



Kenmore-Town of Tonawanda UFSD

**We educate, prepare, and inspire all students to
achieve their highest potential**

**2016-2017 Annual Report
Hoover Middle School**

Table of Contents

1. School Description
2. Mission Statement
3. Executive Summary
4. Student Enrollment
5. Staffing
6. Student Attendance
7. Student Behavior
8. Academic Achievement
9. Academic Progress
10. Special School Programs
11. Yearly Highlights
12. Future Resources

1. School Description

Hoover Middle School is centrally situated within the Town of Tonawanda at 249 Thorncliff Road. Hoover Middle School educates approximately 820 students in grades 5 through 7. In the 2016-2017 school year, HMS serviced 307 fifth graders, 263 sixth graders, and 250 seventh graders. HMS continues to grow in its diverse population. Our students come from diverse backgrounds: 6% African American, 2% Asian, 1% American Indian/Alaska native and 4% Hispanic/Latino. The majority of our students arrive to school via our district transportation provided for any student who lives .75 miles from the school. Students are encouraged to arrive early to participate in our breakfast program. We also provide lunch which includes a snack bar. The school participates in the federal lunch program and provides both free and reduced lunch pricing for eligible students.

HMS has a 94.6% attendance rate, and 45% of our students qualify for free and/or reduced lunch. Of the students attending Hoover Middle School, 6% receive special education services through a mandated IEP. HMS offers a wide range of academic programs including: English Language Arts, Science, Math, Social Studies, Technology, Digital Literacy, Art, Music (Instrumental & Vocal programs), Physical Education, Family and Consumer Sciences, and World Languages (7th grade).

Hoover Middle School is committed to offering a wide range of learning opportunities to allow students to feed their passions for art, music, athletics, and other extracurricular activities. Students have the option of participating in orchestra, chorus and/or band during the school day. We also offer a variety of clubs for students to participate in, including; Be The Change Club, The Recycling and Sustainable Earth Solutions Club, The Yearbook Club, Student Leadership Council, All-School Musical, National Junior Honor Society, Student Goodwill Ambassadors, and Comfort Club. We also have both modified and other sport clubs such as intra-mural football skills club, Running Club, modified soccer, modified basketball, modified wrestling, modified swimming, and modified volleyball.

Our middle school students are scheduled on a team of content area teachers appropriate to each grade level. We also have three self-contained classrooms and one multi-age classroom. Teachers have common planning time with their team colleagues to allow for collaboration in planning instruction across the disciplines where the focus, increasing student achievement, is laser-like! Teachers also meet regularly as members of content-specific departments to review instructional planning strategies that empower students to engage in unprompted, academic discourse as self-directed learners, thinkers, and readers across all content areas. Our school utilizes the ELA Modules program as well as the Eureka math program. Both of these programs are

researched based and show they support students in obtaining mastery of their grade level standards.

Literacy across the disciplines is a focus in all courses at Hoover Middle School, yet each department has its own specific skill building that they instill in their classrooms. Art develops the critical skills involved in appreciating artwork. Digital literacy courses help students to make connections to the real world by enabling them to be technology efficient citizens in our society. In World Languages, students are encouraged to understand and appreciate all facets of cultural diversity. Music provides our students with the knowledge of music and its elements, to develop lifelong skills through active participation, and to develop an understanding and appreciation of the power of music in our society. Physical education encourages students to see the benefits of a lifestyle that promotes a healthy mind, body, and soul not only in, but outside of the school arena as well. Science helps students to learn processing skills, and develop critical thinking and problem solving skills to prepare them to deal with the expanding technological world. Our social studies program encourages our students to make connections with real world and current events.

Our enrichment programs differentiate instruction so that individual student needs are met. We offer accelerated math for qualifying seventh grade students and there are several students who are identified at the end of sixth grade to participate in the UB Math program. We have an established relationship with the University of Buffalo in which gifted math students have participated in the math program there in lieu of taking the grade level math course at HMS.

Conversely, we also have various programs for students who need extra assistance in the areas of Mathematics and English Language Arts. We offer computer-based remedial reading programs such as Read 180 and System 44, that provide intensive reading support in the areas of phonics, phonemic awareness, vocabulary development, and reading comprehension. We are consistently implementing the use of the Scholastic Reading Counts/Inventory program. The SRI program provides immediate, actionable data on students' reading levels and growth over time. Teachers have access to data and use it as another measure from which to inform instructional decision making and to track the reading progress of their students over the course of the school year, as we administer the assessment at key points throughout the school year.

