



## Hoover Elementary School 2011 School Improvement Plan (SIP) Executive Summary

“Investing in student growth and helping all students reach their potential.”



1a. Analyze the last three years of reading scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

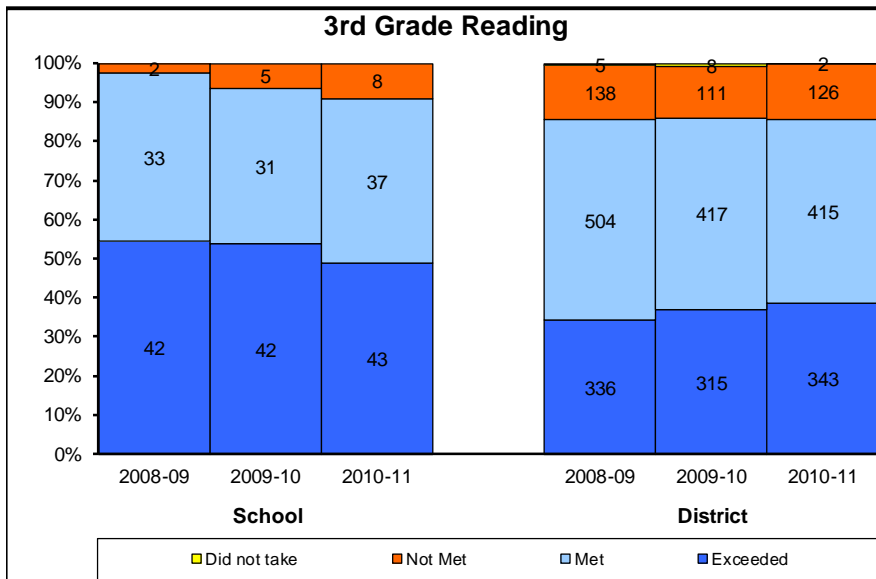
**Hoover continues to have a strong reading performance in grades 3-6 on the OAKS Reading State Assessment. Hoover’s reading profile shows:**

- Higher percentage of students who exceeded the standard in grades 3-6 in comparison to the district over a three year period.
- Higher percentage of students at or above benchmark for grades 3-5 in comparison to the district.
- Equal percentage of students in grade 6 meeting/exceeding benchmark in comparison with the district.
- The number of students not meeting standard is far less than the district with the exception of 6<sup>th</sup> grade where it is equal.
- There is a decline in all grades (except 5<sup>th</sup>) in the percentage of students exceeding the standard compared to 2009/10.
- The percentage of not meeting standard in 3<sup>rd</sup> and 5<sup>th</sup> grades is low in comparison to the District.
- There was a decline in Hoover’s number of students exceeding during the 08-09 and 09-10 for grades 3, 4, and 5. The number of does not meet also increased slightly. However, in grade 6 this trend does not hold true.

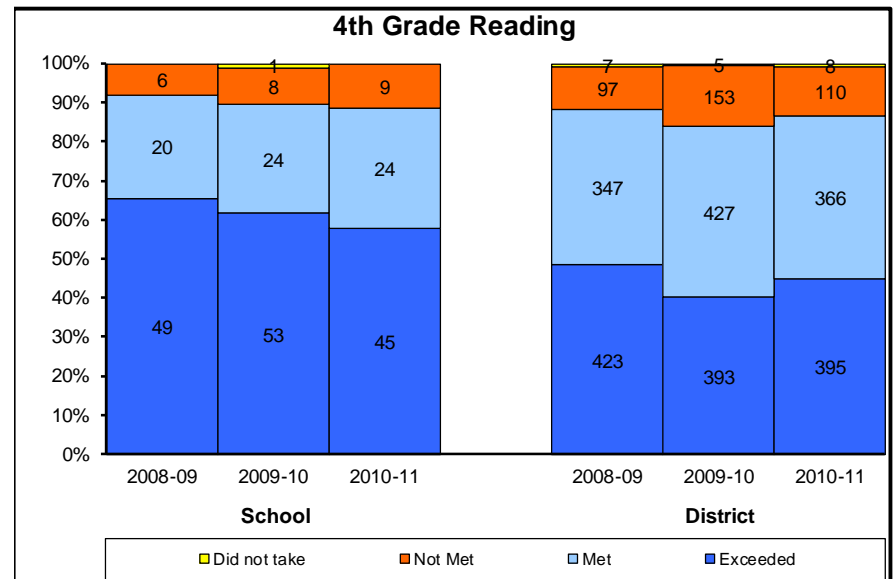
The lack of resources (people and materials) to provide double dose for intensive students cited as reason for some of the declines. Our reading curriculum does not adequately address the needs of intensive students. We were not able to provide double dose services for all of our intensive students due to a lack of district personnel assigned to that position. Hoover also had a number of new teachers, as well as teachers new to a grade level.

