

PART I - ELIGIBILITY CERTIFICATION

12OK6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 10 Elementary schools (includes K-8)
 (per district designation): 3 Middle/Junior high schools
1 High schools
0 K-12 schools
14 Total schools in district
2. District per-pupil expenditure: 7575

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	33	29	62		6	0	0	0
K	37	26	63		7	0	0	0
1	29	31	60		8	0	0	0
2	31	21	52		9	0	0	0
3	22	24	46		10	0	0	0
4	19	27	46		11	0	0	0
5	24	24	48		12	0	0	0
Total in Applying School:								377

6. Racial/ethnic composition of the school: 7 % American Indian or Alaska Native
1 % Asian
8 % Black or African American
9 % Hispanic or Latino
3 % Native Hawaiian or Other Pacific Islander
72 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 10%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2010	358
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 9%
 Total number of ELL students in the school: 35
 Number of non-English languages represented: 4
 Specify non-English languages:

Marshallese, Spanish, Visayan, Gujarati

9. Percent of students eligible for free/reduced-priced meals: 66%

Total number of students who qualify: 235

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>27</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>3</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>4</u>
Total number	<u>33</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	94%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Hoover Elementary School, located in Enid, Oklahoma, was founded in 1951 and named after President Herbert Hoover. President Hoover often sent letters and books to the school. One of his letters is framed and posted at the entrance of the school with this inspirational statement, "I know of no greater mark of honor that can come to one, than to have one's name on an American public school." Upon establishment, Hoover served 300 students; since that time classrooms have been added and updated with an increase in enrollment to 377. In addition, a transfer waiting list to attend Hoover is in place. Hoover was voted the Peoples' Choice Award winner the past two years (2010, 2011) by the "Enid News and Eagle," for Outstanding Elementary School in the local area. Hoover is proud to be accredited at the state and national level.

Hoover Elementary School is located in rural, Northwest Oklahoma and serves the town of Enid (population 48,000). This locality of Oklahoma was settled by many different Christian denominations during the Land Run of 1889. Folktales and Native American legends often referred to our geographical location as the Bible Belt, Dust Bowl, Tornado Alley, and No Man's Land. Flat land extends as far as the eye can see. The people who settled in this region have a strong work ethic, are very determined, and believe their life is a ministry. As a result of this, a strong sense of community is unmistakable.

The neighborhood school concept is part of the Enid Public Schools' tradition; however, we have an assigned group of special education students that enriches our daily learning community. Hoover is a clinically based school, which means our campus serves students who are medically fragile. Aiding students with multiple disabilities, environmental deprivation and poverty presents us with many obstacles. To a great extent, it is this population that opened our eyes to the many diverse and differentiated learning styles. Our challenges are great, our successes are grand, and our dedication to serve all students makes us who we are: worthy of Blue Ribbon recognition.

The most observable strengths at Hoover Elementary School are the constructive leadership and the cohesiveness of our school-wide relationships. Leadership takes on a very positive role at Hoover. All members of the faculty and staff assume various leadership responsibilities. The principal serves as a positive mentor and role model. She strives to set high standards for all students, teachers, and herself. Communication and visibility are key to providing constant feedback. Our principal allows her teachers to have autonomy and the freedom to make data-driven decisions in their own classrooms. She encourages teachers to collaborate and share ideas with one another. School leadership ensures a climate that is secure and safe so everyone can become risk-takers in utilizing their individual talents.

Cohesive relationships are built each morning during our learning celebration assembly. At 7:45 a.m., students and staff are greeted with smiling faces at the door and the sound of lively music rolling from the gym as everyone gathers for some movement and brain wake-up activity. The principal and staff actively participate and model positive interactions with students and one another. After music and dance, the students report to their assigned class lines in the gym and join in the flag salute, patriotic song, and American Sign Language activities such as signing the daily menu and Hoover Creed. The learning celebration ends with a moment of silence, then students dismiss to their classrooms for the learning day. Parents, too, enjoy our assemblies as they are invited each Friday for a "second cup of coffee." During this time, they witness their children being recognized and participating in school-wide learning activities.

Although we have some of the finest research-based curriculum, professional development training, and technology advancements that money can afford, the scope and range of our successes are the result of the efforts of our highly qualified staff. A staff whose experience and expertise, shared vertically and horizontally, helps orchestrate, fine tune, and integrate all available resources to produce lessons using best practices. The Hoover action statement of, "Every Child, Every Chance, Every Way, Every Day," motivates and drives each and every learning experience. This effort is supported by the vision statement, "Hoover promotes life-long learning through educational excellence." The staff at Hoover Elementary School echoes the words of Herbert Hoover when we say there is "no greater mark of honor," than for one to live a life of service to help children learn.