The SRC program is a valuable tool in tracking reading levels, increasing the number of books read, and promoting choice and self-determined readers and writers. The data from this program also gives us another measure of student performance. This program improves student accountability and alerts teachers to students who may be having difficulty reading or who are choosing not to read. Additionally, we provide a sunset

reading program for any student requiring extra assistance.

As we look to nurture the whole child at Hoover Middle School, we work to develop good character in all of our students. It is incumbent upon us to help our students learn how to be good citizens in and out of school. We have consistently implemented PBIS by aligning our ROARS (Respect, Ownership, Attitude, Responsibility, and Safety) program. Dragon scales are awarded for student demonstration of the targeted behaviors. ROARS tenets are infused school-wide and the use of a common language among students and staff is consistent throughout the building. Additionally, we continue with our implementation of the Connections Program at Hoover. This program is adapted from the PBIS model, and addresses the needs of students for whom traditional behavioral interventions and consequences have not been effective. In the PBIS model, this is a Tier 2 Secondary Intervention, with a focus on more individualized interventions.

2. Mission Statement

Our mission is to develop self-directed, lifelong learners of good character! Hoover Middle School provides a nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge and values. This foundation enables each student to become a well-educated, productive adult who is able to cope with an ever changing world.

We believe that all learners must become:

- Effective communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
- Inspired learners who are accountable for demonstrating, assessing, and directing their present and lifelong intellectual growth.
- Productive workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
- Responsible citizens who have a global and multicultural perspective, and who take the initiative for improving the quality of life for self and others.
- Resourceful thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

In keeping with our mission of developing lifelong learners of good character, we consistently implement our student code of conduct known as *ROARS*. In this, we have consistent messaging around what we value, believe, and celebrate: respect, ownership, attitude, responsibility, and safety. All five tenets are the pillars of a solid foundation of exceptional character, which we strive to reinforce with our students on a daily basis.

3. Executive Summary

Hoover Middle School has had a very successful year! We began the year with an enrollment of 819 students, grades five through seven and ended with 821 students. Throughout the year, we had a total of 37 students who transferred out of Hoover Middle School.

- 22 transferred to another NYS public school
- 8 were placed in an out of district placement via a CSE recommendation
- 3 transferred to a non-public school
- 1 transferred to a public school outside of NYS
- 3 students were home bound

Hoover Middle school is committed to transitioning new students into the building. Counselors meet with incoming students, provide tours and create a buddy system to ensure new students can assimilate into the Hoover community. For incoming fifth grade students, our principal and fifth grade counselor visited each of our feeder elementary schools to meet with students and create familiarity of our school prior to their building visits to HMS.

In 2017-18, we will fully implement the WEB program (Where Everyone Belongs) which will provide mentors to all incoming fifth grade students as well as a modified version for any other new entrant for sixth and seventh grade. We selected and trained nearly 60 student leaders to run the WEB Fifth Grade Orientation at the end of August.

ELA

In the 2016-2017 school year, HMS focused on increasing the lexile level for students as measured by the the SRI. We met our goal of having at least 55% of our students per grade level reaching proficiency or advanced proficiency by year's end. For reading we had a number of action steps. We wanted to make sure students were being exposed to and held account for literacy in all classrooms. All classes were to incorporate literacy into their lessons plans as well as begin to incorporate teaching strategies in their lessons to actively engage students in learning. Staff at HMS participated in a school wide book club, reading *Teach Like a Champion*. Each month, teachers engaged in an online Google group where they would reflect on various prompts surrounding the techniques described in any given chapter and how this impacted their instruction. We followed up on these techniques, and worked with the Instructional Coaches to give the teachers additional support on the most commonly desired techniques teachers wanted to expand their learning. During formal observations, the administrative team looked for evidence of good teaching and gave accolades when they observed the techniques in use in the classroom. Although we had this listed in the ELA action plan, we used the

techniques and action plan items to inform instruction in all subject areas, including Math. We also continued to support our teachers with PD from EL Education around module implementation, and just good teaching strategies around vocabulary, and the use of data. To ensure we were tracking and monitoring all students, since our participation is low on the state assessments, we administered the SRI for all students during three check points throughout the school year. Literacy tool kits were created and shared with parents to encourage reading at home and inform parents about the importance of reading targeted level books to increase reading proficiency. Students used the SRI to progress monitor their reading proficiency and throughout the year, teachers used the results to provide strategies to increase their reading levels.

Our work in ELA also included increasing the number of students meeting or exceeding mastery. Although we focused on infusing literacy strategies in ELA and all disciplines, and using common teaching techniques from *Teach Like a Champion*, we were able to make progress towards our goal. However, since grades are subjective we will look to use more objective measures moving forward. Our goal will continue to be to increase mastery in literacy.