Our success can be attributed to use of Reading Street materials. We also have been using Oregon Reading First Outreach strategies for a number of years including vocabulary instruction techniques, toughie charts, lines of practice, and comprehension strategies. We also emphasize reading instruction only during the 90 minute core. During this period of time we have been able to provide a double dose of 30 minutes for intensive students in grades K-1. Our teachers work in grade level teams to plan alternative reading instructional strategies as they review data from progress monitoring. Upper grade students pair up with younger students to help develop reading fluency.

**Hoover Elementary  
3rd Grade Reading**



**Hoover Elementary  
4th Grade Reading**

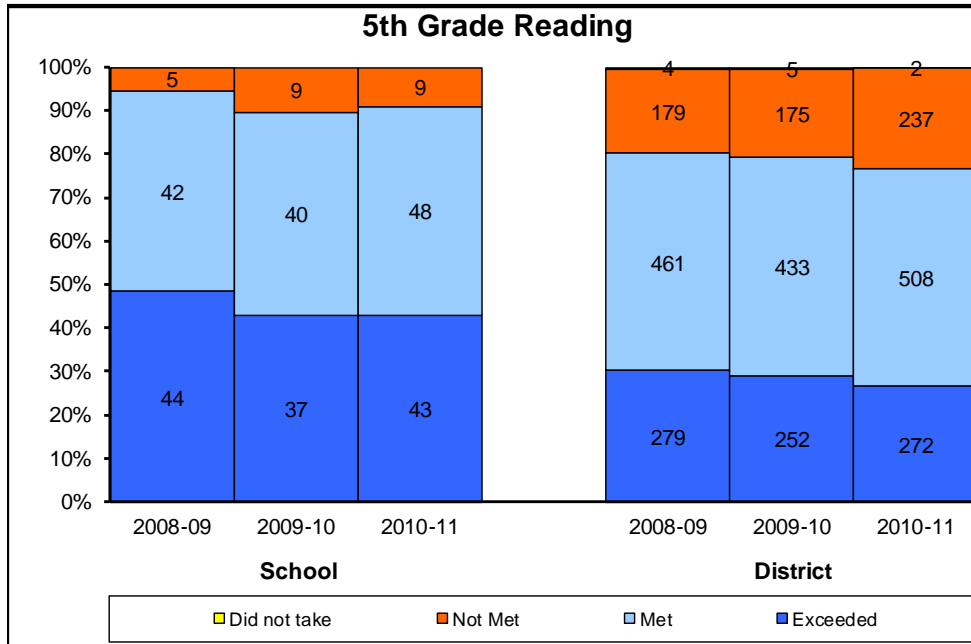




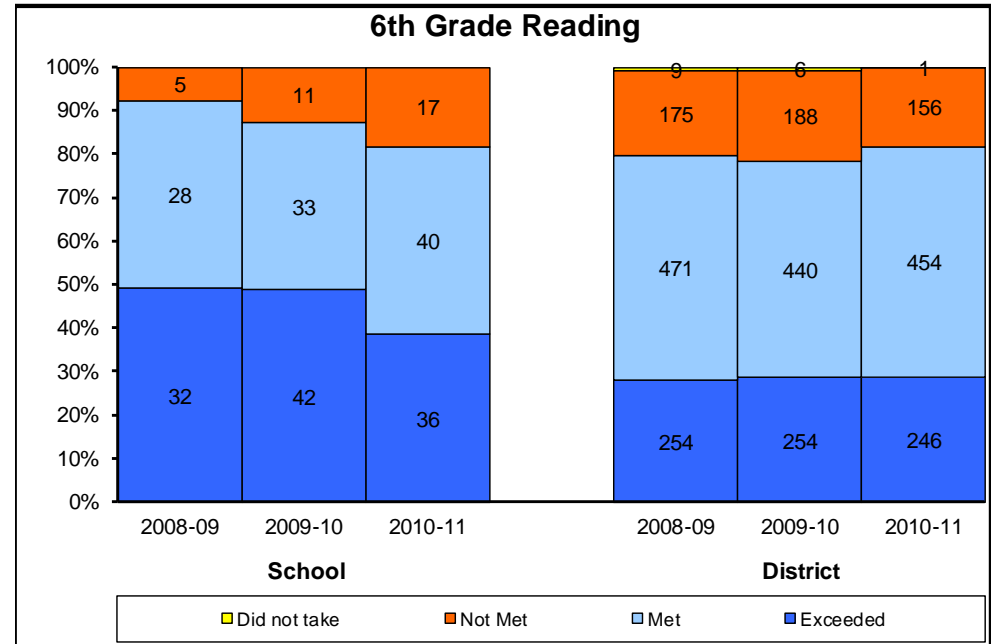
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**Hoover Elementary**  
**5th Grade Reading**



