



Hopson Middle School  
Highlighted School Board Report  
December 10, 2020

**Enrollment:** Sixth=94, Seventh=87, Eighth=83, Total=264

**Hopson Middle School's Staff:**

Principal	Charles TenBroeck
Assistant Principal	Tracy Mulvenon
Secretary	Carolina TenBroeck
Family Home Facilitator	June Aiken
Receptionist	Diedre Kaleak
Councilor	Sable Marandi
Band-	Don Curry
CTE-	Gabrielle Testerman
Art-	Elena Allers
PE-	Andrew Downing
ILT-	Debora Goldizen
6th SPED-	Peggy Simpson
6th Math-	Melissa Walrath
6th ELA-	Thanhtram Karasiewicz (Nguyen)
6th Science-	Patricia States
6th Social Studies-	Jeffery Jackson
7th SPED-	Diana Seifert
7th ELA-	Joan O'neal
7th Science-	Harley Bress
7th Math-	Chris Tenpas
7th Social Studies-	Robert Faubel
8th SPED-	Jilleen Dolbeare
8th Social Studies-	Lauren Mitchell
8th ELA-	Caitlin Shain
8th Math-	Imelda Cabana
8th Science-	Kevin Neyhard
Librarian	Ranier Cabana
Paraprofessional	Theresa Akpik
Paraprofessional	Myrna Johnson
Paraprofessional	Lailanie Nobleza
Paraprofessional	Nestor Martinez
Paraprofessional	Nopmanee Mongkolprasert
Maintenance	Frank Congdon
Maintenance	Alan Balancio

## **1. Highlighted School Report**

### **Instructional Delivery:**

Hopson Middle School is educating students despite the major challenges presented with COVID-19. Teachers are balancing their instruction and activities based on feedback from students, parents, the community and the school district. A mix of paper packets filled with instruction and examples, and Zoom meetings constitute the majority of the instructional delivery while Utqiagvik has been in Red or “Hunker Down”. While it would be most beneficial to have more delivery via the internet, many families do not have or are limited in their data access at home. A survey after Q1 indicated that most parents continued to prefer paper packets over the use of internet data on computers that were distributed in September. Teachers made the transition to providing lessons via video clips that were downloaded onto thumb drives and/or accessed via Google Classroom.

One example of an assignment in 7th grade language arts was a project called The Flat Teacher-Bitmoji Agnauraq assignment. This work came about as a way to connect with students and bridge the distance delivery learning gap. An important component of this assignment is the choice board which allows the individual to modify the work based on what they enjoy and find themselves comfortable. Additionally, the Bitmoji Agnauraq assignment was developed to be completed either online, by phone or as part of a paper-pencil packet; this is intended to allow flexibility of assignment creation and submission for students and families. The assignment was developed after seeing several other teachers across the country using the idea of Flat Stanley as a model. Although this assignment was more of a “get-to-know” students type of assignment it fits a variety of standards for ELA as well as other areas (ie. local community culture, social studies and technology). Standards: Reading Standards for Literacy, Integration of Knowledge and Ideas, Standard 7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Parent teacher conferences were Sept. 29-30. Parents liked the ability to Zoom with teachers. We will continue this option in the future.

### **Instructional Delivery and Cultural Integration:**

During the pandemic, many Hopson students honed their hunting, fishing, gathering, and harvesting skills with their families. We encouraged students to submit something in writing or pictures to tell about their learning for credit.

In addition, teachers collaborate often to develop cross curricular and cultural learning opportunities. Recently our art teacher, Elena Allers and social studies teacher, Robert Faubel developed the following project:

## Arctic Armor

The HMS entrance is teeming with life size Inupiat warriors complete with armor and weapons.

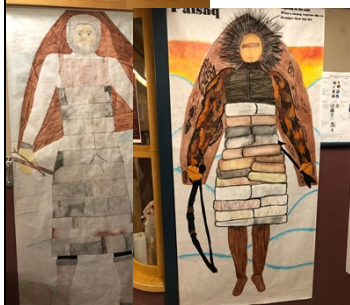
This year Art students learned about Inupiat history and ingenuity of the types of armor created and used in the Arctic. Students created a life size realistic Inupiat warrior with armor by tracing and transforming a full size outline of themselves.