Our vision for next year is to continue our work using *Teach Like a Champion*. Teachers will be encouraged again to utilize the techniques outlined in the book to inform their instruction. In addition, we hope to implement school wide writing protocol to engrain strong foundational skills in writing as they pertain across the disciplines. We are also working toward using common formative assessments at the mid-point and a summarize assessment at the end of the year to measure proficiency and mastery of the ELA standards.

Math

In Math we also worked on implementing a variety of action steps to help drive increased proficiency rates. There was a clear expectation for all grades to implement the math modules. Support for this initiative was provided by the secondary math coach. Fifth grade, which was new to the middle school, used the Eureka math program. The programs are different, and therefore, the instructional coach was differentiated. With the number of new teachers at the fifth grade level, their learning curve was larger than expected, and they needed more support with the content. In all math classrooms there was a focused effort to use both pre and post assessments. The 5th grade teachers reviewed progress early in the school year after the grade 5 module one assessments were administered. There was a recognizable need to revise module assessments to adequately monitor student progress. Progress was made throughout the year but was not consistent and work still needs to be done around math proficiency. It is noteworthy that 100% of the students enrolled in accelerated math exceeded the goal of meeting or exceeding mastery.

The use of the coaches in the buildings was very powerful this year. Most of the support started out with flash PDs. As teachers became comfortable with the coaches, they asked for additional and more personalized support. We worked with the coaches to determine the flash PD topics but, to make it even more effective in the future, we will need to schedule time to meet with the coaches and department chairs to better understand what types of supports teachers could get and use most often.

To further gauge the level of student comprehension of mathematical practices and concepts, students used the STAR program (5th grade) or SMI benchmark assessments (6th and 7th grades) at various points in the school year. Next year our goal is to use this assessment tool with more consistency to better inform instruction for mathematics.

School Culture and Participation

Attendance

Hoover Middle School believes that active participation in school is a key to academic success. In our efforts to increase academic success we examine student attendance. We also looked at each of our students who were chronically absent last year, including reaching out to the elementary schools to identify our 5th and 6th graders who fell into that category, to develop individual support plans. Parents of those students who were chronically absent were notified throughout the year via phone calls, home visits, letters, and conferences. Individual student plans were created to include outside supports for various social, emotional and family based needs. While small successes were made, we continue to make improved student attendance a high priority at HMS. With the implementation of the WEB program next year, we are hoping the positive connections made by peer groups will help to increase student participation in school.

School Culture

When we look at our school culture, we wanted to focus on what made our school unique, the working relationships within our staff and the opportunities we were offering to our students for extracurricular activities. We hoped by focusing on those three areas, that students and staff would want to be at school and be proud members of the school community.

At our monthly staff meetings, staff nominated their colleagues for kudos and staff successes were celebrated. Every quarter, staff and students celebrated academic success and positive behaviors during our Spotlight Assemblies. Students who were positive role models for our school were recognized for their contributions to our community both in and out of school.

PBIS acknowledgements were given to students weekly for various targeted PBIS initiatives. Overall, 5th and 6th grade students responded favorably but we continue to

look for motivators for our 7th grade students. Next year, we will host a world cafe to access student input and feedback on what motivators will work best for our student population. We will look at using measurable objectives directly tied to creating a positive learning environment so we can better gauge our impact on positive school culture.

Our student council meets regularly to increase student participation in school activities and promote good character. This past year we raised over 1000 cans of food to support a local food pantry, held two very well attended dances, a movie night and several successful musical concerts.

4. Student Enrollment by grade level- Historical for 3 years

Grade Level	Projected 2017-2018	Actual 2016-2017	Actual 2015-2016	Actual 2014-2015
5	263	311		
6	293	253	282	234
7	237	258	237	201
8			208	194

*50 students for self contained classrooms not included in the projected 2017-2018 school year enrollment.

5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principals	1	1.0
Assistant Principals	2	2.0
Teaching Staff	Number	FTE
Tenured Teachers	88	85.8
Non-tenured Teachers	0	0
Other Faculty	Number	FTE
Counselors	4	4.0
Librarians	1	1.0
School Support Staff	Number	FTE
Clerical/Administrative	4.5	NA
Teaching Assistants	1	NA
Support Staff (Teacher Aides and School Monitors)	20	NA
Custodial	11	NA
Cafeteria Monitors	6	NA

6. Student Attendance

Year	Attendance Category			
	Overall ADA	Chronic Absenteeism--The number of students who have missed school		
		0-4%	5-9%	10% or more
2016-2017	94.6%	61%	27%	12%
2015-2016	94.1%	57%	29%	14%
2014-2015	94%	31%	26%	19%