**Hoover Elementary**  
**6th Grade Reading**





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1b. Analyze the last three years of mathematics scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Hoover’s math profile continues to show high rates of success with student achievement and also points to some areas needing attention. The data charts show:

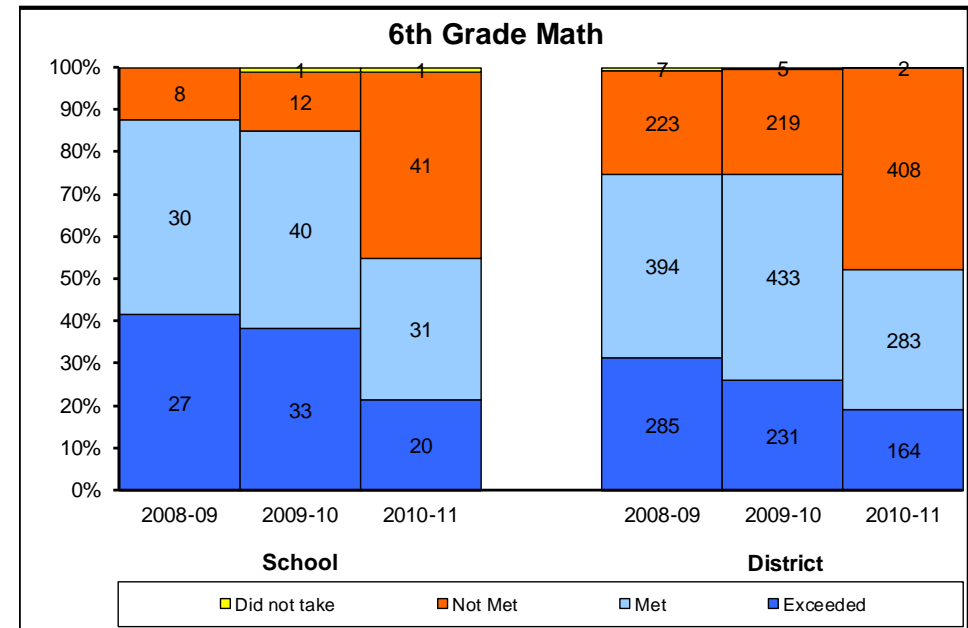
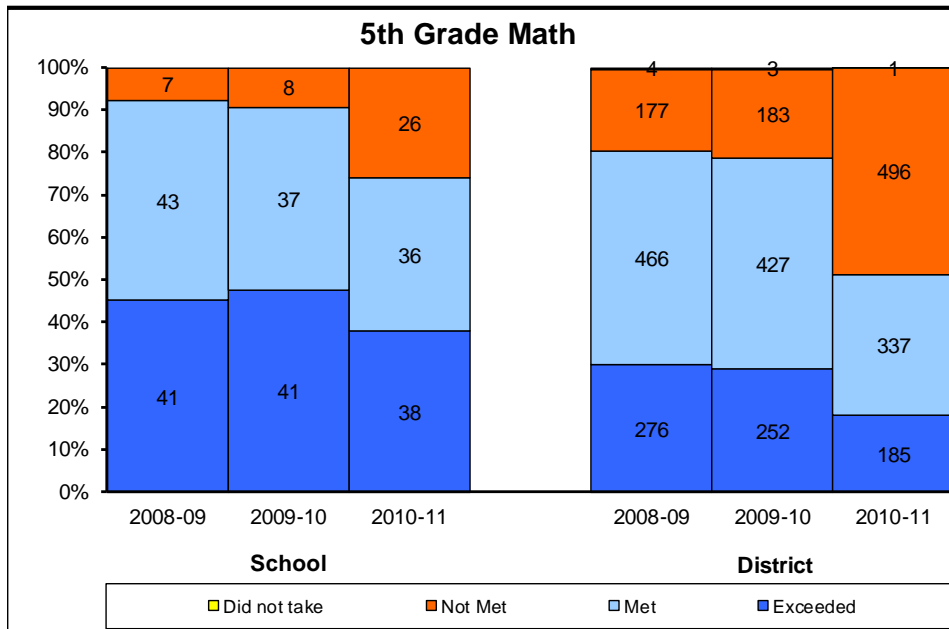
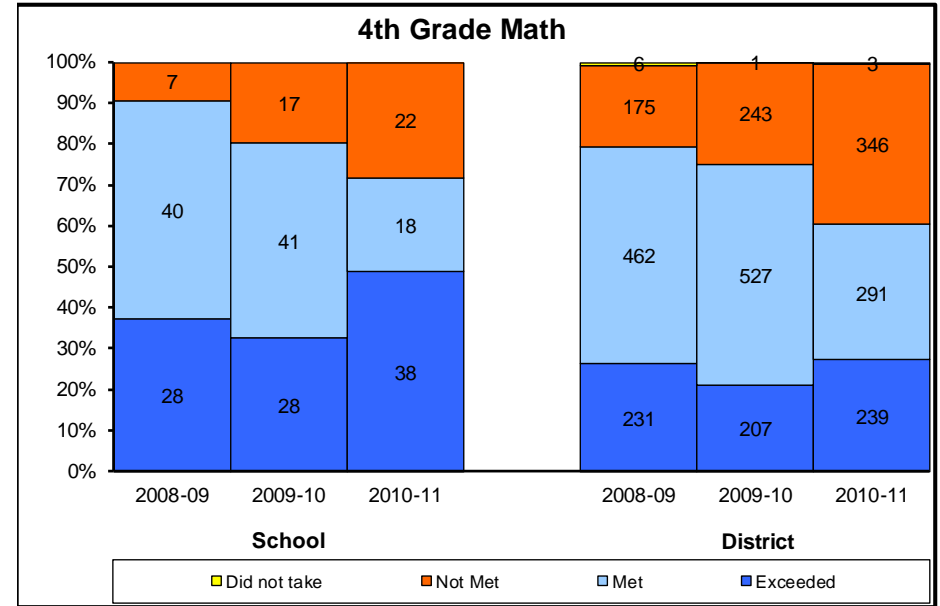
