



## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 6 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
9 Total schools in district
2. District per-pupil expenditure: 12817

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 19
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	25	26	51
1	31	40	71
2	29	42	71
3	36	44	80
4	33	38	71
5	49	32	81
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			425

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
3 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
82 % White  
3 % 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 2011-2012 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2011	446
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 19

Number of non-English languages represented: 8

Specify non-English languages:

Urdu, Arabic, Spanish, Japanese, Hindi, Korean, Vietnamese, Chinese

9. Percent of students eligible for free/reduced-priced meals: 28%

Total number of students who qualify: 122

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: 13%

Total number of students served: 53

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>6</u> Orthopedic Impairment
<u>2</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>6</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>14</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>4</u>
Total number	<u>27</u>	<u>22</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:

20:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	96%	96%	96%	95%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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?

## **PART III - SUMMARY**

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The Bettendorf Community School District is located in Eastern Iowa along the Mississippi River. The total student population is approximately 4,480 students. Herbert Hoover Elementary School is one of six elementary schools in the District educating students in preschool through fifth grade. The current enrollment at Hoover Elementary is 424 students. It consists of two sections of kindergarten and three sections of first through fifth grade. Our school has a population of 28% low social economic status (SES) and a special education population of 12.6%.

The vision of the Bettendorf Community School District is to “link learning to life with passion, purpose and pride so that all students can make a positive difference.” Our mission states that educational excellence is the foundation of the Bettendorf Community School District. Working in partnership with the family and the community, we will instill and nurture in all students the knowledge, skills, creativity, and confidence to pursue their dreams and to succeed in a global society.

The Bettendorf Community School District and Hoover Elementary School have achieved accreditation through the AdvancED (NCA) commission on accreditation and school improvement.

Hoover Elementary School creates a positive environment in which students are nurtured academically, socially, and emotionally. We use a variety of school and community resources to support children in carrying out our vision and mission. We understand that a child’s social-emotional learning is necessary before a student can focus on academic learning. In order to help students connect with the school community, we start each morning with student-led morning announcements. Each month teachers recognize three students per class as the student of the month. These students travel to a local business partner with the principal to be mentored and honored for their achievements. Another way we reward positive social behavior and support students emotionally is through the use of our schools’ therapy dog, Paxton. She has become a member of our school community and motivates students to complete work and follow rules. She is a welcome addition to our school and adds a cohesive bond within our school community.

We have a rich tradition of excellence that expands beyond the academic realm. Our annual Variety Show allows students to tap into their interests and display their individual talents. In order to encourage students to make healthy lifestyle choices and remain active during the winter months, we offer a before school walking program called the Hoover Hawk Walk. Students have a united distance goal along with individual rewards. Our staff assists Hoover’s financially struggling families by providing them with food and clothing during the winter holiday season. This community service project helps to extend our school community beyond our school walls.

We ensure students’ academic success by using specific interventions that target students who demonstrate academic needs. We have data -driven school improvement goals that enable students to grow academically and behaviorally.

Our school goals in 2012-2013 are to increase the second through fifth grade students’ scores on the MAP Reading Assessment by 5% from the fall to spring assessment and to decrease office referrals by 10% when compared to the first nine weeks of the school year.

Behavior data is collected and recorded with the SWIS software system. By using data to create building goals and drive instruction, our students have shown growth and success in the Iowa Assessments over the last five years. The third through fifth grade students consistently score on average, between 85% to 90% proficiency in both reading and math. The students from the low SES range score in the same percentile range as their non SES peers.

Our school has many positive attributes. The positive climate and the culture are what set Hoover apart from other schools. It's evident upon entering Hoover that the teachers care deeply for their students on a personal level while at the same time setting high expectations for them to succeed academically and behaviorally. We have implemented both the Response to Intervention (RtI) and Positive Behavior Instructional Supports (PBIS). Following these models allows our staff to provide targeted interventions on three tiers. These interventions are adapted to meet the specific needs of each student. Our staff monitors the progress of these interventions using data teams and the Hoover Assistance Team (HAT) to drive further decisions for each student.

The staff works diligently to provide a caring and nurturing learning environment that will challenge all students to become life-long learners and productive citizens of our community. Our staff feels that Hoover Elementary is worthy of Blue Ribbon status.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Hoover Elementary School uses the Iowa Assessment, formerly known as the Iowa Test of Basic Skills (ITBS), to measure progress in reading, math, and science. The combined averages for proficiency for students in third through fifth grade in math and reading over the past five years are at the 89% level.