7. Student Behavior

Year	Behavior Category							
	Overall Number of Instructional Days Missed	Category						
		ISS (1 incident only)	ISS (multiple incidents)	OSS (1 incident only)	OSS (multiple incidents)	ATS (1 and multiple incidents)	Expulsion (without services)	Expulsion (with services)
2016-2017	219 Days ISS 78 Days OSS	61 students	21 students	10 students	4 students	27 students (1 incident) 8 students (multiple incidents)	0 students	0 students
2015-2016	83 Days ISS 157 Days OSS	34 students	19 students	18 students	7 students	23 students (1 incident) 10 students (multiple incidents)	0 students	0 student
2014-2015	194 Days ISS 188 Days OSS	66 students	35 students	32 students	9 students	N/A	0 students	0 students

8. Academic Achievement 2016-2017 School Year

Assessment	Grade	% Below Basic Level	% Basic Level	% Proficient Level	% Advanced Level	% Participation
SRI	5	13%	27%	35%	25%	NA
SRI	6	15%	30%	26%	29%	NA
SRI	7	13%	26%	25%	36%	NA
STAR	5	18%	19.7%	21%	41.3%	NA
SMI	6	31.2%	19.2%	44.8%	4.8%	NA

SMI	7	24.9%	23.7%	43%	8.4%	NA
NYS ELA	5	32%	35%	25%	8%	NA
NYS ELA	6	27%	42%	15%	16%	NA
NYS ELA	7	21%	40%	24%	14%	NA
NYS Math	5	34%	33%	26%	8%	NA
NYS Math	6	24%	36%	24%	16%	NA
NYS Math	7	21%	39%	26%	13%	NA

9. Academic Progress

Assessment	Grade	% Proficient and Above 2016-2017	% Proficient and Above 2015-2016	% Proficient and Above 2014-2015
NYS ELA	5	33%	N/A	N/A
NYS ELA	6	31%	30%	27%
NYS ELA	7	38%	32%	24%
NYS Math	5	34%	N/A	N/A
NYS Math	6	40%	35%	30%
NYS Math	7	39%	37%	33%

10. Enrollment number for students enrolled in a school specific program such as IB, career academy, gifted and talented.

Program	Enrollment 2016-2017	Enrollment 2015-2016	Enrollment 2014-2015
UB gifted Math	1	2	0
Accelerated Math	75	47	44

11. Yearly Highlights

- Student Orientation, Move-In Night, and Transition Day to start the year
- WEB Launch
- Quarterly Spotlight Award Assemblies
- Buffalo Bandits ROARS Assembly
- Creation and sharing of Literacy Tool Kits with families
- Teacher Student Reunion Luncheon
- Wellness Week including Sock it to Wellness, Hats off to Healthy Eating, Workout Wednesday, and Random Acts of Kindness
- Concerts & School Musical: Seussical, Vocal Ensemble, POPS
- Medieval Times Grade 6 Field Trip
- Geography Bee

- Spelling Bee
- Food Drive (Including Mrs. Persico wearing the Turkey costume alongside her two chefs, Ms. Jaros & Mrs. Buffomante)
- Staff Holiday Breakfast
- 2 themed dances-Friday Frost and Luau
- End of Year 7th Grade Celebration and Field Day
- Sustained Staff Development: Teach Like A Champion 2.0 mentor text, Google Groups
- Flash Professional Developments alongside Instructional Coaches
- Summer School for struggling students for Summer 2017
- Criteria established for Summer School
- Plan for Summer School Program
- Two certified Google Classroom Teachers
- 75% of teachers took advantage of Instructional Coaches
- 39 Inductees to the National Junior Honor Society
- 5 Teachers chosen to be presenters through the Staff Development Center
- PTA meeting focusing on ELA and strategies families could use to support their students as they read at home
- Red Ribbon Week activities

12. Future Resources for school year 2018-2019

Resource Requested	Amount	Rationale	Projected Impact
Learning Styles	\$5,000	All teachers will be trained and then have follow up training/coaching on learning styles	All students will have an individualized plan of how they learn best and areas of strength and weakness
Attendance PBIS program	\$5000	We will spend time over the next year to work with the PBIS team to develop a program to run through PBIS that is totally focused on attendance. We will need funds to pay for this program and the incentives.	This will address the 15% of the students who are having issues with chronic absenteeism, while rewarding those students who are already doing the right thing.
Subs for Monthly Data	\$15,000	Each teacher will	This will allow

Days		spend 1/2 day a month on data review.	teachers to use their data as formative and differentiate instruction.
iReady or alternative program for AIS	\$30 per students in AIS, \$5 for all students for diagnostic \$7,500	Targeted RTI materials to be used with students in AIS classes	Students in AIS showing growth with personalized instruction