



Kenmore-Town of Tonawanda UFSD

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

**2016-2017 Annual Report
HOOVER ELEMENTARY**

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1. School Description

Herbert Hoover Elementary continues to be the largest of the Kenmore-Tonawanda Elementary Schools with 605 students in 2016-2017. This includes grades K-4 and four self-contained special education classes. Our school prides itself on its commitment to all students and families.

Our staff members are actively involved in a number of district and school-wide committees that include, but not limited to: Shared Decision Making Team (SDMT), technology implementation, Health/Wellness Team, Hoover Helping Hands, and School Engagement Planning.

We are especially proud of our fourth grade students that participate in our Safety Patrol program which is dedicated to assisting our students during daily dismissal and other building needs. Their help during dismissal is vital and ensures the children get on the correct buses and home safely, but also teaches valuable leadership and coordination skills to our fourth grade students.

Academically, Hoover has focused on the district initiatives involving Literacy and Mathematics. Teachers have immersed their students in mathematics instruction using instructional best practices that includes the use of technology to engage their learners. Hoover teachers have also been at the forefront of the Ken-Ton literacy initiative to create independent readers and writers. With full participation in professional development that includes a peer coaching model, the teachers have taken this opportunity to ensure student success by engaging students in high interest, independent reading and writing.

Herbert Hoover Elementary School has a diverse population that we celebrate daily. Identified as a school with an English New Language Program, we have over 40 English Language Learners (ELL) and over eleven (11) different languages spoken by our ELL population. We also have four (4) self-contained classrooms that celebrate differences among students' learning needs. These include students with multiple disabilities, Autism Spectrum Disorder, and academic support needs. Our students and teachers of our ELLs and students with disabilities are fully immersed in all that we do that includes academic, social-emotional, and community service/experiences.

Herbert Hoover Elementary has an active Home School Association (HSA). The support it provides enables us to have consistent reinforcement of classroom instruction and prosocial behavior efforts via our Hoover Heroes program which leads to academic and social success. Our HSA raises thousands of dollars yearly to provide additional enrichment in the arts through field trips and creative assembly programs.

Hoover families are encouraged and welcomed as partners in the educational program. Family involvement takes place in many forms at Hoover, including support of our annual Family Art Night, motivational Reading Nights, Physical Education Playdays, art shows and chorus, band and orchestra music performances and our annual patriotic Flag Day program.

At Hoover Elementary we have strong connections with community organizations and local businesses. Students and staff participate in such events as the Coats for Kids campaign, organized by our school nurse and planned in conjunction with Colvin Cleaners. This program encourages students to donate gently used coats for needy families. At Halloween our students trick or treat for Operation Gratitude.

Perhaps our most rewarding outreach effort is Hoover Helping Hands which occurs during the winter holiday season. During this time volunteer staff members, parents and the entire student population collect food, clothing and monetary donations for many needy families in our community.

A solid commitment to collaboration and community is another asset of Hoover Elementary. Hoover partners with The State College of New York at Buffalo as a member of the Professional Development Schools' Consortium. Buffalo State Professors teach on site at Hoover, and cohorts of Student Teachers train in our nurturing environment. Professors also offer staff development opportunities to Hoover staff. Professional learning in a hands-on setting is the goal of our collaborative efforts which benefits Hoover students as well as teacher candidates.

2. Mission Statement

At Herbert Hoover Elementary School our students, parents, staff and community work together as partners to attain educational excellence needed for successful living in a diverse world.

Our quest for educational excellence is evident by:

- The development of lifelong learners who demonstrate responsibility and respect for self, others and the environment.
- High expectations for academic performance, social growth and positive interactions.
- A supportive atmosphere which promotes trust, open communication, and exploration.
- The recognition and enhancement of individual and collective talents in a child-centered atmosphere of compassion, cooperation and encouragement.

3. Executive Summary

Herbert Hoover Elementary School had a very successful 2016-2017 school year. We started with 608 students, grades K-4 and ended with 605. Reorganization welcomed new families from the closing of Theodore Roosevelt Elementary School. Approximately 43 new students joined the Hoover family and we hit the ground running due to a well planned transition schedule that dated back to the 2015-2016 school year. Students had the opportunity to visit Hoover Elementary and familiarize themselves with our building before the upcoming school year. These visitations included parents and siblings with tours led by faculty and staff volunteering their time to ensure our new families felt welcomed and secure about joining our Hoover Community.

Our main focus this year was on improving our ELA and math proficiency. In order to make improvements we worked as a team to develop our Student Engagement Plan. In this plan, we identified various activities that we felt would promote student growth in the areas of ELA, Mathematics, School Culture, and School Participation. Overall we were able to implement most of these action steps; however, we were not able to implement them at the level we envisioned.