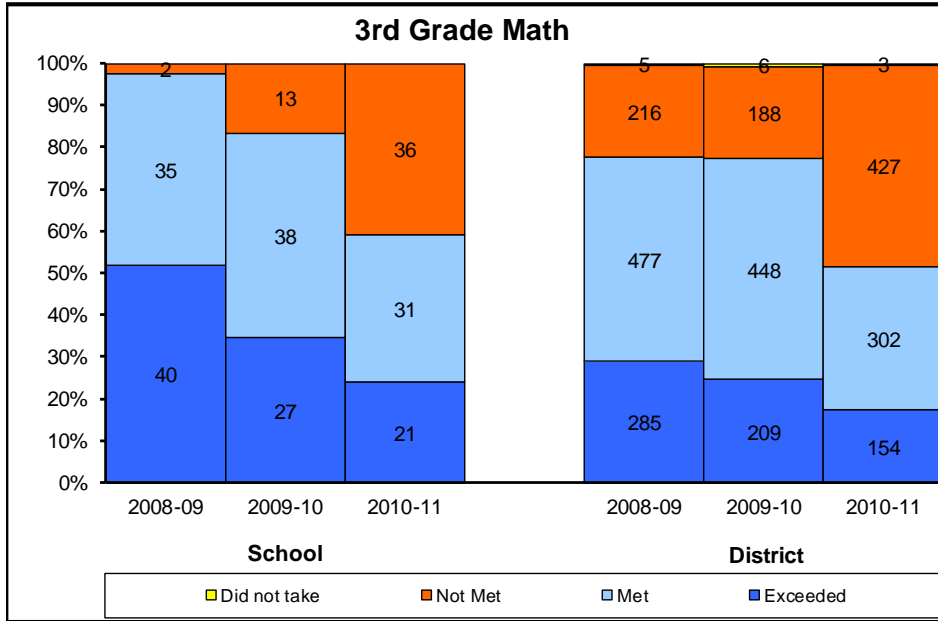
- Over the past three years Hoover’s third grade has continued to score higher than the district in math.
  - The number of Hoover students **NOT MEETING** increased dramatically.
  - For the past three years the number of students **NOT MEETING** has increased in all grade levels.
  - The number of Hoover third grade students **EXCEEDING** the standard has decreased over the last three years, yet remains slightly higher than the district.
  
