

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Mt. Hope School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mt. Hope School Staff for assistance.

The AER is available for you to review electronically by visiting the following website: [Mt. Hope Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Targeted Support and Improvement (TSI)

Although our school has not yet reached the statewide average proficiency rates in ELA and Math, student assessment data from the 2024-25 school year demonstrates a consistent three-year growth trend in proficiency rates:

M-STEP Math:

- 2022-23: 8.90% proficiency
- 2023-24: 12.70% proficiency
- 2024-25: 10.2% proficiency

M-STEP Reading:

- 2022-23: 17.70% proficiency
- 2023-24: 18.30% proficiency
- 2024-25: 18.20% proficiency

To continue improving student proficiency and address academic achievement gaps, the Mt. Hope staff remains dedicated to implementing effective strategies that support student success, by implementing the following interventions:

Implementing Multi-Tiered Systems of Support (MTSS) – Using data-driven strategies to provide targeted interventions for struggling students;

- In-School Tutoring – Small group and one-on-one instruction tailored to individual student needs.
- After School Tutoring – Additional academic support beyond the school day to reinforce learning and close skill gaps.
- Reading & Math Interventions – Targeted support during the school day to strengthen foundational skills.

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

1. Process for Assigning Pupils to the School
 - a. *Families interested in enrolling their students at Mt. Hope must submit an application through the district's enrollment process. Students residing within Lansing School District (LSD) boundaries may apply to attend under the district's Schools of Choice policy.*
2. The Status of the 3-5 Year School Improvement Plan
 - a. To ensure that Mt. Hope's school Improvement Plan is implemented with fidelity, we focus on academic proficiency in Reading and Mathematics, and literacy across all content areas, in alignment with Michigan's Integrated Continuous Improvement Process (MICIP).
 - i. Teachers are frequently participating in PLCs and professional developments for continuous improvement of instructional practices.
 - ii. Our school is data driven, thus students' progress is continually monitored, by analyzing NWEA, M-STEP, and classroom assessments data.
 - iii. A tiered CRPBIS framework is in place to ensure that students receive the necessary support to develop strong social-emotional skills while maintaining a safe and respectful learning environment.
 - iv. Frequent Restorative Circles, led by our Office of School Culture team, to help students de-escalate conflicts, reflect on their actions, and build problem-solving skills. Through open dialogue,
3. What makes Mt. Hope School special?
 - a. Mt. Hope serves students in 4th through 8th grade, providing a diverse and supportive learning environment that meets the needs of all learners. Our comprehensive student support services include Special Education, School Social Work, and Speech Pathology for students who qualify. Additionally, we support a small but growing population of Multilingual (ML) students, ensuring they receive targeted instruction and resources to thrive academically.
 - i. Our core curriculum is aligned with the Michigan Curriculum Framework and follows the Common Core Standards, ensuring students receive a high-quality, standards-based education. Some of our key instructional priorities include creating highly engaging, rigorous, and collaborative lessons that promote critical thinking, problem-solving, and student discourse.
 - ii. Additionally, we are committed to integrating reading and writing across all content areas to strengthen literacy skills and deepen comprehension in every subject. Through intentional instructional strategies, cross-curricular literacy integration, and student-centered learning, we aim to prepare all students for success.
 - iii. As a STEAM-focused school, we provide students with engaging opportunities in Coding, LEGO Robotics, and Technology, fostering

creativity, problem-solving, and critical thinking skills. Additionally, we offer theatre arts as an integral part of our after school co-curricular, allowing students to explore self-expression and collaboration. Our Drama Club is currently preparing for its highly anticipated spring production of “*The Little Mermaid*”. We look forward to showcasing our students’ talents and hard work on stage!

4. How to Access a Copy of the Core Curriculum, a Description of Its Implementation, and an Explanation of the Variances from the State’s Model
 - a. The District’s Core Curriculum is aligned with Common Core Standards. Teachers and instructional staff receive on-going training, which includes Professional Learning Communities (PLC), and implementation of a Multi-Tiered System of Support (MTSS). The core curriculum is available on [the Lansing School District website](#).
5. Student Achievement
 - a. Reading Proficiency
 - i. NWEA 22-23: 16.48%
 - ii. NWEA 23-24: 16.04%
 - iii. NWEA 24-25: 22.0%
 - b. Math Proficiency
 - i. NWEA 22-23: 5.84%
 - ii. NWEA 23-24: 13.68%
 - iii. NWEA 24-25: 16.0%
6. Parents at Parent-Teacher Conferences
 - a. During the 2024-25 school year, 66% of Mt. Hope families participated in fall parent teacher conferences through in-person meetings, Zoom, or phone calls. To further increase engagement, Mt. Hope is collaborating with the Parent-Teacher Organization (PTO) to implement incentives and parent initiatives with the goal of reaching 90% participation.

As we reflect on this year’s data, it is clear that while our journey toward proficiency in English Language Arts and Mathematics continues, we are moving in the right direction. The incremental growth we are seeing is meaningful—it represents the daily commitment of our students, the intentional instruction of our teachers, and the strong partnership we share with families. Attendance trends and parent-teacher conference participation remind us that when school and home work together, students benefit. We remain focused, hopeful, and resolute in our belief that every child can learn and thrive. With continued collaboration, high expectations, and a shared commitment to growth, we are confident that the progress we are building today will lead to even stronger outcomes for our students tomorrow.

Sincerely,
Dr. Carla M. Smith
Principal, Mt. Hope School