

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 31 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 42 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	281	243	524
8	306	293	599
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	587	536	1123

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 85 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 6 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2016	1132
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 3%
33 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Mandarin, Czech, Spanish, Korean

7. Students eligible for free/reduced-priced meals: 7%
Total number students who qualify: 78

8. Students receiving special education services: 4 %
45 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>33</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	99%	98%	99%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school's mission or vision statement.

To prepare "our" student's for their future not our past. Together our community can help foster learning and brain smarts with big hearts.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students that are part of the either Mandarin or Spanish Immersion in elementary school that opt to continue their immersion education have automatic access to Hopkins. Space remaining in those programs is determined through placement test and lottery if needed.

PART III – SUMMARY

William Hopkins is a unique school in many ways. We believe our test results, scores and data will speak for themselves as we continue the tradition of high performance and high expectations for all of our students. We prefer to focus on some of the qualities that our school is proud of that may not show up on paper or in a data report.

Hopkins has a highly active parent community that often partners with the school to support school wide initiatives and goals. Over the past few years, we have been working to increase the number of internet connected devices available on campus so that we can eventually have a ratio of devices equal to that of students.

In the fall of 2015, we assembled a group of teachers, parents, and district office staff to tour a neighboring school district in Milpitas that had implemented Flexible Learning Spaces. We were beginning to imagine what a Flexible Blended Learning space could look like here at Hopkins, and we wanted to see some different variations in action.

With input from all of our stakeholders, we created the first “Flexible Learning Space” in a Fremont Unified school. The room, named by our students, is simply known as “The Nest.” It has technology integrated into the space, including 45 Chromebooks in wall-mounted charging stations and four Smart televisions all equipped with Chromecast and HDMI connectors. Four magnetic dual-sided rolling white boards can be moved anywhere in the room to create separation as needed. The front wall is a writeable wall; students can share their thoughts, notes, scribbles, and ideas. There is high-use carpet to lessen echo and increase usability for activities, such as Socratic seminars. Even the furniture is designed to be flexible and can be moved into different formations depending on what configuration is needed. There is also a commercial grade projector and integrated wireless speakers and headset for presenters to use as needed. To top it off, the room is adorned with student created art work.

This is a shared space, and staff has ownership of a shared Google document which allows them to sign up and take their classes. In 2015/16, we created a “Little Nest,” and we are currently working on “The Side Nest.” Each room has its own unique style and is customized in different ways. We want these rooms to adapt to the teaching and learning, and we want the technology to be seamless, easy, and present. Over the last few years, we have watched creative uses and have done our best to capture and share best practices. These rooms continue to be focal points for our school staff in developing and implementing innovative lessons and activities.

The staff at Hopkins is open to new ideas, and as we embrace a larger English learner population. We are the first school in Fremont to offer a secondary dual immersion program; and we are lucky to have the only dual immersion program at the secondary level in Fremont. Students immersed in both Spanish and Mandarin study at Hopkins with 2/3 of their classes taught in the target language.

Hopkins has 1,121 students. Our community has high expectations for students and high socioeconomic and educational levels. With all of the benefits that come with these statistics, we realize students are still students, and too much pressure, emphasis and stress can weigh them down. We recognize this and combat academic competition by acknowledging and recognizing soft skills, such as honesty and kindness.

The previous Blue Ribbon Designation was before the current principal’s tenure. All awards received by Hopkins are credited to the diligence of the students and the support of the community. Teachers are the heart of the school and foster an environment for students to excel. Distinguished School, Gold Ribbon, Blue Ribbon, and Schools to Watch awards are proudly displayed around the campus to give students and staff a reminder of the high expectations and possibilities that can be reached together.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Core Curriculum makes up the bulk of the time spent at school for our 7th and 8th grade students. Each of the four areas has unique qualities that helps enhance foundational skills by allowing differentiated instruction to push and pull students to extend and intervene for the sake of learning.

1. ELA: The English department offers college prep and honors pathways. Students are able to move back and forth between the pathways to find a course best aligned to their needs. In other words, they are not locked into place and tracked for the remainder of their schooling. Novel based curriculum which is district adopted (and much more relevant and diverse than in years past) gives teachers the advantage of connecting the reading to real life situations and themes that are relevant and timely. 'The Giver' by Lois Lowery gives students a chance to imagine their own utopia. 'Whirligig' by Paul Fleishman gives students a chance to think about the repercussions of their decisions having far reaching effects. Technology is embedded in the curriculum and through the use of Google Classroom and shareable documents students are offered the opportunity to collaborate on classwork among each other and with their teachers.