- Over the past three years Hoover’s fourth grade has continued to score higher than the district.
  - The number of Hoover students **NOT MEETING** increased dramatically, yet less so than in other grades.
  - The number of fourth grade students **NOT MEETING** increased over the past three years.
  - The number of students **EXCEEDING** increased dramatically over last year and is well above the district.
  
- Over the past three years Hoover’s fifth grade has continued to score higher than the district.
  - The number of students **NOT MEETING** has increased over the past three years, and most dramatically last year.
  - The percentage of students **NOT MEETING** is significantly less than the district.
  - The percentage of student **EXCEEDING** is significantly higher than the district.
  
- Over the past three years Hoover’s sixth grade has scored higher in math than the district.
  - 2010/11 scores show only a slight advantage over the district.
  - The percentage of students **NOT MEETING** in 09/10 was a third of what it was in 10/11.
  - The number of students **EXCEEDING** standard decreased significantly in 10/11.

The adjustment in OAKS cut scores had a significant impact on all grades. Teachers began to use BRIDGES curriculum materials a bit more widely last school year and are working hard this year to implement it with fidelity. This factor coupled with a narrower base of concepts covered in the new standards should hopefully develop greater in-depth understanding in a limited range of topics. Implementing the BRIDGES philosophy with hands-on materials and questioning strategies will help students to construct thinking skills and in-depth understanding of math concepts. Teachers are continuing to work with the math coach (although that time is precious and limited). Some still have concerns regarding the amount of planning time needed and lack of direct instruction.



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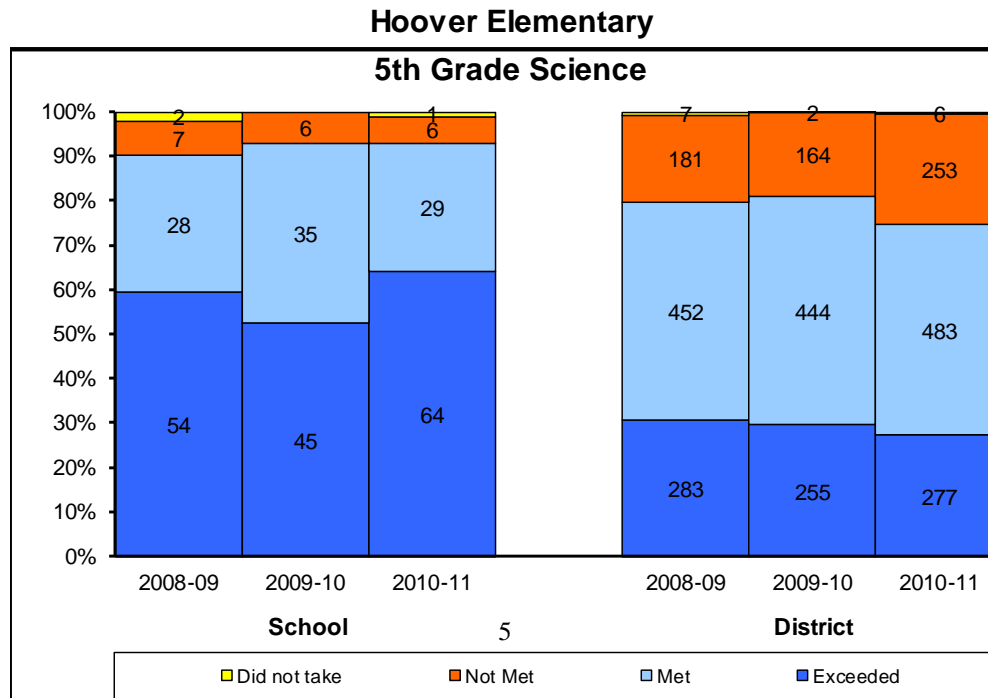


1c. Analyze the last three years of science. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Hoover science scores are significantly above the district averages and we have continued with this trend over time.

- The percentage of students exceeding the standard was almost twice that of the district in the last three years.
- The percentage of students exceeding the standard in 2010/11 grew 12% percent from the previous year.
- There is little change in the percentage of students not meeting the standard in the last three years.

Fifth grade is passionate about their commitment to making science a priority and it shows in our student performance remains committed to requiring a scientific inquiry work sample from all students. We believe that having students test prior to spring break helps with information retention and test readiness. We tap into prior Oregon State Practice Tests and utilize on-line science practice opportunities. We also believe that science vocabulary study and teaching the scientific method coupled with focused direct instruction on science standards are helping us continue student success. Collectively the entire staff for the past four years has increased their time and energy on direct instruction aimed at the standards at all grade levels. This includes mapping curriculum by grade level teams. In addition, this year teachers are using scientific inquiry as a writing assessment, as well.







