
Hedke Elementary Annual Education Report for 2021-22

Dear Hedke Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021.22 educational progress for Richard C. Hedke 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 Mr. Vince Porreca – Principal, at 734.692.4563 for assistance.

The Annual Education Report is available for you to review electronically by visiting the following link <https://bit.ly/3mp09vg> or you may review a copy in the main office at Hedke School.

During the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. In these cases, no label is given.

Hedke school has not been given one of these levels.

State law requires that we also report additional information. As we reflect on the progress of our academic effort, the staff at Hedke Elementary remains committed to student learning. Hedke's scores on the state assessment reflect consistent and above average results in every subject and grade.

Our School Improvement Plan helps support our core mission: *To Inspire Students Today For Their Success Tomorrow*. Within this mission is a belief that all students can learn. Hedke staff realizes that, while all students can learn, they often do not do so at the same time or same rate, and therefore we provide comprehensive support to our students in a number of ways.

Physical / Socio-Emotional

First, we help by providing basic auditory and visual medical screening in cooperation with the Wayne County Health Department.

Hedke students dealing with trauma or emotional issues have the support of a full time School Social Worker (SSW) added during the 2017-18 school year. Additionally, we work with a number of local community groups to provide students and families access to community mental health services, and support for needed school supplies, coats, clothing, and assistance around a number of holidays.

To support positive social growth we have an effective Positive Behavior Support (PBIS) program that focuses on teaching and positive redirection of behaviors.

We also have community outreach through our WATCH DOGS program that brings students' parents into the building on a weekly basis.

We have a well-attended before and after school CARE Club program that assists parents whose work day does not coincide with the school day by providing child care at the school.

Academically

We have implemented a wide range of programs to support the school and community's goal of high academic achievement.

We have implemented full day kindergarten, and a Young 5's program was added throughout the district during the 2017-18 school year. Given the popularity of this program with our families a section of Young 5's was added at Hedke for the 22-23 school year.

A Literacy Coach position was added during the 2017-18 school year to continue to work with individual and small groups of teachers to refine their literacy instructional practices. Hedke teachers use varied and effective strategies to instruct diverse learners and use data from nationally normed tests to target and refine their instructional practices. A Math Coach position was added during the 2021-22 school year to work with teachers in their implementation of the curriculum and various instructional strategies.

As the primary goals of elementary education are to create good citizens and students who are literate in both reading and math, we provide a variety of interventions, if needed, through a comprehensive Response to Intervention (RTI) program that evolved into a Multi-tiered System of Support (MTSS) process during the 2018-19 school year. Through our Student Success Team (SST) meetings, we have an adult advocate for every student in our school. These systems allow for a schoolwide focus on closing achievement gaps by targeting interventions to individual students across the board in

every subject. Hedke utilizes Federal Title I and district funds to help fund interventionists in reading and math.

Lastly, all teachers work in Professional Learning Community/ grade level teams to make sure that every student has equitable access to our curriculum and proven instructional practices.

Hedke's current School Improvement goals are designed to meet the state targets for our students and include the 5 following areas:

1. All students will be proficient in mathematics.
2. All students will be proficient in reading and writing (ELA).
3. All students will be proficient in science.
4. All students will be proficient in social studies.
5. Provide an environment that maximizes student growth, citizenship, and academic achievement for all students.

While we are pleased that our scores are above state averages, we continue to struggle to find consistent improvement over time. Our scores fluctuate from year to year within a fairly consistent range. Though trend lines are overall positive, they show a slow progression with occasionally large gain or drops (see 17 to 18 3rd grade reading for example). While we track overall gains we also look at several subgroups comparing scores between:

1. Male and female students
2. Socio-economically disadvantaged and non-socioeconomically disadvantaged students
3. Students with disabilities compared to our students without disabilities

Closing gaps in achievement between those groups and our overall student population score will go a long way toward improving the overall scores for the school.

