

Livonia Public Schools

Hoover Elementary



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2022-2023**

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2022-2023 Annual Education Report



Hoover Elementary School

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Livonia, MI 48154

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Mike Daraskavich, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Hoover Elementary School. The AER addresses the complex reporting information required by federal law and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Mike Daraskavich, Principal of Hoover Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Hoover Website](#) or you may review a copy by contacting Hoover Elementary School office.

For the 2021-2022 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format. Based on this data, our challenges are in the areas of reading and math. Our school has identified underperforming subgroups of students, including students with disabilities and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention and Orton Gillingham. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency target

State law requires that we also report additional information as found on the following pages. Our collaborative efforts positively impact our school's success and student achievement. These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.

Our collaborative efforts positively impact our school's success and student achievement as evidenced by the steady reduction of students on Individualized Reading Intervention Plans.

Sincerely,

Mike Daraskavich
Hoover Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT



VALUES/COLLECTIVE COMMITMENTS

Climate and Environment

We **envision** Hoover Elementary **as a school where. . .**

...the care, safety and well being of the members of our school community is of the utmost concern

...children are eager to attend, excited to learn and motivated to reach their greatest potential

...we value and respect the children entrusted in our care.

Engaged Learners

We **envision** Hoover Elementary **as a school where. . .**

...joy in learning abounds

...children are encouraged to give their personal best each day

...we work diligently to meet the unique learning and social emotional needs of our students

...high expectations for academic achievement and behavioral standards are evident

Organizational Capability

We **envision** Hoover Elementary **as a school where. . .**

...we value effective communication, positive relationships and collaborative efforts between parents, staff and students

...staff members are committed to individual and collective professional growth

Outcomes for Students

We **envision** Hoover elementary **as a school where. . .**

...the building blocks which are developed here serve as the foundation on which all future learning will be built

...amazing students, exceptional staff and dedicated parents work together to cultivate confidence and a belief in one's self

We invite everyone in our school community to take an active role in bringing this vision to life.

SCHOOL PROFILE

Hoover Elementary School serves 506 students in grades K-4. The principal of Hoover Elementary is Mike Daraskavich, and there were 24 professional teaching staff members and a media specialist.

In addition, there were the following professional support staff: school psychologist, school social worker, Elementary Support Teachers (E.S.T.), speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Hoover Elementary based upon attendance, within the geographic boundaries of the school as well as students who transfer in based on seats available.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our goals for 2022-2025:

Math Goal: All students at Hoover will be proficient in math.

Measurable Objective

75% of 3rd and 4th grade will score proficient on the Math M-STEP.

50% of ELLs and students with disabilities will score proficient on the math M-STEP.

65% of students will be proficient on the math iReady assessment.

Writing Goal: All students at Hoover will be proficient writers in all content areas.

Measurable Objective

75% of students will be proficient in writing on the M-STEP.

60% of students will score proficient on the writing assessment.

40% of students with disabilities or ELLs will score proficient on the writing assessment

Reading Goal: All students at Hoover will be proficient readers of grade level content.

Measurable Objective: 70% of students will score proficient on the reading iReady assessment.

50% of ELLs and students with disabilities will score proficient on the ELA M-STEP.

The Livonia Public Schools School District has had its District Level accreditation through COGNIA. Through the district accreditation process, Hoover Elementary School also received accreditation. The accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Hoover Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, vocal music, and enrichment activities. The core curriculum is based on the Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science Standards.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I Ready Diagnostic Assessment.

* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN			
Spring 2021	Letter Identification	Letter Sounds	Rhyme
Hoover	98.2%	94.8%	100%
District	93.2%	84.6%	95.2%
Spring 2022	Letter Identification	Letter Sounds	Rhyme
Hoover	100%	100%	97.1%
District	91.3%	90.9%	89.5%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year.

The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

RUNNING RECORDS ASSESSMENTS					
GRADES K-4					
Percent of students that Performed At or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	88.4%	86.7%	85.6%	84.5%	82.5%
District	67.3%	60.3%	72.4%	74.6%	72.5%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	94%	88%	83%	99%	81%
District	63.8%	69.3%	71.6%	82.5%	70.2%

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING					
Percent of Students Mid or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	72.3%	73.7%	61.9%	67.9%	59.2%
District	67%	55%	50%	52%	42%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Hoover	69%	67%	60%	57%	54%
District	56%	57%	39%	43%	45%

DISTRICT MATHEMATICS ASSESSMENTS

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY Mathematics					
Percent of Students Mid or Above Grade Level					
Spring 2021	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	71.4%	76.3%	41%	64.7%	72.8%
District	66%	60%	43%	47%	45%
Spring 2022	Kindergarten	Grade 1	Grade 2	Grade 3	Grade4
Hoover	66%	70%	48%	45%	60%
District	55%	57%	39%	43%	45%

PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Hoover Elementary has a high degree of parental involvement as 99% of our parents (representing 504 students) attended parent-teacher conferences in 2021-2022 and 95% of our parents (representing 480 students) were represented at Open House. During the 2020-2021 parent-teacher conferences 98% of our parents (representing 509 students) attended meetings and 86% (representing 442 students) attended Open House.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their child should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data - Hoover](#) will take you to the reports provided by the Michigan Department of Education for Hoover Elementary School.