



# SYCAMORE ELEMENTARY

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August 18, 2014

## ANNUAL REPORT FOR 2013-2014

**Sycamore Elementary**  
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**Amy Mielke, Principal**

### *Mission Statement*

**Sycamore Elementary is**

**an "A" Team:**

**Always Respectful**

**Always Responsible**

**Always Safe**

**Always Excited About Learning**

**Learning Locally, Competing Globally**

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Sycamore Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Amy Mielke for assistance.

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

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

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

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

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

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

Read to self (silent reading)

Read to someone (oral reading)

Word work (spelling and other related activities)

Writing

Listening

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

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

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

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

Sincerely,

Amy Mielke, Principal  
Sycamore Elementary  
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616-681-9189

## Points of Pride

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

## School Improvement/Strategic Planning Goals

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

## School Improvement Plan Summary—AYP Report

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

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

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

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

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

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

## Parent Involvement

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

## Parent Teacher Conferences

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

**DIBELS (Dynamic Indicators of Early Literacy Skills)**

**Discovery Assessment (Math Benchmark Assessment)**

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

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

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

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

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