A Summative Assessment is given once a year. The Iowa Assessment is a standardized, nationally and state norm referenced test used to assess students' proficiency levels in reading, math, and science. These results are reported as the percent proficient in each performance level. The following information describes the three levels of performance in reading and math:

#### Iowa Assessment Performance Levels and Descriptors:

- Not Proficient – Low Performance Levels (1-40 National Percentile Rank)
- Proficient – Intermediate performance levels (41-89 National Percentile Rank)
- Advanced – High performance levels (90-99 National Percentile Rank)

An analysis of the Iowa Assessment shows the students consistently score above the national expectations in reading, math and science on the National Standard Scores during the past five years. Students in third grade at Hoover Elementary School average 89.2% proficiency in reading and 88.8% proficiency in math. Students in fourth grade average 88.4% proficiency in reading and 89.8% proficiency in math. Students in fifth grade average 87.4% proficiency in reading and 91.2% proficiency in math.

Hoover Elementary School has steadily increased in enrollment over the past five years. Our school has expanded from two sections to three sections in all grade levels. Even though the number of students taking the assessment has increased, the results on student achievement have remained consistent on the Iowa Assessments. Along with the increased enrollment is an increase in the number of students qualifying as low Socially Economic Status (SES). Although this subgroup has grown, the average test results for these students remains as high as their non- Free and Reduced peers. Performance levels remain steady between various populations in our building.

We have had a low mobility rate of less than 4% each year for the past five years, which allows us to become familiar with each child and to understand their strengths and weaknesses through formative assessments.

We use multiple forms of formative and summative assessments to evaluate the performance of students. We use formative data in all areas of the curriculum including math, reading, science, social studies and writing. The Developmental Reading Assessment (DRA) is administered to all Kindergarten and first grade students. We do a pre-test in the fall and a post test in the spring. During the past five years 91% of the Kindergarten students were proficient, and 88% of first grade students were proficient as measured by the post test. In first and second grades the DIBELS (Dynamic Indicators of Early Literacy Skills), is an administered test used to provide teachers with standardized test data on early reading skills. This information, gathered three times a year, demonstrates areas of student strengths and weaknesses, improvement, and appropriate placement, all of which contribute to differentiated instruction.

The MAP Assessment (Measures of Academic Progress) tracks student growth. Students take the assessment during the fall, winter and spring. MAP calculates the projected growth of each student between the fall and spring testing period.

We use this assessment data, along with the Iowa Assessment, to analyze and determine performance trends. Grade level data teams look closely at the data and determine where we need to teach and re-teach.

We have adopted the RtI (Response to Intervention) model to provide specific interventions and scheduled sessions with students. As a research-based model, we use this approach to help students acquire grade level reading skills and receive the support they need. The staff collaborates to evaluate the students so that we can correctly place students in flexible learning groups that work on literacy skills. Classroom teachers meet with our academic interventionist and other staff members to determine the specific needs of the students and plan a course of action for each small group.

The performance data for our students is shared on the district website. We schedule two formal Parent-Teacher conferences each year to share the academic progress that students are making in school. We have on-going collaboration with parents to share the individual strengths and needs of their child. The communication and partnership that we develop with parents is essential to the academic, social and emotional success and future of each student.

## **2. Using Assessment Results:**

When we receive the results of the Iowa Assessments, formerly known as the Iowa Test of Basic Skills (ITBS), the principal reviews the results of each class, including the supplemental student analysis report, to study the trends, the grade level scores, and the individual student growth. The individual student analysis report has graphs and tables which highlight the reading, math and science scores for each third, fourth and fifth grade student and includes the National Percentile Rank (NPR). Each domain in the test is separated so the individual test questions can be viewed.

Teachers meet as a group and individually to analyze this data and study each area of the test. They focus on areas to strengthen and look at possible school goals. Teachers look at group and individual data from the previous year to decide on a plan to improve student achievement.

Kindergarten and first grade students are assessed using the Dynamic Indicators of Basic Early Literacy (DIBELS) in the fall, winter and spring. These tests contain pre-reading and reading skills. Grade level teacher teams review the scores and determine specific interventions for students. Progress monitoring is used to track the student's progress between the testing periods. Reading Recovery is implemented as a short term literacy intervention designed for first grade children having difficulty learning to read and write. Children meet individually with a trained highly skilled teacher for thirty minutes each day for 12-20 weeks. The intent of this intense program is to accelerate their individual growth with one-on-one instruction and to learn independently.

