



HOPKINS ELEMENTARY SCHOOL

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August 18, 2014

ANNUAL REPORT FOR 2013-2014

Hopkins Elementary
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Hopkins, MI 49328
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Scott VanBonn, Principal

Mission Statement

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

Learning Locally, Competing Globally

August 18, 2014

Dear Parents and Community Members:

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

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

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

Hopkins Elementary has not been given one of these labels.

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

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

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

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

State law requires that we also report additional information.

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

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

Sincerely,

Scott VanBonn, Principal
Hopkins Elementary School
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Points of Pride

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

School Improvement/Strategic Planning Goals

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

School Improvement Plan Summary—AYP Report

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

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

Parent Involvement

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

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

Parent Teacher Conferences

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

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

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

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

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

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

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