2. Math: The Hopkins math department has shown the most growth on the new SBAC test over the past couple of years. Their willingness to really explore new methods aligned to Common Core, and to work together to align and pace curriculum to prepare students for long term success in math is the key to the growth. There is no longer honors math offered. Instead there is an accelerated track that is available for those students that are ready and qualified for a faster pace. Students are no longer able to "skip" content because they are advanced. The accelerated pathway is designed to cover three years of math in just two years. Walking into a math class might not look different at first but you will hear a difference. Students are engaged in group dynamics and conversation. Learning is shared and a growth mindset is encouraged. Explaining answers and fixing mistakes are as important as the solutions themselves.

3. Science: The Next Generation Science Standards adopted by California has provided a unique opportunity for schools to change the way teachers teach and students learn about science and their world. The science department has always been collaborative in its approach to sharing lab space and resources. With shifting content, curriculum, standards, labs, and cross cutting skills the work can only be done together. Phenomenon based teaching allows students to approach science from wherever they are at. The "academic" language comes later as scaffolding to curiosity and questioning. Students are engaged in science and it is translating to more interest and more conversations. Hopkins offers both an honors and college prep track as well as extra curricular school teams for Science Olympiad and Science Bowl. This exposes students to students from other schools and fosters team building and school spirit.

4. History: The history department covers world history in 7th grade and US history in 8th. Students are not tracked and are scheduled homogeneously. This makes for a mix of high medium and low students and teachers in the history department really work together to "cross pollinate." Students are exposed to joint class ventures, teacher swaps, common formative assessments, project based learning, active learning activities such as Salt N' Gold Traders and The Black Plague. One history teacher even received a grant to create a "Story Core" style recording station with microphones, software and a computer so that students can practice listening and speaking skills while acknowledging and recording their own family histories.

College and career skills are embedded throughout all curricular areas. Students are not just asked to use technology but they are expected to use it to create new thoughts and ideas and as a collaborative tool. Research and inquiry based skills are emphasized through shared Google Apps for education. Students are learning to work together as they learn content.

2. Other Curriculum Areas:

STEAM (Science, Technology, Engineering, Art, and Math) is embedded in elective choices as well as core curriculum at Hopkins.

1. Art/Drama/Chorus: Students perform, design, collaborate and learn together through these visual and performing arts. Our art program is outstanding and many students go on to win awards and represent the school and the district in shows and contests. The drama elective puts on a show each semester, a talent show, and a student directed play. Our Chorus program aligns and builds so that students that wish to continue in high school can move to higher levels. All of these electives are offered as a semester class, and you can pair them with other semester electives on campus. They are open to both 7th and 8th grade students.

2. PE/Health: Every student has PE everyday at Hopkins. Our PE department collaborates and team teaches during many of their units. This year members from the National Rugby team came and spent an afternoon with the teachers to teach them about the game and to develop a new unit that has been incorporated into the 8th grade curriculum. Students learn teamwork and healthy living. In addition, the school offers both basketball and volleyball for boys and girls as an after school team sport.

3. Foreign Language: We offer two world language tracks that build into the high school. Students in 7th grade have the option of choosing Spanish or French Level 1. If they are successful they have the opportunity to take Spanish or French Level 2 in 8th grade, and then continue to Spanish 3 in high school. Many students use this to their advantage to meet UC and CSU requirements by their sophomore year so they have more slots in their schedule for electives, or doubling up in areas of interest. Students participate in digital pen pal programs, cultural learning and projects (such as Day of the Dead displays). Hopkins is also home to a magnet program in the district for Dual Immersion. We have two Immersion programs here. One for Spanish and one for Mandarin. Students in the immersion program have two of their six classes taught in the target language. One core class (history) and one elective. The program has generated a lot of energy and interest since beginning at Hopkins in the 2016/17 school year. Students that have been in Mandarin or Spanish Immersion courses in elementary school have access to the Hopkin's Jr. High program automatically if they choose to continue. If space is available students that were not previously in the program may take a placement test to qualify. If there are more students that qualify than there is space available Student Support Services conducts a lottery.

4. Tech/Library: We offer a couple of elective courses that cater to some of the tech interest of our students. Robotics and Automation, which is a Project Lead the Way course, and is a prerequisite for higher level ROP coursework in high school. Students build and explore with programming and robots. We also have a history of media and technology electives which leads students through various technological projects through time. Coursework covers the making of paper and batteries, all the way up to coding and artificial intelligence. Our school is now 1:2 computers to students. Our goal is 1:1 for seamless integration of technology into learning when needed.

