pride

- Hopkins Elementary made AYP for the 2012-13 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 \$14,000 for a family with a child fighting cancer.
- A Hopkins Elementary teacher and the school were awarded the Freedom Salute Community Support Award from the National Guard for a variety of programs our student council has participated in to support American servicemen and women.
- Every classroom has a "smart board", overhead mounted projector tied 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 2012-13 a 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 studying 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.

School Improvement/Strategic Planning Goals

Our building's GOALS (1 YR.) (WHAT)	Our building's ACTIONS (HOW)
Improve ELA skills at all grade levels and across the curriculum (including Art, Music and Gym)	<ul style="list-style-type: none"> • Use collaborative planning time to work as grade level teams on writing instruction. • Begin committee work to align ELA to CCSS • Training in Writers Workshop • Pilot Discovery assessments.
Improve Math skills on all assessments and at all grade levels.	<ul style="list-style-type: none"> • Pilot math materials at 2nd grade • Continue work on alignment of Math to CCSS while cross checking with Everyday Math • Pilot Discovery Assessments • Increase use of Pinnacle Instruction for common assessment • Continue participation in the Magellan Project (K-2 focus)
Improve Science MEAP scores at 5th grade	<ul style="list-style-type: none"> • Work with AAESA to assess the instructional fidelity and alignment of Battle Creek Science to CCSS.

School Improvement Plan Summary—AYP Report

At Hopkins Elementary School, focus has been on the areas of Language Arts, Math and Science.

- 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. .
- Teachers received initial 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 2012-13 school year and reviewed at the annual "data dig", Hopkins Elementary will continue to target the core areas of Math and ELA but with a focus on problem solving and comprehension.
- All levels improved Reading scores on the MEAP test. DIBELS showed improvement at grades 3-5.d Discovery also showed improvement for all grades scoring at Level 1 and 2, but 4th. The 4th was above 80%, even with a slight decrease.
- MEAP scores for math show the trend of improvement at 3rd grade while 4/5 continues to struggle. This holds true on Delta and Discovery.
- MEAP Science scores improved in 2012.

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	Winter	Spring
2011-12	96%	n/a	91%
2012-13	99%	n/a	78%

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

DIBELS						
Grade	2011-12			2012-13		
	Low Risk	Some Risk	At Risk	Low Risk	Some Risk	At Risk
Kindergarten	77%	13%	10%	79%	13%	8%
First Grade	59%	14%	27%	58%	15%	27%
Second Grade	62%	13%	25%	61%	21%	18%
Third Grade	74%	19%	8%	73%	9%	18%
Fourth Grade	62%	16%	22%	71%	20%	8%
Fifth Grade	55%	24%	21%	64%	18%	18%

DELTA Math - %age of students at or above benchmark			
	Fall	Spring	%age increase
First Grade	29%	87%	60%
Second Grade	50%	87%	37%
Third Grade	63%	87%	24%
Fourth Grade	12%	64%	52%
Fifth Grade	5%	32%	27%

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

MEAP	Reading					Math					
		09-10	10-11	11-12	12-13		increase	09-10	10-11	11-12	12-13
3rd	14%	41%	36%	37%	No	49%	18%	19%	37%	Yes	
4th	42%	27%	38%	25%	No	13%	8%	11%	29%	Yes	
5th	44%	32%	30%	33%	Yes	24%	17%	28%	20%	No	

MEAP	5 th grade		Exit Scores		
	09-10	10-11	11-12	Avg.	Increase
Reading	44%	32%	30%	35.3%	33% Yes
Math	24%	17%	28%	23%	20% No
Science	14%	15%	6%	11.6%	0% No



SYCAMORE ELEMENTARY

www.hpsvikings.org

August 2013

ANNUAL REPORT FOR 2012-2013

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

August 19, 2013

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 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 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 given one of these labels.

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 2012-2013 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.

Learning Locally, Competing Globally

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, SRI, 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 first 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.

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

- 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 130 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 2012-2013 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 Hats Off to Cancer. A penny war was also held to raise money for two families in our district that are experiencing devastating situations.
- Our school partners with a local church to foster a very active mentoring program called Kids H.O.P.E.
- Sycamore Elementary uses the RI (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 2012-13 school year and consistently does each year.
- Sycamore Elementary was identified as a "Reward School" for the second year in a row. Reward schools are in the top 5% of the State of Michigan Top-to-Bottom ranking. Based on the Top-to-Bottom ranking methodology, which includes data from achievement, improvement, and achievement gap standardized scores.

School Improvement/Strategic Planning Goals

Our building's GOALS (1 yr.) (WHAT)	Our building's ACTIONS (HOW)
Improve comprehension, fluency, and writing skills at all grade levels.	Teach effective mini-lessons and conference with individuals to meet their needs. Increase writer's workshop, incorporate MAISA writing units, plan collaboratively, and use data to drive instruction.
Increase math skills for all students on state and district assessments.	Align CCSS with our Everyday Math curriculum, pilot Discovery Education assessments in grades K—5, and provide math resources to parents for additional support.
Improve science MEAP scores at 5th grade.	Work with AAESA to assess instructional fidelity and alignment to CCSS and use Discovery Education as a supplement to instruction.

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	Spring
2012-13	99%	96%
2011-12	99%	93%
2010-11	98%	92%

DIBELS Dynamic Indicators of Basic Early Literacy Skills

DIBELS 2012-2013			
	Low Risk	Some Risk	At Risk
Kindergarten	52%	20%	28%
First grade	50%	18%	32%
Second grade	59%	23%	18%
Third grade	67%	10%	23%
Fourth grade	80%	14%	6%
Fifth grade	74%	22%	4%

SRI (Comprehension)	% of students at benchmark		% of increase
	Fall	Spring	
Second grade	34%	63%	29%
Third grade	47%	67%	20%
Fourth grade	53%	72%	19%
Fifth grade	84%	90%	6%

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

MEAP	Reading					Math				
	09-10	10-11	11-12	12-13	increase	09-10	10-11	11-12	12-13	increase
3rd	42%	66%	63%	30%	No	39%	51%	26%	30%	No
4th	42%	43%	55%	32%	No	24%	19%	20%	45%	Yes
5th	43%	32%	43%	51%	Yes	41%	36%	48%	59%	Yes