During the 2020-21 school year we renewed the State MSTEP assessment after its absence in the 2019-20 school year due to the Covid-19 pandemic and the state required school closures. We are proud of our students' achievement on this test. At Hedke we review the performance of our entire student body and track trends between the following subgroups our:

- General Education and Special Education students,
- General student population and our students scoring in our bottom 30% of achievement,



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- Students that are socio-economically disadvantaged vs. those that our not, and
- Male and female students.

Aside from the State’s summative M-STEP assessment the Trenton Public Schools use a variety of nationally normed assessments to measure, track, and formatively assess our students. Below are the results of our most used online assessment (the I-Ready assessment):

Beginning in the 2017-18 school year, students in grades K-3 are assessed 3 times per year in the fall, winter, and spring, using the i-Ready Reading Diagnostic, and students in grades 1-3 also are assessed using the i-Ready Mathematics Diagnostic. Below are the percentage of students who achieved their yearly growth goal by grade level (**Note – students were not assessed in the spring of 2020 due to the Covid-19 Pandemic and before the spring of 2020 the 4th and 5th grade students were assessed on the MAP assessment**):

Percentage of Students at or above Norm Grade Level Mean	Grade 4		Grade 5	
	Reading	Math	Reading	Math
i-Ready Spring 2022	53	61	45	52
i-Ready Spring 2021	43	55	44	54

Percentage of students meeting growth target	Kdg.	Grade 1		Grade 2		Grade 3	
	Reading	Reading	Math	Reading	Math	Reading	Math
i-Ready Spring 2022	88	56	56	67	63	74	58
i-Ready Spring 2021	76	44	54	66	48	60	42
i-Ready Spring 2020	Co-19	Co-19	Co-19	Co-19	Co-19	Co-19	Co-19
i-Ready Spring 2019	79	47	62	65	56	63	66
i-Ready Spring 2018	63	72	67	68	71	46	86

Aside from strong classroom instruction and effective teaching, we utilize Title I (Federal funds) as well as district and grant money to provide interventions for our struggling students and ongoing professional development for our staff. This year we continue with the following interventions to address the gap for our struggling students:

Literacy

All students were screened using an online assessment (now I-Ready for all grades K-5). Teachers track the reading scores of their struggling readers and administer further diagnostics (the Fountas and Pinnell or F&P for short) for those not meeting the screener standard for their grade. Teachers report out to the Student Success Team (SST) for regular Response to Intervention (RTI) on growth as well as to get feedback to assist in their instruction. 2 specially trained literacy intervention certified teachers conducted literacy groups using the LLI program for K-4th grade which met no less than 4x/week. We continued the use of retired teachers and interested parents in our Literacy Corps, that provided students the chance to meet with and read 1 on 1 to a caring and trained adult who could monitor and provide immediate feedback to them.

Math

Math support for K-5th grade students include Title I funded pull out intervention program, instructed by a certified teacher who serves as our math interventionist, as well as online access to the IXL program. Students were able to access this software from school and home to improve in math skills and fluency.

School Accreditation

The 2015-16 school year saw the end of a five year improvement cycle and our reaccreditation by AdvanEd as part of the "District Accreditation" program. The focus of these goals is to find and implement strategies to make sure all of our students, including our subgroups, achieve high levels of learning. Our focus will be on School Climate and Culture, Assessment, Questioning and Discussion techniques and overall student engagement.

State law requires that we also report the following additional information:

1. Richard C. Hedke Elementary School serves all students who live in Trenton and live south of West Road and are eligible to attend grades Kindergarten through Fifth grade.
2. The Core Curriculum of our school is based on the State of Michigan Grade Level expectations. These standards can be found online at:
http://www.michigan.gov/documents/mde/SSGLCE_218368_7.pdf
3. M-STEP scores x 2 years
4. Our parents are invited to two parent teacher conferences per year (fall and spring). In the fall of 2021 over 92% of our students were represented by a parent (**Note:** these were all conducted virtually over Zoom).



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In Trenton we strive to make the slogan “Educational Excellence” part of the fabric of our school culture. We know that we exist to support the future success of all of our students and their families. We invite you to visit our school and see the compassion, dedication and hard work of our students and staff. We hope when you are here you will agree that “We’re from Trenton! Who could be prouder?”

Sincerely,

Vince Porreca
Principal