ELA

For reading we had a number of action steps that included:

- 100% of students will be conferenced with (1:1 and/or small group) in a two week period.
- 100% of teachers of reading will have a written and accessible conferencing schedule.
- 100% of teachers of reading will utilize SchoolPace to enter their student assessment data and student steps.
- 100% of students in attendance will earn 2 steps per day during the school day reading engaging books at their reading level.
- Principals will ensure coaches provide support in each building at each grade level.
- 100% of Elementary Principals will conduct scans using the common Balanced Literacy Scan Tool.
- 100% of Elementary Principals will review the On-Pace data in School Pace with teachers monthly.

We found the conferencing schedule we set forth to be very ambitious and due to multiple variables, we were not able to get to 100% each time period. On average, we conferenced with 68% of the students within each two-week period. All teachers had a conferencing schedule available in multiple formats, but with student's absences, as well as teacher absences, they were not always accurate. All students' data was entered into School Pace with teachers having different levels of proficiency at doing so. What we realized was that entering the data is only one step in a data analysis process/protocol. We need to be reviewing the data frequently to

inform classroom instruction. For next year, we would like to create structures to form habits for our teachers that include our coaches in the data protocol/review process. It would be beneficial to do this in a cyclical pattern. We met our in school reading goals, but fell short of our own goal of 80% On Step for our end of year mark. We didn't conduct our scans with the common Balanced Literacy Scan Tool, due to external variables, but once again this only gave us data. Without review of the data with the teachers, as we alluded to earlier, it would not lead to significant changes. For next year review of this data with the coaches and a clearly articulated structure for monthly data review with the teachers is critical for us to support the teachers and their instruction.

Student Engagement Category	Achievement	Subcategory	Literacy	
Baseline	53% of Students were On-Level on 9/30/15	Goal Progress Check		
Goal	At Least 61% of all Ken/Ton Elementary Students (K-4) will be On-Level by May 31, 2017	December 1, 2016 ¹	March 15, 2017	June 25, 2017
		59.2%	70.9%	73.2%

Student Engagement Category	Achievement	Subcategory	Literacy	
Baseline	49% of Students were On-Pace on 9/30/15	Goal Progress Check		
Goal	At Least 56% of all Ken/Ton Elementary Students (K-4) will be On-Pace by May 31, 2017	December 1, 2016 ²	March 15, 2017	June 25, 2017
		48.5%	51%	50.5%

Math

For math we had a number of action steps that included:

- 100% of teachers of mathematics will adhere to the district pacing guide (2-3 day variance permitted).
- 100% of teachers of mathematics will administer district created mid and end of module assessments.
- 100% of teachers of mathematics will utilize eDoctrina to enter mid and end of module holistic score.
- 100% of teachers will review mid and end of module assessment proficiency data within 1 week of the scoring of the assessment.
- 100% of Principals and teachers will meet with coaches to review formative assessments monthly.
- Principals will ensure coaches provide support in each building at each grade level.

In math we also worked on implementing a variety of action steps to help drive increased proficiency rates. We wanted all teachers to follow the pacing guides, but without a means to measure this, and a vehicle to have frequent conversations about why people were off pacing, it was hard to measure this action. The mid- and end- of module assessments were a great way to track student progress within the district. Teachers were to review their data, but doing this in isolation did not have the impact we were looking for. Grade level specific meetings facilitated

by the principal, district level coach, or math AIS teacher might have been more beneficial. Once again, our belief is the real value will come from reviewing the data from these assessments with the coaches. We will consider for '17-'18 to request sub days for these critical data conversations to occur and work with our coaches. Unfortunately, the principal meeting for these data reviews did not happen with the fidelity needed for us to see the impact. Albeit it extremely important to be part of the data review meetings, the reality is that a building level principal without an assist is called away and has to prioritize where they need to be. This will be a prioritized calendar item moving forward.

The use of the coaches in the buildings was very powerful this year. As our teachers became comfortable with the model, they asked for more and more specific support. Our building coach was great in tailoring the professional development to the needs and wants of the teachers. It absolutely increased the engagement in the process. To make this more effective in the future, we will need to schedule time to meet with the coaches to better understand what types of supports my teachers are getting, so we can all be working towards the same end goal. We have already begun this process for '17-'18.