The Developmental Reading Assessment (DRA) is administered to all kindergarten and first grade children. This is used to determine a plan of instruction for students in the classroom and used at the end of the year to determine the progress that students made during the year. Teachers meet with their grade level peers to collaborate about their data and to make decisions for teaching.

The Measures of Academic Progress (MAP) assessment tracks student growth in reading, language and math. Students take the assessment in the fall, winter, and spring. We use the data in the fall to differentiate instruction and interventions for students scoring in the lower, average and higher achieving range. Teachers receive the results soon after the tests are finished, and collaborate with other teachers to determine any interventions and changes with instruction. We collaborate and share the results with parents at the parent-teacher conferences in the fall and the spring. Parents receive a printout with a graph showing the student's growth from the previous testing period.

The Response to Intervention (RtI) model is used to provide interventions for students in kindergarten through fifth grade. The standardized assessments, along with the formative assessments, are used to determine the skills and strategies we need to help students be successful. Teachers collaborate in their

grade level group with the academic interventionist to determine specific skills and focus for each RtI group. The RtI intervention skill group meets four times a week for thirty minutes during the regular school time. Grade level teachers meet each month with the academic interventionist to determine student progress and to make any adjustments to the program. Since groups are flexible, a decision may be made to move a student to a new group.

The formative and summative assessments are used to make decisions on curriculum changes and interventions for students. We use the Hoover Assistance Team (HAT) to identify and define interventions we use with students. The Area Education Agency (AEA) team members and special education staff members meet two times a month to review Individual Education Plans (IEP's).

### **3. Sharing Lessons Learned:**

The teachers at Hoover Elementary feel it is important to model to students the importance of being life-long learners. In order to do this, the teachers continue to set professional development goals, take continuing education courses, attend workshops, and lead a variety of building and district teams. The lessons learned from these experiences are shared with other teachers and educators in the district and throughout our Area Education Agency (AEA). The teachers take pride in their students' continued success and feel that other schools and teachers can benefit from programs and lessons that have been implemented at Hoover over the past several years.

Hoover Elementary School created a data team that worked with first grade classes to improve writing skills using the 6+1 Writing Traits Program. This team collected data from weekly writing samples and made instructional decisions based on the results. After the instruction was delivered and goals were met, new goals were acquired in order to induce new expectations for the students. At the conclusion of this process, all the data was compiled, graphed, and shared at a local Data Fair where other teachers throughout the AEA could view the results and learn from the process.

The Bettendorf Community School District, including Hoover, implemented the use of one VAST science kit per grade level in 2011. These kits encourage students to learn using an inquiry-based method. The students are presented with a problem, use hands-on materials to conduct investigations, and create solutions. The teachers at Hoover recognized the success that students, including ELL and low academic performing students, achieved while using these kits. Two teachers from Hoover presented to the school board to discuss the importance of fully implementing VAST kits for all science units. By the 2013-2014 school year all science curriculum will be taught using these kits and the inquiry based method of teaching.

Using technology is an integral part of educating students and fulfilling our district's mission. In order to continue implementing technology into the classroom, three secondary teachers from Hoover are participating in a pilot program that introduces five iPads into the classroom to use in a variety of curricular areas. The students in these classes use blog sites to respond to questions and create virtual dialogues about books they are reading. Teachers will use their experiences with iPads to teach other teachers in the district how to effectively and efficiently use this new technology in their classroom.

### **4. Engaging Families and Communities:**

The success Hoover Elementary School exemplifies is a credit not only to the faculty, staff, and students contained within it, but the families and community at large as well. Hoover constantly communicates with parents through monthly newsletters, individual classroom websites, and parent-teacher conferences. Prior to the first day of school, Hoover Elementary school hosts an Unpack Your Backpack/Curriculum Night. This evening activity allows students the chance to familiarize themselves with their classroom, meet their teacher, and unpack their supplies. This event helps students reduce anxiety, while at the same time giving parents the opportunity to become familiar with class procedures, curriculum, and grade level expectations.

Hoover's Parent Teacher Organization (PTO) offers many social activities to keep parents engaged and connected to the school community. This group offers a back-to-school ice cream social in which parents are provided an additional opportunity to get involved and volunteer in a variety of ways throughout the year. Hoover's PTO sponsors additional activities such as fundraisers, book fairs, family movie night, classroom parties, and a snow tubing outing. They schedule monthly meetings to keep parents informed while also giving parents a platform to express their ideas and concerns. Complementary childcare is provided at these meetings to ensure all parents have an opportunity to attend. This organization also regularly communicates with parents through their Face Book page.