1. Assessment Results:

A. At Hoover Elementary School, we annually administer the Oklahoma Core Curriculum Test (OCCT) in April as mandated by the state of Oklahoma to assess the math and reading skills of 3rd, 4th, and 5th grade students. In addition, 5th graders are assessed in the areas of science, social studies, and writing. The OCCT categorizes children as Advanced, Proficient, Limited Knowledge, and Unsatisfactory in each skill area. Proficient is the minimum acceptable performance level for every child at Hoover Elementary School with Advanced being the ultimate goal. In Oklahoma, each school is given a numerical score called the Academic Performance Index (API), which is calculated primarily from the students' performance on the OCCTs. In addition, other student-dependent contributing factors, such as attendance rate, are tabulated in final results. The Oklahoma State Department of Education (OSDE) sets a benchmark minimum API score, which has been increasing annually since the 2009-2010 academic year, to determine if a school has made Adequate Yearly Progress (AYP) from the previous year. AYP is considered a measure of the school's academic performance and is a reflection of the sustained educational experience and rigor provided to students attending the school. Hoover Elementary School's API has exceeded the minimum set by the OSDE consistently for the past five years by an increasingly large margin, with the exception of the 2008-2009 school year which saw a large influx of socio-economically disadvantaged students. Yet, still, our 2008-2009 AYP was more than adequate to meet state standards. Additional testing information can be found at the OSDE's website, and a complete academic accountability report of Hoover Elementary School's performance on the OCCT can be found at the Enid Public Schools' website.

B. The Academic Performance Index (API) score, or the percentage of students at Hoover Elementary School in the 3rd, 4th, and 5th grades, who scored Proficient or Advanced in the areas of reading and math on the Oklahoma Core Curriculum Tests (OCCT), has increased steadily to the highest API for All Students at any grade in the 2010-2011 academic year in Enid Public School District. EPS has more than 7000 students in ten elementary schools, three middle schools, and one high school. The exception to this trend was the 2008-2009 school year. During the 2008-2009 academic year, Hoover Elementary School experienced an increased enrollment of three subgroups of students; Socio-economically disadvantaged, African American, and English Language Learner students. The following school year, Hoover Elementary School implemented focused response to intervention plans to target these subgroups, including Title I, III, and VII interventionists co-teaching in the regular classroom, small group pull-out with math and reading specialists, English language tutoring, and an after-school program. This provided success as reflected in student test scores.

During the 2009-2010 academic year, the Oklahoma State Department of Education (OSDE) adjusted the OCCT achievement score ranges, which in affect raised the minimum scores used to rank a student as performing Advanced or Proficient, resulting in the lowering of API scores of schools in the majority of districts state-wide. Despite this challenge, Hoover Elementary School's API elevated in the 2009-2010 school year. To continue this positive performance trend, Hoover Elementary School began administering benchmark practice testing for the OCCT in December and March of the 2010-2011 school year to prepare students for standardized testing to reduce test anxiety and to identify academic skill weaknesses. Benchmark testing data analysis allowed for targeting of specific skill strands that appeared inadequate or missing. The leadership and staff at Hoover Elementary School renovated the after-school program to address the unique needs of individual children based upon their benchmark practice test performance. These data-driven interventions are carried into the classroom through co-teaching and small groups with interventionists often targeting children in Socio-economically Disadvantaged and English Language Learner subgroups. This resulted in a dramatic API score increase among our disadvantaged student population for the 2010-2011 school year and is currently the highest to date, outranking many schools in the state.

The majority of subgroups at Hoover Elementary School, which include Socio-economically Disadvantaged, African American, Hispanic, Special Education, English Language Learners, and White/Caucasian, achieved rates of Proficient or Advanced with the same or higher percentages as All Students. In the most recent school year, the subgroups of Special Education and English Language Learners in the 3rd and 4th grade showed a greater than 10 point achievement gap in the area of reading. In addition, the 3rd grade English Language Learners subgroup showed a weakness in the area of math. To address achievement gaps, children in the Special Education subgroup receive individualized services through a resource teacher and every effort is made to ensure that they are given appropriate and fair assessments through accommodations or modifications of the OCCT. Hoover Elementary School is employing strategic tactics to target the students in the English Language Learner subgroup. The after-school program has a high teacher-to-student ratio to allow for precise development and implementation of remediation in the weaker skill sets identified during benchmark testing. Interventionists are utilized in an efficient manner to scaffold classroom skills by reinforcing new and learned information. The data gained during benchmark testing is being used to increase depth of knowledge for all students. Every child at Hoover Elementary School benefits from data-driven research based teaching to increase math proficiency and reading fluency, resulting in 100% of the 3rd, 4th, and 5th grade Hispanic and African American subgroups scoring Proficient or Advanced in math and reading in the 2010-2011 school year.

2. Using Assessment Results:

Priority Academic Student Skills (PASS), and the Common Core Standards are the road maps and guides to where we are taking our students, but assessment tells us if we are close, right on target, or lost along the road. Hoover Elementary School is unique in its diversity of students, so our pathway to reach each child must be data-driven. Teachers realize that assessment is really a tool for them to become strategic facilitators of learning, never forgetting that all students can learn.