Student Engagement Category	Achievement	Subcategory	Numeracy		
Baseline	69% of K-2 Students on average were Proficient on the Mid- and End-of Module Assessments in 15/16	Goal Progress Check			
Goal	At least 80% of all Ken/Ton K-2 Elementary Students will be proficient (Level 3 or 4) on all Mid- and End-of-Module Assessments	December 1, 2016	March 15, 2017	June 25, 2017	
		64%	59%	62%	

Student Engagement Category	Achievement	Subcategory	Numeracy		
Baseline	58% of 3-4 Students on average were Proficient on the Mid- and End-of Module Assessments in 15/16	Goal Progress Check			
Goal	At least 66% of all Ken/Ton 3-4 Elementary Students will be proficient (Level 3 or 4) on all Mid- and End-of-Module Assessments	December 1, 2016	March 15, 2017	June 25, 2017	
		43%	46%	50%	

School Culture and Participation

The other two initiatives we had for this year was to decrease the number of students who were chronically absent as well as decrease the number of major incidents within our building. We worked closely with our PBIS/Hoover Heroes Team and Attendance Team on these areas to ensure the decrease we wanted to see. We will do a refresher course on PBIS/Hoover Heroes Program for our staff at the beginning of each year, so we do not forget the importance of teaching expectations, teaching replacement behaviors, and ultimately getting our students to assist each other to demonstrate prosocial, positive behavior. We also need to continue to emphasize to our teachers the importance of positive reinforcement. Rewarding students for positive behavior has a much bigger impact than handing out consequences for negative behaviors. We will need to continue to support them to understand the difference.

Issues with chronic absences really are not student issues, but they are the ones who are

impacted. For next year we need to work harder on educating our families and turning our focus of support to our parents; a five year old does not determine if they are coming to school on time. We are looking into changing some of the language we utilize in our attendance letters and making some of the information visual by utilizing graphs. Also, providing information that is research-based within those letters on the outcomes for students that are chronically absent. A discussion was even brought up within our Shared Decision Making Team meeting to utilize email and our ShoutPoint system to inform our parents of the negative effects of chronic absenteeism.

Overall we made good strides this year. We were successful as measured by the growth we saw in our students and staff, but we know our work is never done and we will continue to strive for improved achievement and growth for all stakeholders.

Student Engagement Category	School Participation	Subcategory	Attendance		
Baseline	70 students were chronically absent from Hoover Elementary School during the 15/16 school year	Goal Progress Check			
Goal	No more than 59 students will be chronically absent from Hoover Elementary School in 16/17 (NYSED defines chronic absence from school as missing at 10% of enrolled school days)	December 1, 2016	March 15, 2017	June 25, 2017	
		11 Students	73 students	50 students	

Student Engagement Category	School Culture	Subcategory	PBIS		
Baseline	87 major incidents took place at Hoover Elementary School during the 15/16 school year	Goal Progress Check			
Goal	There will be no more than 74 Major Incidents at Hoover Elementary School during the 16/17 school year	December 1, 2016	March 15, 2017	June 25, 2017	
		21	99	219	

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

Grade Level	Projected 2017-2018	Actual 2016-2017	Actual 2015-2016	Actual 2014-2015
K	103	124	109	95
1	125	114	96	99
2	118	117	105	98
3	119	123	98	108
4	127	118	112	94
5	0	0	97	95

5. Staffing

2016-2017 Staffing		
Administration	Number	FTE
Principals	1	1.0
Assistant Principals	0	0
Teaching Staff	Number	FTE
Tenured Teachers	44	40.7
Non-tenured Teachers	4	2.8
Other Faculty	Number	FTE
Counselors	1	1.0
Librarians	1	1.0
School Support Staff	Number	FTE
Clerical/Administrative	3	2.5
Teaching Assistance	3	2.5
Custodial	11	11
Teacher Aides	25	25.0

6. Student Attendance

Year	Attendance Category			
	Overall ADA	Chronic Absenteeism--The number of students who have missed school		
		>15 Days	>25 Days	>50 Days
2016-2017	96.6%	90	7	0
2015-2016	97.7%	95	15	0
2014-2015	93.9%	97	25	0

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)	Expulsion (without services)	Expulsion (with services)
2016-2017	20	0	0	3	2	0	0
2015-2016	7	0	0	3	0	0	0
2014-2015	8	0	0	5	0	0	0

8. Academic Achievement 2016-2017 School Year

Assessment	Grade	% Proficient	% At-Risk	% On Emergency Level	% Participation
IRLA Reading Assessment	K	80.2%	16.7%	3.2%	100%
IRLA Reading Assessment	1	77.2%	9.6%	13.2%	100%
IRLA Reading Assessment	2	67.8%	15.7%	16.5%	100%
IRLA Reading Assessment	3	72.6%	8.9%	17.7%	99.2%
IRLA Reading Assessment	4	67.5%	13.7%	18.8%	100%

Math Assessment	% Below Proficiency	% Above Proficiency
Kindergarten Average Proficiency on Module Assessments	28%	72%
First Grade Average Proficiency on Module Assessments	40%	60%
Second Grade Average Proficiency on Module Assessments	45%	55%
Third Grade Average Proficiency on Module Assessments	58%	42%
Fourth Grade Average Proficiency on Module Assessments	43%	57%