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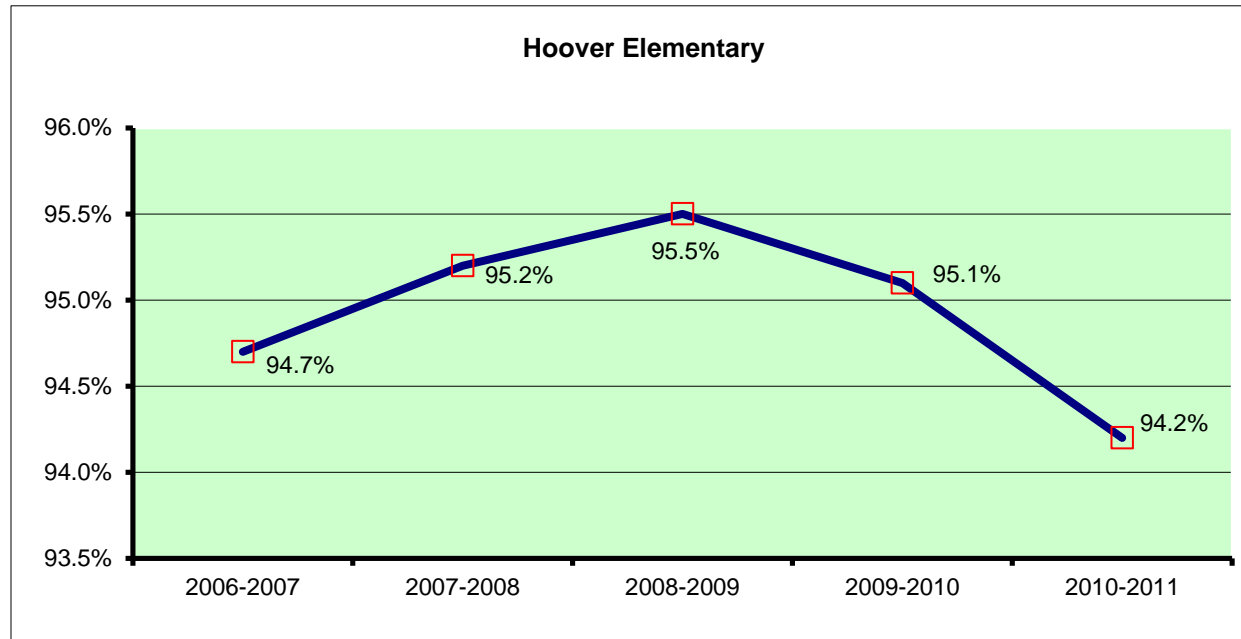


**2. How did the school perform in the area of attendance?**

Hoover received a 94% attendance rate. This reflects a slight dip (about 1%) compared with 2009/10, and a downward trend over the last two years.

We have initiated a program of increased vigilance following-up on our attendance concerns earlier in the year. Principal action along with the follow-up of Jason Davies (District Truancy Official) helped improve our attendance rate. Our school (teachers, office manager and principal) are paying close attention to student attendance. The principal and office staff has been making phone calls to parents when students are not attending. We are sending attendance letters which stress the importance of attendance and quote attendance policies. We publicize the importance of coming to school each and every day in our newsletters and parent meetings. We hold “student study team/absentee meetings” with parents of students in the critical attendance category.

We have a large number of parents taking vacations during the school year which has had an adverse impact on our attendance. We will continue to educate parents and students on the importance of daily school attendance.





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3. Area(s) of strength and key activities attributed to success:

**Reading**

- Continued implementation of Reading Street program and strategies for identified intensive students. Hoover is a model site for other schools in the district now that Reading Street has been adopted by the district. Several of our teachers have taught Reading Street Professional Development Classes for the district. Other successful strategies include:
  - Implementation of ERI double dose strategies for K-2.
  - Regular student progress monitoring and implementation of intervention strategies and curriculum for K-2.
  - Differentiated Instruction for benchmark, strategic and intensive students.
  - Priority of time committed to reading instruction.

**Math**

- Implementing new BRIDGES materials, curriculum mapping, and staff collaboration on new core math standards. Teacher in grades 1-6 have at least 60 minutes daily for math instruction and 30 minutes daily in Kindergarten. Implementation of the new conceptually based approach will help build deeper understanding of the new 2007 State Math Standards.

**Science**

- Our staff has focused on scientific processes, taught science vocabulary and focused instruction on science standards occurring at all levels. Teachers are working collaboratively with a greater focus on science. For the past five years, Hoover has been using the Reading Street Curriculum which integrates reading and science. This curriculum has nearly doubled the amount of non-fiction (science related) reading materials for students than our previous series. More of our teachers are integrating the science leveled readers into their 90 minute core reading block.

**Writing**

- Continued implementation and training on writing elaboration.
  - School-wide implementation of Lucy Calkins writing elaboration strategies, writing across the curriculum strategies.
  - Grade level articulation of writing expectations and communication with parents.
  - Mandatory writing in every classroom three times a week for 30 minutes.