The Bettendorf community supports our school programs and learning initiatives. Several local businesses financially support Booker Bear, a first grade reading incentive program that encourages students to visit the local library and continue reading outside of the classroom. Another way Hoover connects community resources to families is through a district employed Outreach worker. This employee assesses the needs of families and then links them to the appropriate community based services. These services are provided through grant money and are offered at no cost to the family.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

The Bettendorf Community School District believes that educational excellence is the foundation of our school district. We are aligning our curriculum with the Common/Iowa Core Standards. High expectations and research based practices are used to guide students to the highest student achievement level possible. We provide a rigorous and balanced curriculum for all students that will give them the knowledge, skills, creativity and confidence to pursue their dreams in a global society.

**Reading and Language Arts** - Balanced Literacy is the foundation of our literacy program. The reading program is based on phonemic awareness and phonics instruction. Teachers use the five block approach which includes guided reading, shared reading, word work, self-selected reading, and writing. Teachers use the Daily Five model and the CAFÉ approach to deliver instruction and differentiate reading. We have focused on using more non-fiction text and writing in the classroom. Students receive support in reading from the reading specialist, RTI skills groups and the special education staff.

**Math** - Everyday Math is the foundation of our mathematics program. This is a comprehensive math program that was developed by the University of Chicago Math Project. The program was selected because of its focus on teaching math conceptually. Everyday Math is a research-based and field tested approach which is effective in developing children's understanding and skills that produce life-long mathematical power. There are links to online games and resources as well as tips on how to support students with special needs. IXL Math is an online math support program that we use to help differentiate instruction for students.

**Science** - We use an inquiry based, hands-on learning approach for teaching science. We have a science resource book along with two hands-on science kits. The use of the Full Option Science System (FOSS) kits require students to engage and work in cooperative learning groups to observe, question, process, apply and communicate scientific thinking. The Van Allen Science Teaching Center (VAST) science kits engage students in hands-on science activities that align with our science curriculum. Hoover Elementary School believes that students should be life-long learners and value science and appreciate the world around them.

**Social Studies** - The social studies curriculum is designed to have students explore the world. Our program is activity-based and has hands-on activities to learn about their world from the past to the present. Our goal is to develop responsible citizens that are informed about the world around them.

A comprehensive fine arts program with a rich tradition is provided to all students. They participate in music, art, and physical education. Students learn to appreciate the arts and find ways to expand their knowledge and express their creativity and interests in a variety of ways. Art work is displayed in a framed display area near each classroom doorway to highlight the efforts of our students and our art program. Music students perform at a winter music program for parents. Our goal in physical education is to help students develop skills and attitudes that will enable them to pursue and build healthy lifestyles.

The technology curriculum is infused throughout all of our curricular areas. Various technology tools are used to support learning. Promethean SMART boards are used in every classroom. We have laptops, netbooks, and iPads to use as tools to access websites to find and gather information. These are all tools that students and staff utilize to enhance the lessons taught in our curriculum.

## 2. Reading/English:

The Bettendorf Community School District incorporates a balanced literacy approach to teaching reading across the curriculum. A solid foundation in reading and writing is important to the educational success of all students in every grade level in every subject. Teachers integrate a variety of techniques at each grade level to help students improve their ability to read and write. The teachers use a balanced instructional approach to teach literacy skills with a focus on authentic experiences and differentiation to meet each student's individual needs. The teachers use the DIBELS assessment, DRA assessment, and running records to determine interventions for students. Teachers collaborate to determine the appropriate intervention for each student.

Interventions for below grade level students in reading include: using the 95% Group program in small skill groups through the Response to Intervention (RtI) process, Reading Recovery for 1st grade students, and using the special education staff for targeted students. Teachers re-teach fluency and comprehension using the Read Naturally and SRA kits. Low achieving students receive additional support for reading and math through the After School Academics Club. Tutors work with individual students on reading and math skills. High achieving students receive additional reading support through the Response to Intervention (RtI) enrichment groups and the talented and gifted programs in the classrooms and pull-out extension opportunities. Activities include Readers Theater and Junior Great Books.

The Five Block Reading Approach, which includes guided reading, shared reading, word work, self-selected reading, oral literacy and writing, is implemented.

**Guided Reading** - The guided reading component supports each reader's development of effective strategies for processing text at increasingly challenging level of difficulty. Ongoing observation and assessment are critical. The teacher introduces a selection at the student's instructional level. Guided reading promotes reading strategies, increases comprehension, encourages independent reading, monitors progress and promotes reading confidence.