3. Instructional Methods, Interventions, and Assessments:

Hopkins utilizes various instructional practices that cross cut through many different curricular areas. Guided Language Acquisition and Development (GLAD) strategies are used in approximately 3/4 of the classes on campus. Technology implementation is used by teachers as a means of engaging students and help teachers to "work smarter." All students and staff members have Google Apps for Education accounts which allow for digital classrooms to be set up. Students have access to a suite of educational apps, and they are able to collaborate in ways that enhance learning and are more aligned with how the real world works.

Teachers are currently in the third year of paid time for Professional Learning Communities (PLC). As an entire district this has been one of the best avenues to create common formative assessments so that grade level or subject teams can check for understanding. This team approach to intervention, assessment, and extension has the potential to benefit all students. Students benefit when their teachers collaborate and work

together to find best practices, offer group interventions, and collaborate on what students need to know.

Hopkins has two periods during the school day where teachers on campus are able to have a buy out period of ELD support. One teacher pushes in to help ELD students that are in science class and the other pushes in to help the ELD1,2 students. Instead of being assigned to a classroom of students these highly trained teachers go into the classes of some of our most at risk EL students to support them in the core curricular areas. These are sections that come out of the district LCAP funding and are categorical. We are seeing growth with our ELD students over the past few years and are hopeful that this sort of intervention and assistance for kids will really continue.

Hopkins has always had high performing students. The math department has worked very hard on fine tuning the support they give to those students that really need the extra help. An elective class called math support, one for 7th and one for 8th, offers students the chance to have double the math time during the school day. Students have 7th grade math and math support with the same teacher. They have the chance to complete homework at school and get review help before quizzes. In the past the data showed us that none of the students taking the afterschool intervention were receiving a grade higher than a D in their math class. For the scheduled daily elective support all but one student passed with a C or higher in their grade level math courses. Students learning math is a definite success.

Another school wide intervention that the Hopkins staff has bought into is that of "Flex Time." Once a week, after lunch, a 30 minute "flex" period takes place where students can travel to teachers to get extra help, work on homework, study for tests, meet for group projects, or participate in events with guest speakers, etc. It is truly a flexible period of time. Students and teachers have found its benefits, and for the upcoming year we are looking at extending it to two days a week.

By analyzing Smarter Balanced Assessment Data we are able to look at data in a meaningful way; first with department chairs and then with the entire staff. This has shown us that despite being a high performing school we still have areas of growth. As a school one of our goals is to improve on the listening and speaking literacy strand which cross cuts across all departments. The California Reporting Dashboard pulls elements together and lets us see not only where we are at with things like English and math scores...but also suspension data and EL performance. In addition, it gives us information about major changes (both positive and negative) in these categories so that we can target intervention on areas we know we need to improve (or that we have shown negative movement.)

A final school wide intervention of note is the "our students" session that we share at each staff meeting. This is an opportunity for the whole staff to get to know a student that needs some extra support. Sometimes a small group, such as the AVID (Advancement Via Individual Determination) students, are introduced. The goal of these sessions is to nurture a group mentality to the success of all of our students whether they are in our class or not.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

This year Hopkins implemented the program "Where Everyone Belongs" (WEB). This program included intensive training for three of our staff members. The goal of the program is to help students acclimate to junior high school by creating familiarity and relationships before the first day begins. Our WEB program is open to all incoming students. Groups of 4-5 incoming students are matched up with an 8th grade WEB mentor. WEB mentors undergo a summer training mentor-ship day where they practice the activities that they will do with their incoming "buddies." We end the WEB program with an ice-cream social for both students and their parents. Over the course of the school year there are various activities that involve check in with the WEB students and WEB leaders.

Our leadership class has grown in popularity over the past few years. The students really develop and come up with projects that they find value in and are interested in. The teacher facilitates and guides while the students learn how to take charge and lead. They have created some very nice Public Service Announcements that have ranged in topics from personal hygiene to academic bullying. They have led initiatives to bring in green waste bins, as well as filtered water systems. The leadership class often partners with Associated Student Body giving presentations and helping the students to decide how to spend money.