**Other**

- Highly Qualified Teachers...All staff members are highly qualified. We have many new staff members at Hoover as well as a number of teachers that have changed grade levels. This requires on-going training and grade level communication about standards and curriculum materials.
- Collaborative planning and a focused staff...Teachers meet together regularly in grade level teams to review student progress monitoring, data, successful instructional strategies, and to adjust instruction to meet student needs.
- Technology...We acquired 29 very expensive site licenses, support and implemented SuccessMaker Math and Reading as a enrichment program. We use SuccessMaker for our “cusp” students at all levels and also in the resource classroom for additional support. Teachers work to learn better strategies for implementation. Our computer lab is tapped out and we are working toward adding mini labs in various locations throughout the school for additional student access.



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4. Area(s) of concern/focus and key activities you are planning to address concerns:

**Writing**

We are implementing the district-created local performance assessments each quarter and are working collaboratively at each grade level to design instruction to prepare students. We have trained staff in writing instruction over the last few years and are continuing to implement these best practices.

**Math**

We have required all teachers grades 1-6 to have a minimum of 60 minutes of math and Kdg. 30 minutes daily. The staff has implemented BRIDGES curriculum with fidelity. We are differentiating instruction and developing deeper understanding of concepts rather than deploying students vertically for math. We see a gap with math facts and grade level teams are taking about the need to teach, reteach and master math facts. We have had quality training on both BRIDGES and math standards, and continue to receive support from our math coach. More training is needed for the successful and full implementation of SuccessMaker in an attempt to differentiate instruction and meet individual student math needs.

**TAG**

In an effort to meet the needs of our TAG students we are providing differentiating instruction time in the content areas with pre and post testing. The pressures to provide interventions for at risk students often leaves little time to address the needs of our TAG students. We are trying to be more proactive in this area. We are clustering the TAG students to make it easier for the TAG students to work in small groups. We are adding various competitions such as Math Counts.

**PBIS**

We continue to implement PBIS and Second Steps Curriculum this year. PBIS helps us focus on positives and teaching rules for common areas.

**Attendance**

We have become more vigilant with attendance issues regularly monitoring and following-up on attendance issues early in the year.



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5. What staff development needs have you identified for this year?

- Time to work collaboratively with grade level teams to implement Local Performance Assessments in support of district writing goals and to map curriculum.
- Continued training on 6-trait writing scoring guide.
- Continued support in the implementation of BRIDGES curriculum. For 6<sup>th</sup> grade, training and implementation time for Connected Math II.
- Time to discuss BRIDGES curriculum at grade level meetings. Time for 6<sup>th</sup> grade teachers to discuss CMP II
- Training on SuccessMaker reports.
- Sheltered instruction trainings
- On-going PBIS training. Training on using the data from SWIS to identify strengths and areas needing improvement on school-wide behavior.
- Continued new teacher support and training.



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## **Consolidation of Hoover’s School Improvement Plan Targets and Initiatives 2011-2012**

### **Goal 1 - Writing**

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1. Link into District Writing CIP initiatives and district taskforce LPAs
2. Increase daily writing opportunities throughout the curriculum.
3. Continued implement three 30 minute periods per week for formal writing instruction using Lucy Calkins and Reading Street materials.
4. Continued implement and monitor writing curriculum maps grades K-6.
5. Continued implement writing across the curriculum.
6. Articulate and communicate to parents writing standards grades K-6
7. Analyze State Writing Assessment results in 4<sup>th</sup> grade.

### **Goal 2 - Math**

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1. Continued implementation of state math standards.
2. Full implementation of BRIDGES K-5 and Connected Math in 6<sup>th</sup> grade.
3. 60 minutes of math instruction daily grades 1-6.
4. Provide support and re-teaching for below level math students.
5. Provide support and enrichment for TAG students.
6. Focused school-wide training on BRIDGES.
7. Analyze OAKS and criterion reference data relative to implementation of BRIDGES.
8. Implement SuccessMaker Math for differentiation.



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## Writing Goal and Target Strategies

**Performance Goal 1:** Improve the writing skills of all students. Increase percentage of students meeting benchmark standards by 20 percent\*  
(\*Based on 4<sup>th</sup> grade results on OAKS from 2010/11)

**Data Indicators:** LPAs and classroom work samples. **Evaluation Data:** LPAs

Actions/Strategies	Leadership Assigned to	Resources	Professional Development	General and/or Federal Funds	Date Due	Means of Assessment
<b>Writing: Increase daily writing practice opportunities across the curriculum. Mandatory three 30 minute periods a week for formal writing instruction using Lucy Calkins writing elaboration materials.</b>	Classroom Teachers	Lucy Calkins Writing Resources	Staff Meeting Training	General	On-Going	LPAs Writing Work Samples
<b>Writing: Use of OSLIS with TAG students</b>	Teacher Media Tech	District Media Tech	District Professional Development	General	On-Going	Speech and Writing Work Samples
<b>Writing: Analyze writing assessment results from prior years and quarterly LPAs for 2010/11</b>	Principal Site Council Teachers	OAKS Data LPAs	Action Team Mtgs. Site Council Grade Level Teams	General	On-going	LPAs Work Samples
<b>Writing: Implement district created LPAs and collaborate to create grade-level curriculum maps.</b>	Principal District Task-Force Teachers	Lucy Calkins and Reading Street Writing Resources	Staff Training	General	On-going	LPAs Writing Work Samples