Our journey begins each year at our first staff meeting. We review our scores from the previous year's Oklahoma Core Curriculum Tests (OCCT). We celebrate our successes loudly and then look for areas of improvement. For example, we noticed that measurement scores were low in 3rd through 5th grade. After brainstorming sessions, the principal and staff developed hands-on learning centers and activities on measurement. Each grade was encouraged to enlist the help of the Title I teacher for resources. The learning centers and activities provided teachers with opportunities to informally assess students and reteach as needed.

The school and district provide many ongoing assessment opportunities. In addition, teachers use informal daily and weekly assignments, unit tests, performance assessments, and rubric checklist during cooperative learning activities. Students in K-5 spend a half hour each day in the computer lab using a district purchased program called SuccessMaker that assesses and levels each student. Students work at their own independent learning level every day. Teachers can check scores to assess student learning and then have an option to put students in tutorial strands if they see an area of need such as, math story problems or words in context. Accelerated Reader (AR) is a district provided supplemental reading program for 1st through 5th grade that teachers and students use to analyze reading goals all year.

To assess emerging and early reading skills, the district uses Literacy First to assess pre-kindergarten through 3rd grade reading. Students are formally tested four times a year and informally every week. The teachers use this data to guide their weekly reading groups as well as whole class instruction. The Title I teacher utilizes this information to organize small group instruction and pinpoint skills that need immediate attention. It was clear after our first literacy assessments, that fluency was a major area of concern, at all the primary levels. Research was done to find the latest evidence-based teaching methods to make improvements. The principal encouraged every classroom teacher to incorporate at least one of the findings into weekly lesson plans. As a result, you can find choral reading, Reader's Theater, fluency phones, buddy reading, peer reading, or practice on a fluency iPad app occurring in every classroom.

Last year the district implemented two diagnostic OCCT benchmark practice tests for 3rd through 5th grade. The first was in December and the second in March. Using the information from these assessments, teachers were able to see the range of student skills and the needs for remediation. These assessments were also used to map out a specific plan for our after-school program. Our school purchases a web-based program called Study Island, a practice tool for the OCCT that teachers can use for teaching or assessing. Students in 3rd through 5th grade use this program at school. Study Island can also be accessed at home for further enrichment.

The Aurora Learning Community Association (ALCA) is another district provided computer tool to analyze previous OCCT scores. Teachers access their class or students' performances in previous years. The program can chart and graph the performance of various groups and subgroups over a specified period of time. We identified one low performing group that rides the same bus after school and has a fifteen to twenty minute wait after the dismissal bell. We instituted a mini after school program for this group that includes flash cards, buddy reading, homework help, and computer work to reinforce learned information and target weak skill sets during this waiting time.

Communication is an essential tool. Students receive feedback daily through grades, interacting, and conferencing with teachers. Teachers are quick to praise success and find time to remediate individual students. Our local newspaper prints the OCCT scores for all schools in our district. A grade card containing the information is sent home to each parent. The district has a website and recently added a school connect app for mobile phones. Parents are apprised of their student's OCCT scores at parent/teacher conferences in October. Another conference is held in March. Hoover Elementary experiences good parent participation at both. Parents receive report cards quarterly. Progress reports are available for SuccessMaker and Accelerated Reader. Parents of 3rd through 5th grade students can access their child's grades online at any time using the Parent Portal. Teachers communicate through daily folders, assignment planners, e-mail, phone calls, and conferences.

3. Sharing Lessons Learned:

Providing learning experiences for students that foster academic success is our primary goal at Hoover Elementary School. We aspire to benefit other educators by imparting strategies that have generated achievement for our students. To aid in accomplishing this task, our staff has communicated many of our lessons learned at the district, state, and professional organization levels. Our "open door" policy allows us to share successful education strategies with other teachers, universities and parents. We consider it an honor to be able to assist other educators and organizations.

Hoover Elementary School has reached out to Enid Public School professionals in a technological aspect by sharing lessons and activities via staff e-mail and through the district's intranet Sharepoint posts. We also share information with staff members through an internet professional development website, PD360, in which "friended" faculty members, or an individual teacher, may reference for problem solving strategies.

The faculty of Hoover Elementary School shares its methods for success by presenting at professional development trainings and grade level meetings at district and state levels. At grade level meetings, our teachers share ideas for making the most of waiting times by utilizing "Learning in Line" activities such as using American Sign Language to learn the alphabet, or signing spelling words. Our staff has presented shared-campus professional development workshops from Payne Education Training, a fast-paced scripted alphabetic phonics curriculum that targets specific reading disabilities, dyslexia, and language development.