**Shared Reading** – During shared reading the teacher and the student read a text together. This allows the teacher to model reading strategies and to demonstrate how reading works. The student develops an awareness of text and develops fluency and reading strategies. Shared reading allows the students to see themselves as readers and they are able to practice new and familiar strategies in a non-threatening environment.

**Word Work** - The students will be able to establish a phonemic awareness of reading through their daily participation in a variety of literacy activities including phonics, word families and making words, word walls, vocabulary development, and spelling.

**Self- Selected Reading**- The teacher provides time and resources for the student to read text of their choice. Students select just-right books to read independently, developing fluency and gaining self-confidence.

**Writing** - Teachers model and teach various forms of writing, as well as the writing process. The students learn to write clearly, revise, edit and publish their work. The teacher monitors and provides timely feedback.

### **3. Mathematics:**

The core of our Kindergarten through fifth grade math program is the Everyday Math program. This program is a research-based and field tested model and is effective in developing children's understanding and skills that produce life-long learning in math. It's a spiraling K-5 program that is centered on six major skill areas: number & numeration; operations & computation; patterns, functions, & algebra; measurement & reference; data & chance; and geometry. Students learn and maintain basic skills while

solving real problems that develop their critical thinking skills. These lessons provide opportunities for different levels of skill development and enrichment.

Hands-on activities and manipulatives are used to build a strong foundation for students. Games are an engaging way for students to get the practice required to build strong arithmetic skills. Practice through games reinforces skills and understandings. These include calculator skills, money exchange and shopping skills, logic and reasoning, geometric intuition, and the understanding of probability and chance.

There is a parent component within our math program. A link on the math website provides student support at home. This is organized by grade level so that parents can easily find resources that are relevant to their child and assist them with their homework and math concepts for each unit.

Formative assessments and standardized assessments are used to look at the student progress. The district's math assessment evaluates a student's ability to reason, solve problems and communicate through the application of math concepts and procedures. Students solve open ended problems using multiple solution strategies. Students scoring 70% and above meet the expectations. The results in 2010-2011 and 2011-2012 showed kindergarten at 92%, first grade at 88%, third grade at 82%, fourth grade at 70% and fifth grade at 68%.

Interventions for below grade level students in math include: re-teaching skill opportunities and math enrichment activities and games available in the Everyday Math program. The IXL Math website provides math skill building games, and activities that are monitored by the teacher. The Special Education staff provides support for special needs students. We provide students additional support through the After School Academic Club where tutors work with students on math skills.

Students above grade level use the IXL Math websites for extensions, games and enrichment. The gifted and talented program provides more opportunities for students. Teachers use the additional learning opportunities through the Everyday Math program to engage above grade level students.

#### **4. Additional Curriculum Area:**

The science program at Hoover Elementary School stresses the inquiry-method to teach science. Teaching both the content (what we know) and the process (how we come to know it) is a perfect way to increase scientific knowledge. The Full Science Option System (FOSS) kits and the Van Allen Science Teaching Center (VAST) kits are used to support this teaching method. During the lessons used in the FOSS kits, students observe objects and events, think about how they relate to what they already know, test ideas, and discover explanations that organize their new information into a logical order. Scientists are people that "do science" in ways such as observing, questioning, making sense from observations, and discovering new ideas from these observations; thus actively constructing ideas from their own questions. Using the inquiry-based science learning kits, gives students the opportunity to be scientists on a daily basis.

The hands-on inquiry based kits align with our science standards. In fifth grade students use the scientific inquiry method while using the Variables kit. Students learn to identify and control variables and to conduct controlled experiments using multivariable systems: pendulums, boats, airplanes, and catapults. The students observe and compare results of their experiments, discuss independent and dependent variables, graph results in several different ways, and make predictions based upon results of their investigations.

The "Train the Trainer" model is used to train teachers about using the FOSS and VAST kits. Teachers are selected from each grade level to receive training from a science specialist from the Area Education Agency (AEA). This specially trained teacher then trains teachers from their grade level. Each year, we

provide teachers with updated training to increase their skills. Students look forward to science class and are excited about the opportunities to learn about the world around them.

## **5. Instructional Methods:**

A variety of methods are used to explore new ways to deliver instruction to students. Differentiation is a necessary challenge to meet the unique learning needs of all students. Large groups, small groups, and one-to-one teaching are models used to differentiate lessons. In all areas of the curriculum we use cooperative learning groups, hands-on learning, inquiry-based instruction and technology to differentiate the learning for students.