9. Academic Progress

Assessment	Grade	% Proficient and Above 2016-2017	% Proficient and Above 2015-2016	% Proficient and Above 2014-2015
NYS ELA	3	43%	42%	32%
	4	30%	24%	37%
NYS Math	3	51%	37%	48%
	4	24%	23%	46%
NYS Science	4	58%	92%	95%

10. High Schools Only – On Track for Graduation/College and Career Readiness

Measure	Percentage
Percentage of 9th grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.	N/A
Percentage of Students with AP (3 or better)	N/A
Percentage of Students with IB (4 or better)	N/A
Percentage of Students with CTE approved industry credential	N/A
Percentage of Students with College credit earned with a B or better through dual enrollment	N/A

11. High School Only – Graduation Rate

School Year	4 year Cohort	5 year Cohort	6 year Cohort
2016-2017	N/A	N/A	N/A
2015-2016	N/A	N/A	N/A
2014-2015	N/A	N/A	N/A

12. 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
GT	42	41	21

13. Yearly Highlights

The 2016-2017 school year was highlighted by reorganization and welcoming our new friends from Theodore Roosevelt School and restructuring our building to span grades K-4. With approximately 43 new students joining the Hoover family, we anticipated approximately 615 students, but we hit the ground running due to a well planned transition schedule that dated back to the 2015-2016 school year. Students had the opportunity to visit Hoover Elementary and familiarize themselves with our building before the upcoming school year. These visitations included parents and siblings with tours led by faculty and staff volunteering their time to ensure our new families felt welcomed and secure about joining our Hoover Community.

We also fully implemented our a structured independent reading initiative from grades K-4 as just one part of a balanced literacy program in Ken-Ton. We focused on building a love of reading and supporting a reading culture that does just that. Identifying high interest areas of students and putting many books in their hands that are at their independent reading level

allowed us to promote a reading culture to be successful. This also allowed them to read materials that were fast, fun, and easy because they were truly at their independent reading level. Individual coaching conferences and small group instruction allowed teachers to identify discrete skills to close gaps, increased reading levels, and present them with complex text that challenged them due to the coaching provided by the teacher. Students were becoming voracious readers right before our eyes!

In January, several teachers, Mr. Brown, School Support Specialist, and Mr. Huff presented to the Board of Education how we were changing the traditional classroom at Hoover Elementary School into a flexible seating environment that increased student choice and engagement. Students have opportunities to select seating within their respective rooms that participated in this initiative that included exercise balls, stand up desks, and wobble chairs.

Charlotte Brach, 4th Grade Student at Hoover Elementary School, was presented with a certificate by President O’Malley and Assistant Superintendent Zymroz, in recognition of her “heart of gold”, eagerness to learn and pride in her work.

Michelle Gorman, Special Education Teacher at Hoover Elementary School, was recognized by President O’Malley and Assistant Superintendent Zymroz with a certificate for her dedication and service to the Hoover Elementary School students, teachers, and community.

Rosanne Urbanski, School Nurse at Hoover Elementary School, was recognized with a certificate from President O’Malley and Assistant Superintendent Zymroz for her dedication and service to the Hoover Elementary School students, teachers, and community.

14. Future Resources

Resource Requested	Amount	Rationale	Projected Impact
New stairs, handicap ramp, and concrete around flagpole.	TBD	It is a major safety concern that was pointed out during our BOE visit and has not been touched!	Improve safety
Increased space, so we can have our entire school population on the elementary side, and/or add classes as needed. This could include a <i>STEM</i> wing.	TBD	Space needed for current and potentially increasing student population. Facilitate 21st Century learning skills and bring us closer to alignment with some of our	Capital Project

		secondary programming creating a succinct vision.	
Increase Math AIS staffing.	TBD	Increasing number of student needing academic support in math.	Students who qualify for Tier 2 and 3 will get the support they need and possibly move capitalize on the need for early intervention versus waiting to fail.
Increased Technology	TBD	We do not have enough computers, laptops, or iPads for our students. We do not have a computer lab due to space issues. A 1:1 initiative needs to be investigated, planned and supported through implementation to prepare our students to be ready for the future.	Student preparedness for future expectations. Preparing them to succeed using the tools they will be expected to navigate through college and beyond.
Interior painting throughout the building.	TBD	Classrooms, office and hallways need paint and repair.	A modern learning environment that is aesthetically pleasing to all stakeholders.
New Library Media Center	TBD	Library is antiquated and does not represent an updated LMS.	A modern learning environment that prepares students for 21st Century learning skills.