Hoover teachers have presented lessons learned by publishing them in local magazines, newspapers, and commercials. Hoover Elementary School has been photographed on multiple occasions for the Enid children's magazine, "E-Kids," with focus on how Hoover provides engaging learning experiences. Enid's local newspaper, the "Enid News & Eagle," printed a story (and pictures) featuring

our 4th graders engaged in a Chinese culture lesson. A commercial was filmed in one of our kindergarten classes encouraging volunteers to read to young children.

4. Engaging Families and Communities:

At Hoover Elementary, we define parental involvement as the participation of parents and staff in regular two-way and meaningful communication involving student's well-being and performance at school. We accomplish this by striving to create an atmosphere of mutual respect where parental input and ideas are welcomed and valued as essential components of the educational process.

Parent communication looks very different today when compared to the past. Technology has allowed us access to parents at the speed of an e-mail or text, allowing for immediate feedback to ensure successful outcomes. Parents are now able to track weekly grades through the Parent Portal on the Enid Public Schools' website. This has greatly improved student accountability and is a valuable tool for parents to stay connected with weekly learning progression. Hoover parents have the highest number of parent log-ins in the entire district. Quite simply - they care!

Parents of students at Hoover Elementary have many opportunities to become an integral part of the school community through volunteering. Some of our parent "assignments" include coordinating special events, chaperoning field trips, monitoring for state testing, assisting with picture days and book fairs, and reading in classrooms. Through volunteering and visitation, parents gain an awareness of the importance of extending the learning day through related at-home activities. Parents are included in decision-making processes by staying involved in the Parent-Teacher Organization, attending individualized educational team meetings, and by completing annual surveys. Surveys are used to develop annual site improvements.

In our continuing effort to provide optimal two-way communication between teachers and parents, we rely on semi-annual parent/teacher conferences, language translators, communication logs and folders, quarterly progress reports, access to the on-line Parent Portal, classroom websites, newsletters, e-mails, phone calls, and our Blackboard phone launch notification system. Communication is further enhanced by providing families with ideas and suggestions on how to best help their children at home, stressing the importance of reading and interactive game playing to reinforce skills learned at school. Hoover Elementary has excellent school-based counseling support to help meet the needs of our students and families.

We believe in identifying and integrating resources and services that bring our school and community together, providing real-world experiences for our students. Community programs include: DARE (Drug Abuse Resistance Education), Vance Air Force Base mentors, fire safety, foster grandparent programs, Salvation Army canned food drive, and OG&E (Oklahoma Gas & Electric) safety. Through our parents and professional learning community, our children's learning environment is expanded, enhanced, and enriched.

1. Curriculum:

Hoover Elementary uses on-site horizontal and vertical planning that is data-driven and is based on the Oklahoma Priorities Academic State Standards, (PASS) and the Common Core Standards. The state of Oklahoma is in the process of transitioning to the Common Core Standards, and our district is working alongside the Oklahoma State Department of Education to achieve these intense national guidelines.

The textbook adoptions by our district are aligned with the new Common Core Standards. Resources include black line masters, work books, CDs, and leveled readers, in addition to an online website to access the textbooks, worksheets, and learning activities. Our textbooks include practice books in the following levels: below level, on level, advanced, and English Language Learner (ELL) modified.

To reach our high standards, we incorporate a wide variety of resources. Our day begins with a whole school morning assembly. In the assembly students learn vocabulary words, quotes, nursery rhymes, and power words while teachers model professional behavior. Hoover Elementary purchases an internet based program, Study Island, for grades 3-5. Study Island is aligned with state PASS skills and Common Core Standards. Within our school is a computer lab that houses 27 computers. Every student utilizes the computer lab thirty minutes per day. Our district provides SuccessMaker, a self-paced software program for all grades in math and reading, and Accelerated Reader, which allows students to work on reading comprehension by setting and reaching goals through completing a quiz targeting age-appropriate books.

Prior to administering the Oklahoma Core Curriculum Tests, Hoover administers two diagnostic benchmark practice tests in reading and math. From the results of the testing, we design an after-school program during which students are placed in small groups to target specific skill areas that need additional practice and learning time. Other resources are provided by Title I specialists in math and reading. These flexible specialists work in the classroom co-teaching in small groups or may work with students on an individual basis in the Learning Lab. Oklahoma has a large population of English Language Learners, Native Americans, and impoverished students, additional funding is provided by state and federal sources. An additional resource we have at Hoover is our Library Media Specialist, who teaches lessons to all grades on a daily basis and is a role model as a master teacher. Our librarian supplements class instruction by selecting books that integrate skills taught in the classroom.

A unique aspect to Hoover Elementary is our K-5 uninterrupted core time. Core time for Hoover is a 90 minute block of direct instruction in both math and reading. This time is protected from interruption so the students can achieve optimal learning.

A day at Hoover would include the integration of reading and social studies, math with science, rotational literacy centers, cooperative learning, physical education and music with movement connections. This cross-curricular approach uses class time in a most efficient way. Students are learning how to provide a written response in all subject areas, which is a part of our transition to the Common Core curriculum. Literacy First is vital to students learning to read in PK-3. This ongoing yearly assessment diagnoses problematic areas in need of remediation and extra practice.