No One Eats Alone, Smart Social, Kindness Explosion are all examples of activities, presentations, and initiatives that we try to enrich the school year with. Students are exposed to the idea of social isolation, and how to create a climate of inclusion through behaviors that showcase "upstander" qualities. We have really focused on social media since it is often tied to discipline at the school. This year we brought in an expert to teach students "How to Shine Online," instead of just telling them not to be on social media. We found this to be more effective than simply trying to scare them with the dangers. In the spring we kicked off our week of kindness with a "Kindness Explosion" assembly where students were challenged to donate shoes for students in Africa, so they would be able to walk the long distances to get to school. Our students have been rising to the occasion. As I write this application the front office is piled high with bags and boxes of shoes.

Teachers have a saying here "once you start at Hopkins you never leave." This is because despite the challenges that come with teaching in a public school the rewards and the collaborative supportive climate here at Hopkins can't be beat. For the past four years the principal has invited students to share through an online portal things that they "appreciate" from the teachers and staff. During the May staff meeting for teacher appreciation these comments are shared with the teachers as a small reminder of the impact that they can have on their students. Teachers are invited to give feedback throughout the year via surveys, informally with administration, through the liaison council, their union representatives and the elected department chairs.

2. Engaging Families and Community:

Hopkins has a very engaged parent community. Our parent organization is a Parent Faculty Association (PFA), and every parent or guardian of a student enrolled at Hopkins is a member. They organize the yearly promotion and promotion party for our "graduating" 8th graders; and help with things such as safety committee, school socials, and raising funds for technology. Our parents have helped us bring in presentations and speakers that have benefited the entire school community: Next Generation Science Standards, Sikh Community Coalition, Math Pathways, 5 Year Plan, College Readiness Indicators, Social Media Highlights for Students and Parents. We call these presentations Hawk Spotlights, and we host them before PFA meetings.

In addition, this school year we joined forces with all of the schools in our attendance area for two joint parent presentations. In spring of 2017 all six principals (four elementary, one junior high, and one high school) met and decided on two topics that were effecting K-12 students.. We chose student stress and cell

phone/social media addiction. We hosted these events at the high school in the large auditorium and brought in expert speakers from the Fremont Police Department, as well as an expert panel from the district office to speak about the dangers online and what parents could/should do to protect their students. Challenge Success founder Dr. Denise Pope from Stanford presented to parents about well rounded happy students. The cost was divided among the six schools, and both presentations were well attended and were met with a very positive response. We hope to make this a tradition.

One final area of special importance that I would like to point out that is unique to Hopkins is the fact that we have a working planetarium. This offers a unique opportunity for elementary schools in the area to come for a field trip to the school for a special presentation. The upkeep for the facility, and the teacher that runs the planetarium, are supplemented by the district office. I truly believe this is one more way that we can help get students excited for science at a young age.

3. Professional Development:

In 2016 the Hopkins staff voted to adjust minutes around so that the school would have an early release Wednesday each week. This time allowed for PLC to essentially be rolled into the work day. Teams of teachers have the opportunity to meet about three times per month to focus on four questions: 1. What do you want students to know? 2. How will you know if they get it? 3. What will you do for those that don't get it? 4. What will you do for those that do get it? Teachers for the most part have taken the opportunity to learn from each other, collaborate on projects and assessments, and plan and share best practices.

By utilizing district instructional coaches, as well as Alameda County Office of Education professional development opportunities, we have been able to bring training onto site as well as send teachers to professional learning opportunities to build tools to better meet the needs of ELD students.

Google Certified teachers are spread throughout our six major departments. Google classroom is a regular practice now for many students and teachers. Students can complete assignments with no paper necessary. Collaboration tools, applications, and extensions are regular parts of each staff meeting during our five minute tech talk.

Our AVID team has been growing, and we now have three potential teachers plus a counselor (as well as the principal) that have been through the AVID summer institute training.. Our ability to serve "students in the middle" and give them the skills, confidence, and knowledge to get them over the hump and into college has improved as our team of professionals has grown.

Our student information system, Illuminate, has continued to release and add features. Hopkins regularly invites members from the Data and Assessment team to come and provide training at staff meeting or during PLC time. Topics have included formative assessment or hybrid assessment creation, as well as the new lightening grader feature which has generated a lot of buzz with the staff.

Lastly, we have focused on WEB. Last year we sent 3 staff members to training so that they could provide the leadership on staff to roll out this program. Overall, I would say it has been a success and that the students have benefited from the activities and peer mentorship designed to make new students to the school feel more connected.