In collaboration with their Social Studies class 7<sup>th</sup> graders deepened their knowledge of history and cultures by completing compare/contrast activities between arctic style armory to the types of armor used in Ancient Greece and Rome. Students learned about the use of form and function in design.

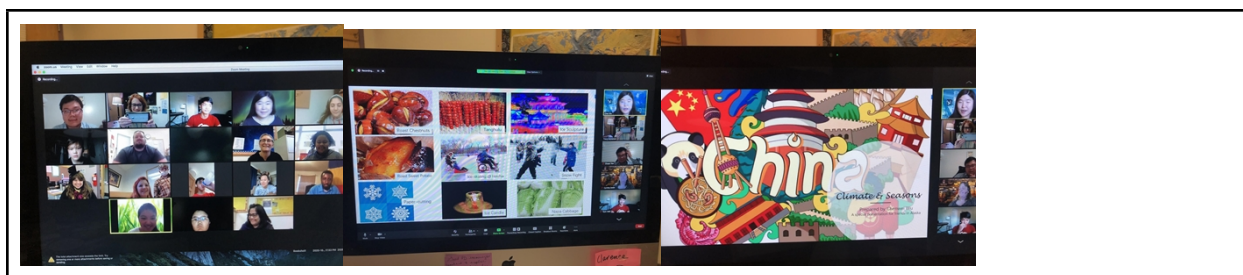
### Results:

#### Student Feedback

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The part I liked best was the part where I had to write a haiku. I liked this part because I had to put myself in the warrior's perspective.</li><li>• I learned that there is such a thing as warriors.</li><li>• I learned that our ancestors here used armor.</li><li>• I learned about our warriors and how their gear was made.</li></ul> | <ul style="list-style-type: none"><li>• I liked drawing a warrior, it was my first time and it was fun sketching my cousin.</li><li>• I liked drawing because I love it and learning more about my people.</li><li>• I would change how big the drawing was because I had to use my family table.</li><li>• I learned how to draw and what bow and arrows are.</li></ul> |
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Hopson partnered with the University of Arkansas' International program. International students under the leadership of Cynthia Smith at the U of A presented a slideshow about their country to students at Hopson via Zoom. We had about 25 students, teachers, and international students. Hopson students were given extra credit for attending. Students learned about China, Malaysia, Lebanon, and Chad



### Behavioral Support: PBIS and Leadership:

Students were given a “reveal packet” (filled with some fun things in their pack color) revealing their PBIS pack for the year. PBIS Bingo cards were sent home with activities to do to get a bingo for their pack (Sept. 28-Oct. 16). For example students could write the name of someone that has helped them with their work. Prizes were given for those who returned their cards and points were given to their packs.

Hopson’s Student Council directed by Lauren Mitchell has planned and conducted several activities:

- Fall Spirit Week with prizes each day.
- Created fun “Question of the Week” activity
- Zoom Halloween party on Oct. 30, 2020. We had about 30 in attendance. Prizes were given for costumes and students picked up a party packet outside before the Zoom began. Wolfie gave out candy in a Drive-by.
- Thanksgiving Grateful Contest
- Winter Spirit Week Dec. 7-11

### Hopson Virtual Spirit Week: 12/7-12/11

To participate: Post a photo of you on Instagram and tag [HopsonStuCo](#) or Use the hashtag #HopsonStuco when you post. You will earn 5 live school points for each day you dress up!

**MONDAY: PAJAMA DAY**

**TUESDAY: FORMAL WEAR**

**WEDNESDAY: FAVORITE HOLIDAY** (DRESS IN A WAY THAT SHOWS THE HOLIDAY YOU LIKE BEST)

**THURSDAY: SPORTS WEAR**

**FRIDAY: HOLIDAY COLORS-8<sup>th</sup>: GREEN, 7<sup>th</sup>: RED 6<sup>th</sup>: WHITE**



Follow us on Instagram! @hopsonstuco

**Teacher Professional Development:** Hopson teachers participated in strategic professional development based on the importance of understanding how to best serve our students’ educational needs during the pandemic. The following is a list of PD training that have been continued in their weekly Wednesday Professional Learning Communities.