At Hoover, teachers implement Bloom's Taxonomy in the planning and teaching of daily lessons. This shifts students from the base of simple recall to the higher levels of cognitive development. At the top level of Bloom's Taxonomy, Hoover students learn to judge, conclude, evaluate, analyze, create, and predict.

2. Reading/English:

It is our belief, at Hoover Elementary School, that reading is the foundation of all student learning. Diagnostic reading assessments are utilized to identify specific individual strengths and weaknesses. Our Pre-K through third grade students are given ongoing diagnostic literacy assessments that target phonological awareness, phonics, and fluency. Third through 5th grade students are assessed in the fall and spring using two benchmark diagnostic tests in preparation for Oklahoma Core Curriculum Tests. This test information generates a class profile analysis of fundamental reading skills that show levels of student mastery. All diagnostic test results are reviewed by the principal, teachers, and interventionists to form professional learning teams to design remediation strategies and activities.

Reading curriculum and instruction incorporates required Common Core Standards for all grades. Hoover's highly qualified staff manages a rigorous curriculum to facilitate instruction on all levels by using these successful strategies: direct reading, teacher table, face-to-face teaching, one-on-one teaching, small groups, Great Expectations, iPads, Smartboard lessons, Accelerated Reader, leveled readers, and interactive games (to build vocabulary/comprehension skills).

In addition, technological advancements facilitate student academic learning through programs such as SuccessMaker (a district-wide computer program) and Study Island (an online program purchased by Hoover Elementary). Our Literacy First program addresses phonological awareness, phonics, and comprehension. Fluency lessons are taught as recommended by research. These lessons include choral reading, partner reading, Reader's Theater, poetry, and read alouds. Classroom teachers establish fundamental hands-on learning centers in all grades so that reading, writing, and vocabulary can be practiced to reach mastery. A continuum for tracking student progress through ongoing assessments provides teachers with individual baselines to build a supporting framework for each and every student.

Additional services include an after-school program for remediation of reading skills for students who are of greatest need. Other support services for student academic needs are utilized through Title I, III, VII, English Language Learner tutors, Foster Grandparents, paraprofessionals, special education services, and community volunteers and mentors.

3. Mathematics:

Math understanding and the ability to apply concepts on a daily basis, in and out of the classroom, is a huge focus for Hoover Elementary School. Learning and mastering material goes beyond just simple use in the classroom. It strives to have students implementing and integrating math concepts into their everyday lives. This approach enables students to be practical and effective problem solvers on a daily basis.

Students at Hoover Elementary School are assessed using a variety of tools and techniques to identify areas of strength and weakness. Curriculum is then designed and structured to target the individual needs of each student. All staff members work cohesively to provide an enriched learning environment that ensures growth and success while challenging each student at their own level.

Our math instruction utilizes various approaches to meet the needs of every student. The needs are identified and continually reviewed to ensure that students are progressing in a timely manner. Such approaches include using hands-on materials, peer tutoring, one-on-one teaching and/or small group instruction, individualized computer programs, the use of visual as well as auditory reinforcement, interactive learning using the Smartboard, along with the implementation of music and exercise to encompass whole body learning. In addition, our after-school program incorporates these approaches to further guarantee that the students with the greatest needs are receiving additional learning opportunities.

A strong emphasis is placed upon understanding the vocabulary and terminology used in each and every math problem. Students are not only expected to know an answer, but are required to understand and

explain the process of how correct answers are achieved. Thus, as students progress through the years, their level of understanding moves from simply remembering facts and ideas to being able to apply and evaluate given information.

Parent involvement is encouraged throughout the year. Teachers fill students' backpacks with family activities on a weekly basis so they can participate in their child's learning. Children are given sets of flashcards and provided with passwords to access websites, such as Study Island, to enhance the mastering of the curriculum. Lists of other free educational websites are shared with parents as well as ideas for games and study techniques they can use with their children at home.

Since students witness the Hoover staff living by the action statement, "Every Child, Every Chance, Every Way, Every Day," they feel that they can achieve anything and have risen to the occasion time and time again.

4. Additional Curriculum Area:

The "whole body" experience of reinforcing academic concepts through music and movement is especially beneficial to students with linguistic, kinesthetic, and musical learning styles. Learning occurs in, about, and through music. At Hoover Elementary School, we believe music-infused curriculum results in increased self-esteem, better attendance, a greater liking of the school experience, and higher test scores. Simply put - integrating music and movement into core curriculum is a formula for successful learning.

One extraordinary example of Hoover's "whole body" approach to learning is our morning celebration assembly. Hoover students and staff begin each and every day in a gymnasium filled with music and positive energy. From our student-led opening exercises to the reciting of the Hoover Creed, the early morning assembly includes a celebration of successes, recognition of achievement, and special presentations - all infused with the power of music and movement.