4. School Leadership:

Hopkins is a unique school in that the majority of the families come from high socioeconomic backgrounds, with the majority of the homes with both parents that have college degrees. By nature many of these families value education and support students and the school. In many ways the leadership at Hopkins looks to create balanced, well rounded students that are more than just amazing academic grades and test scores. The motto of the principal is: "Brain Smarts and Big Hearts." Often activities, parent presentations, and student assemblies focus on some of the softer skills which are not always part of a

"grade" or a "class."

The leadership structure at Hopkins moves from a weekly office meeting where schedules and upcoming events are reviewed by the office staff, counselors, head custodian, campus supervisors and administrative team. This helps put everyone on the same page and it helps head off potential problems while brainstorming solutions. Once a month the elected department chairs meet as part of the school's instructional leadership team (ILT). This group disseminates information to their departments and helps in the decision making for the school, as well as helping to draft a master schedule. Each department meets once a month, generally the week after an ILT meeting. Two to three times per month grade level teams meet in the form of district funded PLC. These groups work on identifying common essential standards and creating common formative assessments. The five junior high principals meet once a month and all secondary principals meet once a month as well. Every two months an all management meeting in the district is held. From top to bottom the goal is clear communication and expectations. This process keeps channels of communication open and provides room for feedback from stakeholders.

A policy that Hopkins has embraced over the past few years is that of our HAWK ON initiative, Honesty, Awareness, Wisdom, Knowledge, On the Rise, Not Giving Up. When staff members recognize these soft skills in students they issue a wristband with the word(s) written on them. Students are then entered into a weekly drawing where the principal recognizes one of the students publicly.

The two programs that Hopkins offers that have the biggest impact on students are: AVID and Dual Immersion. Our AVID students work with highly trained teachers, parent volunteers, and district paid tutorial facilitators to build 21st century skills that cross over into all curricular areas. Students are immersed in college vocabulary and field trips. Guest speakers are a monthly occurrence. Students build skills through the program and continue through high school. Our Dual Immersion Program is the only one in Fremont at the secondary level. We are headed into our 3rd year of full implementation for both Mandarin and Spanish Immersion. The goal is to prepare them for early admittance to AP language courses in high school, as well as to set them on a path for a seal of bi-literacy upon graduation.

We are lucky here at Hopkins to have an involved and engaged parent community that is very active. Our Site Council (which at many schools can be difficult to fill all of the seats) regularly has an election that takes place for the positions. Our PFA helps us run special programs and speaking engagements for both students and parents. This year we had presenters for parents around topics of social media safety for students, as well as raising well rounded healthy students. Students at Hopkins had kindness presentations as well as "How to Shine Online" where a speaker taught what types of things they should be doing with their social media accounts that colleges would like to see if they "Googled" the names of potential candidates. We try to balance the academic with emotional well being of our whole community. Parents help support us with both time and money and with those two resources we feel that a strong partnership and relationship benefits the students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Hopkins we try to explore as many avenues and methods as possible for success for all students. There is one relatively new practice that I believe factors into a growth mindset and shows off the changing culture of the school staff. In 2017 the staff voted to adjust instructional minutes to include a thirty minute Flex Period into the school day. After lunch every Thursday students have the ability to travel (with prior approval) to any of their teachers. The reasons for travel can include making up missed work, getting extra help on an assignment or for an assessment, enrichment, and special events. Our model is truly flexible and it leaves space for students to explore interests and receive intervention (whether they select it or the teacher invites them.) Our PLC have been taking on an "our students" mentality to intervention. For example, during Flex Time, after assigning and scoring a common formative assessment, the 7th grade World History teachers identified all of the students from each of their classes that did not meet the desired learning outcome. All of those students were presented with Flex Passes to have the material reinforced by the teacher best positioned to re-teach the material. It did not matter which class those students were in. In addition to these types of things happening each week, students report that they enjoy the Flex Time even if it just allows them to get a head start on homework, study for a test, work with classmates, read a novel, or to experience some of the fun extension activities. We have had guest speakers and activities covering (but not limited to): kickball tournaments, Finance Fremont Student Presentations, Creative Writing, Lions of Fremont Peace Poster Work, Gender Spectrum Training, Science Experiments, and many other fun and invigorating topics for students to choose from.

The hope was that the first year would prove successful enough for staff to want to continue it. It appears as if teachers are requesting to have two Flex Days built into the schedule next school year. The staff believes this takes us down a path that helps us reach our goals of lowering stress for students and maintaining high expectations.