- Leader in Me training, The 7 Habits of Highly Effective People (Franklin Covey). Our goal is to continue to create more student leadership opportunities. This training was funded by the Rotary Club of Barrow-Nuvuk who donated 5,000 via a Rotary Grant and local Rotary funding.
- Google Training-Google Classroom, Google Drives, and Everything else Google.
- Accelerated Reading Training
- Edgenuity/HyBridge Training
- Bitmoji Training
- 2 District Professional Development days
- Cultural Day Training

#### **Data from First Quarter:**

Other Teacher challenges listed at the end of this report.

#### **HMS Report:**

- **Challenges & Successes are on attached file**
- **Percentage of students who did not do work = 17.3**
- **Percentage of students between 1%-50% = 18.4**
- **Percentage of students between 51%-80% = 21.8**
- **Percentage of students between 81%-100% = 41.7**
- **Overall Grades Across All Grades and All Subjects (1,617 Total Grades):**
  - **540 A's = 33%**
  - **219 B's = 14%**
  - **141 C's = 9%**
  - **247 D's = 15%**
  - **405 U's = 25%**
- **No MAP Assessments have been given at this time**
- **Parent Phone Calls/Contacts**
  - 1495 Documented calls first quarter**

We worked with families of students not turning in work to give them intensive support with Sylvan Learning, a computer program. Students are assessed and put on a learning path with intensive support from two paraprofessionals who received training in the Spring of 2020. We have 8 students in this program. We can only do this program with students who have access to the internet and or sufficient internet data).

#### **Sports:**

1. Cross Country completed.



1. Flag Football completed



## **2. Distinguished Students and Staff**

Students:

1. Shaney Harcharek



Shaney was nominated by her art teacher, Ms. Allers. Shaney is an eighth grade student at Hopson Middle School, and she is the child of Nagruk and Lisa Harcharek. Shaney is a wonderful artist who brings a story to life with her illustrations. She excels in academics by going above and beyond to show her learning. She regularly attends Zoom classes and asks great clarifying questions. She is respectful in class to both her peers and teachers. Shaney exemplifies a “self-starting” student who will surely succeed in anything that she puts her mind to.

2. Marck Anthony Ortila



Marck was nominated by his math teacher, Mr. Tenpas. Mark is a seventh grader at Hopson Middle School, and he is the child of Antonio and Marlyn Ortilla. Marck is an extremely conscientious student who takes his work seriously. He spends extra time doing his best work and giving great explanations that describe his process for finding answers. He also communicates often with his teachers. He has a great grasp of historical content, and he also does well in his other classes. Marck is persistent to do well, and he demonstrates this quality in his work.

3. Alessandra Cleveland



Alessandra was nominated by her seventh grade science teacher, Mr. Bress. Alessandra is a seventh grader at Hopson Middle school. She is the child of Joshua Cleveland and Rowena Elquiero. Alessandra consistently works very industriously on all her assignments. She has wonderful insight and a great grasp of historical content. She responds to communication from her teachers. All of Alessandra's work is turned in on time, and she is usually one of the first. Alessandra has attended extra activities such as Halloween Party and multicultural presentations from International Students at the University of Arkansas. During this challenging time, Alessandra has shown dedication to her academics and extra activities. Her hard work shines through even at a distance.

Staff:

1. Elena Allers:



Elena was nominated for our Highlighted Report by her Hopson Middle School colleagues. Elena is back at Hopson Middle School after being gone for two years. She is a fabulous art/anthropology teacher and artist. She collaborates with other teachers to create culturally and academically engaging and fascinating assignments. Ms Allers not only supports students, but she supports other teachers as well. During our COVID-19 pandemic, Ms. Allers created an art social-distance Qargi with teachers. Teachers work on their art projects after school in the art room. The room is set up for teachers to social distance. In addition to connecting with the school, Ms Allers has connected with the community. In the past, she connected with local artists, and they presented and worked with students. Hopson Middle School is so fortunate to have Ms. Allers.

2. Theresa Akpik:





Ms. Akpik was nominated for our Highlighted Report by several Hopson Middle School teachers, and she has been at Hopson for many years. Ms. Akpik supports students, teachers, and the office. She often asks teachers what they need and will do what it takes to get the task completed. She supports the office with several daily tasks. Ms. Akpik often checks in with others to ask them how they are doing. She listens and is truly concerned about their responses. Hopson Middle School is so fortunate to have Ms. Akpik.