At Hoover, our music specialist teaches students three times a week for thirty minute sessions. During music class, students are taught skills to go along with the Common Core standards. Music teaches math through the understanding of rhythm and beat, and builds reading fluency with the understanding that words must be sung smoothly. Our music program is designed to develop and strengthen listening skills, expressive reading through vocal exploration, spatial awareness, patterning, and sequencing through sound and movement.

On a daily basis, the blending of classroom curriculum with music and movement is common practice. Our youngest students engage in alphabet and color-related song and dance, as an extension of classroom lesson plans, while 3rd and 4th grade students add a musical component to learning the states and capitals. and anti-bullying strategies. "Circle the State with Song," and "Real Men Sing," are just two programs Hoover students are encouraged to pursue to enrich their learning experiences.

In a continuing crusade to maintain our "whole body" philosophy, each grade performs an integrated curriculum-based program during the year. One example is 5th grade's portrayal of the Constitutional Convention, where our older students not only benefit from developing a better understanding of this historical event, they gain self-confidence, stage presence, and improved memory.

At Hoover Elementary, we take pride in supporting our mission statement of promoting life-long learning through educational excellence by continuing to offer curriculum that meets the needs of the whole child.

5. Instructional Methods:

Hoover Elementary School's highly qualified staff is dedicated to meeting the academic, social, and emotional success of each individual student. This belief is demonstrated through our action statement:

"Every Child, Every Chance, Every Way, Every Day," which is displayed proudly throughout the school. Instruction is individualized for each and every student using data-driven decisions from formal and informal assessments. The diverse needs of readers are met using Literacy First, a research-based systematic and comprehensive reform process that accelerates reading achievement. It builds a scaffolding of skills that allows teachers to see gains and identify students in need of additional practice, remediation, and enrichment.

We integrate the use of technology to assist in leveled learning (ex: Smartboards, iPads, Accelerated Reader, SuccessMaker, Brain Pop, Study Island, and the computer lab that provides 27 student learning stations). Every student works at their instructional level after an initial computerized pre-assessment is completed, thus determining their zones of proximal development.

Student progress is consistently monitored by colleague collaboration, both horizontally and vertically, to obtain supplementary strategies. This occurs from 3:15-3:45 in after-school planning and on special assigned curriculum planning days. These modifications vary from small on-the-spot decisions to more elaborate techniques of sharing and designing learning centers and hands-on activities.

With creative modifications and interventionist support, our diverse population and defined subgroups have found success. Students in need of additional time and support receive small group instruction from Title I interventionists and tutoring in the after-school program. Summer school is offered during the month of June; the target audience is students with the greatest need and for those who show regression of skills over long breaks from school. Special education students receive an intense individualized education plan (IEP) supported by a team of highly qualified teachers.

Instructional strategies that prove to be successful for Hoover are:

- Hands-on, relevant learning
- Academic learning time, time on task
- Classroom procedures and management
- Learning in line
- Anatomy of a lesson
- Testing to provide data-driven instruction
- Role modeling to properly demonstrate skills
- Depth of knowledge
- Curriculum that is aligned, comprehensive, and consistent
- Differentiated modifications
- Learning centers
- Music and movement connections - whole body learning
- Cooperative learning
- Open-ended questioning
- Marzano's high-yield strategies
- Bloom's Taxonomy - moving up the cognitive domain

Most importantly, the focus is on the product of how students apply, retain, and rehearse lessons learned.

6. Professional Development:

Hoover Elementary School is a professional learning community with a diverse population including a majority of disadvantaged students. The professional development at our school is ambitious in its effort to support student learning and achievement. Our professional development is multi-tiered including workshops on-site and at the district, state, and national levels. We share ideas and work together as a team to develop student-centered activities and quality classroom instruction. By analyzing data and disaggregating results to identify areas of need, we are able to focus our professional development strategies to meet the needs of the total child. This occurs at weekly faculty meetings, monthly grade level meetings, and during after-school planning.

School-wide professional development focuses on academic standards. We utilize Common Core standards to determine concepts that need to be taught. A team of Hoover teachers recently attended the Aurora Learning Community Association (ALCA) training to help organize and interpret the Oklahoma Common Core Test results to help make data-driven educational/curriculum decisions. Teachers have common planning periods as well as professional planning days to collaborate. Each teacher attends district-wide quarterly grade level meetings to share, learn and grow. Professional development in our district has focused on technology integration and advancement at a colossal growth rate. Teachers are excited and ambitious in learning new methodologies that promote technology integration. Currently this includes: Smartboard and iPad applications, Accelerated Reader, SuccessMaker, EnVision Math, Brain Pop, and Study Island.