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<b>Actions/Strategies</b>	<b>Leadership Assigned to</b>	<b>Resources</b>	<b>Professional Development</b>	<b>General and/or Federal Funds</b>	<b>Date Due</b>	<b>Means of Assessment</b>
<b>Writing: Articulate writing standards grades K-6 through curriculum mapping and grade level brochures.</b>	Teachers Principal	Time Oregon State Standards Tri-fold Parent Brochure by grade level	Training at Staff Meetings	General	On-going	Grade level maps End-of-year feedback District Task Force
<b>Writing: Inform parents of grade level writing expectations and LPA requirements.</b>	Classroom Teachers	Hoover's Writing Brochures by grade level	PTO Parent Teacher Conferences School Newsletter	General	On-going	Feedback from Parents



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## Math Goal and Target Strategies

<b>Performance Goal 2:</b> Improve the math skills of all students. Increase percentage of students meeting benchmark standards as measured by OAKS by 20 percent.						
<b>DATA INDICATORS:</b> OAKS Assessments, Criterion Reference Tests, BRIDGES Assessments and Observation, SuccessMaker Performance						
<b>EVALUATION DATA:</b> OAKS, STAR Math, Bridges, SuccessMaker, CPM (6 <sup>th</sup> grade) assessments.						
<b>Actions/Strategies</b>	<b>Leadership Assigned to</b>	<b>Resources</b>	<b>Professional Development</b>	<b>General and/or Federal Funds</b>	<b>Date Due</b>	<b>Means of Assessment</b>
<b>Math: OAKS scores will be reviewed and analyzed to determine areas of focus.</b>	Principal Site Council	State Math Standards	Site Council Staff Mtgs.	General	On-going	OAKS SuccessMaker Bridges (grades K-5) Connected Math (6 <sup>th</sup> grade)
<b>Math: Continue to implementation state math standards.</b>	Teachers Principal	State Math Standards	Site Council Principal Staff Meetings	General	On-going	OAKS Bridges and Connected Math Curriculum Assessments
<b>Math: K-5 fully implement BRIDGES. 6<sup>th</sup> Grade fully implement Connected Math II materials.</b>	Classroom Teachers Principal	District Curriculum District TOSA	District Trainings Building Level Trainings	District	On-going Grade Level Team Mtgs,	Implementation Feedback
<b>Math: All teachers will have a minimum of 60 minutes daily for math in grades 1-6 and 30 minutes daily for Kdg.</b>	All Teachers	Curriculum Materials	Staff meeting Math TOSA	N/A	On-going	Daily Instruction
<b>Math: Implement differentiated instruction strategies to meet needs of all students in math.</b>	Teachers District Math TOSA	Bridges and Connected Math Pearson SuccessMaker	SuccessMaker Training Staff Meeting Discussion	General	On-going	Teacher Observation and Feedback



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<b>Actions/Strategies</b>	<b>Leadership Assigned to</b>	<b>Resources</b>	<b>Professional Development</b>	<b>General and/or Federal Funds</b>	<b>Date Due</b>	<b>Means of Assessment</b>
<b>Math: Teachers will work with district math TOSA to build on teaching skills to increase student engagement and raise level of cognitive demand.</b>	Principal District TOSA	Bridges and Connected Math Math studio	Staff meetings Side-by-side coaching Conferencing	None	On-going	Feedback from teachers Observations
<b>Math: Provide support and re-teaching for below level math students in the classroom</b>	Teachers	Bridges and Connected Math	District Math TOSA	None	On-going	Feedback from teachers on differentiated instruction in the classroom
<b>Math: Teachers will provide multiple problem-solving opportunities and work samples. Four work samples will be entered on the Teacher Desktop for the school year.</b>	Teachers	Bridges and Connected Math	Staff Meeting Discussion	None	On-going	Work Samples entered on Teacher Desktop
<b>Math: SuccessMaker implementation K-6 for differentiated instruction.</b>	Teachers Principal	SuccessMaker	Building Level Training District Training-Pearson Corp.	General	On-going	Feedback from teachers
<b>Math: Communication with parents.</b>	Teachers Principal	Classroom Teachers Principal District TOSA Site Council Bridges Connected Math	School Newsletter Classroom Newsletters Parent Night Parent Teacher Conferences	General	On-going	Feedback from parents.