All Hoover teachers are trained in Literacy First, a research-based, systematic, comprehensive reform process that accelerates reading achievement and closes reading gaps. The Literacy First training has given our school a strong literacy foundation. The Literacy First on-going assessment process develops stronger teachers and scaffolds student reading skills so individualized learning gaps can be diagnosed. We work diligently to ensure all students become skilled, fluent readers. Our early childhood teachers attend the Payne Institute Energizing Reading Readiness program. This reading curriculum focuses on repetition, rhyme, and integrating core subjects to provide a rich, non-fictional vocabulary. This program supports our English Language Learners, special education, and disadvantaged students. Additional research-based professional development that supports disadvantaged students include: Great Expectations, Schools Attuned, Handwriting Without Tears, Understanding Poverty, Marzano's Instructional Strategies, KESAM (K-Eight Scholars Appreciating Math), and Literacy Centers

We pride ourselves on making a commitment to being lifelong learners. Eight teachers have earned Master degrees, six are nationally certified, and many teachers are taking continuing collegiate classes. Teachers have received grants to explore successful global curriculums by traveling to Tennessee, Virginia, Washington D.C., and Scotland. Hoover Elementary School teachers welcome and embrace the benefits of ongoing professional development.

7. School Leadership:

As the "heart" of Hoover Elementary School, the principal promotes the 3 R's motto - **Relationships, Rigor, and Relevance**. It is the responsibility of all staff members to reflect these priorities in creating an optimum learning environment. By building a strong community atmosphere of respect, safety, and trust, "Every Child, Every Chance, Every Way, Every Day" is truly an action statement at Hoover. Building such an atmosphere takes dedication and hard work from all team members. This hard work and dedication is modeled for students from the top down. All staff members are considered leaders. The principal depends on her highly qualified staff, and they depend on her. This confidence and good will is contagious. The students feel it, too! The result is a learning atmosphere that fosters student achievement and life-long success.

Relationship-building is a cornerstone to becoming a productive citizen. Each day at Hoover Elementary begins with school leadership and community. All students and teachers participate in a morning assembly. This is a time to communicate concerns, review procedure, recognize accomplishments, and

celebrate the opportunity to learn together. The centerpiece of the morning celebration is the "Hoover Creed," which all recite together with pride before dismissing to classrooms. Exemplary comradeship exists among the faculty. This is modeled for students every morning and establishes a positive mindset to do and be our best.

Rigor is required to accomplish great things. The principal delegates an outcome-based strategy to target areas needing remediation. However, she also encourages creativity and independent thinking to solve problems. Our administrator is always open to listen and to consider a novel approach to improve student achievement. She encourages faculty members to collaborate and to share their expertise. Problem behaviors that impede learning are addressed through a variety of avenues: counseling, creative classroom behavior systems, and school/parent communication. Students are encouraged to help each other through peer tutoring or mentoring. Everyone at Hoover can be a leader. In addition, it is mandated that every possible moment of the school day is utilized for student learning. Time on task is of utmost importance, even if it is simply reciting a nursery rhyme or drilling over division facts while waiting in line for lunch.

Making lessons real is what drives comprehension and helps students retain information. **Relevant** hands-on experiences are integrated into all core subjects to bring learning to life. (Ex: water cycle, animals, mammals, weather, and patterning)

What is in the DNA at Hoover Elementary School that makes a difference in children's lives? The answer is commitment to the team - a team composed of faculty, staff, students, and parents. Society has changed greatly; educators must go beyond teaching curriculum and embrace the whole child. Students in the 21st century will encounter many challenges. Therefore, a school must be united in its commitment to better the lives of children by arming them with the tools necessary to build a bright future. Team members must be willing to sacrifice . . . to put aside their ego, to give up their time, to be inconvenienced for the team. Our faculty, staff, students, and parents are willing. They understand that only one's personal best is acceptable today, tomorrow, and in the future for life-long learning to be the ultimate goal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: OCCT; Oklahoma Core Curriculum Test
Edition/Publication Year: 2010 Publisher: Pearson/Data Recognition Cooperation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	97	80	63	88	83
Advanced	53	23	23	25	22
Number of students tested	36	30	28	24	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	96	77	63	90	77
Advanced	48	18	0	20	23
Number of students tested	27	17	16	10	13
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	5	4	3	3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	1	2	1
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	3		5	4
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	5	5	1	3
6. White/Caucasian					
Proficient plus Advanced	100	82	69	85	79
Advanced	56	27	4	32	16
Number of students tested	27	22	23	19	19
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: OCCT; Oklahoma Core Curricular Test
Edition/Publication Year: 2010 Publisher: Pearson/Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	77	76	68	83	97
Advanced	3	0	11	0	7
Number of students tested	35	29	28	24	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	1	0	0
Percent of students alternatively assessed		6	3		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	82	75	69	86	86
Advanced	4	0	6	0	0
Number of students tested	27	16	16	14	14
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	5	4	3	3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	1	2	2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2		4	4
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	5	5	1	1
6. White/Caucasian					
Proficient plus Advanced	73	76	70	79	79
Advanced	4	0	9	0	0
Number of students tested	27	22	23	19	19
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: OCCT; Oklahoma Core Curricular Test
Edition/Publication Year: 2011 Publisher: Pearson/Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	96	78	68	92	94
Advanced	61	36	28	42	52
Number of students tested	31	33	25	26	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	0	2
Percent of students alternatively assessed	6	9	8	0	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100	69	50	84	82
Advanced	65	30	17	38	27
Number of students tested	17	23	12	13	11
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		3	2	2	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	6	1	3	1	
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	2	3	3	2
5. English Language Learner Students					
Proficient plus Advanced	100	40	0	33	
Advanced	0	0	0	0	
Number of students tested	1	5	2	3	
6. White/Caucasian					
Proficient plus Advanced	95	81	63	90	97
Advanced	67	37	26	38	56
Number of students tested	18	27	19	21	27
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: OCCT; Oklahoma Core Curricular Test
Edition/Publication Year: 2010 Publisher: Pearson/Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	87	76	64	100	97
Advanced	6	12	4	8	3
Number of students tested	31	33	25	26	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	2	0	2
Percent of students alternatively assessed	6	9	7	0	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	94	74	42	100	91
Advanced	0	9	0	8	9
Number of students tested	17	23	12	13	11
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		3	2	2	1
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	6	1	3	1	
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	2	3	3	2
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	4	2	3	
6. White/Caucasian					
Proficient plus Advanced	83	82	58	100	97
Advanced	11	15	5	5	4
Number of students tested	18	27	19	21	27
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: OCCT; Oklahoma Core Curricular Test/ Priority Academic Student Skills
 Edition/Publication Year: 2011 Publisher: Pearson/Data Recognition System

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	91	89	78	92	92
Advanced	50	47	42	33	46
Number of students tested	32	19	33	27	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	90	90	72	93	92
Advanced	38	45	28	29	50
Number of students tested	21	11	18	14	12
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	6		3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	3	2		2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	7	8	6	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	1	7	5	1	
6. White/Caucasian					
Proficient plus Advanced	86	76	83	95	88
Advanced	59	36	50	45	42
Number of students tested	22	14	24	20	26
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: OCCT; Oklahoma Core Curricular Test
Edition/Publication Year: 2011 Publisher: Pearson/Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	88	79	73	92	91
Advanced	13	3	12	45	17
Number of students tested	32	19	33	27	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	2	0
Percent of students alternatively assessed	0	0	3	7	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	81	73	62	89	75
Advanced	10	9	8	11	17
Number of students tested	21	11	26	20	12
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested		1	6	1	3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested	3	3	2		2
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	5	7	4	1
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested		5	5	1	
6. White/Caucasian					
Proficient plus Advanced	95	78	80	95	88
Advanced	9	7	13	20	25
Number of students tested	22	14	24	20	26
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	94	81	70	90	90
Advanced	54	33	31	33	41
Number of students tested	99	82	86	77	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	0	3
Percent of students alternatively assessed	3	4	4	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	95	76	63	89	83
Advanced	49	29	15	29	33
Number of students tested	65	51	46	37	36
2. African American Students					
Proficient plus Advanced			50		
Advanced			8		
Number of students tested	2	9	12	5	7
3. Hispanic or Latino Students					
Proficient plus Advanced	75				
Advanced	41				
Number of students tested	12	6	6	3	3
4. Special Education Students					
Proficient plus Advanced		58	64	64	
Advanced		0	18	14	
Number of students tested	7	12	11	14	7
5. English Language Learner Students					
Proficient plus Advanced	79	35	25		
Advanced	19	0	0		
Number of students tested	5	17	12	5	3
6.					
Proficient plus Advanced	94	80	72	90	89
Advanced	59	33	27	38	40
Number of students tested	67	63	66	60	72
NOTES:					

12OK6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient plus Advanced	83	76	68	91	94
Advanced	7	5	9	18	9
Number of students tested	98	81	86	77	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	4	2	2
Percent of students alternatively assessed	3	5	4	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	84	74	59	91	83
Advanced	4	6	5	6	8
Number of students tested	65	50	54	47	37
2. African American Students					
Proficient plus Advanced			50		
Advanced			16		
Number of students tested	1	9	12	6	7
3. Hispanic or Latino Students					
Proficient plus Advanced	100				
Advanced	0				
Number of students tested	12	6	6	3	4
4. Special Education Students					
Proficient plus Advanced			50	81	
Advanced			9	18	
Number of students tested	7	9	10	11	7
5. English Language Learner Students					
Proficient plus Advanced		46	25		
Advanced		0	0		
Number of students tested	4	14	12	5	1
6.					
Proficient plus Advanced	82	79	70	91	89
Advanced	7	7	9	8	10
Number of students tested	67	63	66	60	72
NOTES:					

12OK6