A variety of assessments is used to evaluate student learning and provide teachers with information on both strengths and areas needed for improvement. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is given to kindergarten and first grade students to determine the needs of the students. Data teams are used to differentiate learning and develop reading skills groups. Leveled books are used to guide the instruction and place students in flexible learning groups, which allow students to change groups based on their progress. Students are assessed by using summative and formative assessments. Teachers plan the lessons and modify the instruction for students. Students who score high on our standardized tests in third grade, fourth grade and fifth grade can qualify for the Extended learning Program (ELP). This program is an inquiry based program with an emphasis on exploratory and extended learning. The students work in collaborative groups on special projects and showcase these projects at a community event.

Technology is used across the curriculum in each grade level to differentiate instruction for students. Teachers use math apps in the Everyday Math program and teacher generated flip charts with the Promethean board to develop math skills. The IXL Math on-line software program is used to provide different levels of math concepts for students to use. The teacher can monitor the learning and the lessons that students use. Students and teacher use e-books that are leveled to provide reading opportunities for all students.

## **6. Professional Development:**

The Bettendorf Community School District School Board set professional development as a priority by scheduling thirteen early release days during the calendar year. These release times are dedicated to providing building and/or district staff development opportunities to improve student achievement. The district's professional development program is focused on providing teachers with the necessary tools and strategies to improve student achievement. Teachers indicate the skills that they want to develop through an on-line district survey. They rate teaching needs in a variety of content areas, using the Likert Scale that ranges from strongly agree to strongly disagree. Based upon these results, the district provides learning options that allow teachers the opportunity to choose the staff development that will benefit their teaching. During staff development teachers learn about effective instruction using the START Model which aligns to the Iowa Core. Teachers can also attend workshops based on best practices of effective instruction. The break-out groups are modeled on student centered classrooms, teaching for understanding, assessment for learning, rigorous and relevant curriculum, and teaching for learner differences.

Selected teachers in the Bettendorf Community School District use their talents to teach other teachers; however, the district has also sought the knowledge of nationally renowned experts in the areas of mathematics and reading. Stephanie Parsons, who studied alongside Lucy Calkins, has presented workshops intermittently for the past two years in both reading and writing strategies for increased student achievement. In conjunction with her presentations, Ms. Parsons has modeled proper teaching techniques in authentic classroom settings while our teachers observed her techniques. After this observation, the teachers attended a debriefing session. In the area of mathematics, Sandy Atkins, who was the former CEO of ORIGO Education, presented information to the staff about evolving students to

make mathematical connections while developing conceptual understandings. These conceptual understandings are the foundation to building further mathematical interpretations.

Hoover Elementary School continues to seek new and innovative ways to develop teachers. The professional development model links effective teaching practices with student learning and achievement. Insuring quality professional development to all teachers is a necessary action to accomplishing our district's mission.

## **7. School Leadership:**

Herbert Hoover Elementary School has a shared leadership philosophy and vision for staff. The school, the parents and the community have the responsibility to ensure the success and safety of all children. The principal serves as a facilitator for the school leadership structure by coordinating, encouraging, and supporting programs and strategies that lead directly to student achievement.

Staff meetings for the entire staff are scheduled twice a month. Staff members send agenda items to the principal for posting. Members also give committee reports from each of the building team committees. It is the role of each staff member to participate, support and collaborate with the other staff members at building meetings. The building teams include the School Improvement Team, Assistance Team, PBIS/Olweus Team, Special Education Core Team, and Response to Intervention Team (RTI).

The building teams meet weekly or bi-weekly. The members on these teams work together to achieve the goals of Hoover Elementary School's vision and mission.

Grade level data teams review the results of data and assessments. Teachers select grade level goals in collaboration with the principal to improve student achievement. Strategies are selected and the student's progress is monitored at each grade level. The principal collaborates with each data team and discusses the student progress throughout the year.

The Hoover Elementary staff serves on district leadership teams within the school district that positively impact and support changes within the curriculum and instruction in each content area. Staff members are assigned to a district content area team by grade level and report back essential information and curricular news to staff members at the building staff meetings. Developing, supporting and cultivating teacher leaders directly influence's the success of each child and each school. The principal is accountable for the implementation of new programs and learned strategies that are implemented in the classroom and is the instruction coach for the staff.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ITBS

Edition/Publication Year: E/2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Intermediate and Above	93	93	83	90	85
Advanced/High	40	27	33	20	24
Number of students tested	72	72	49	45	54
Percent of total students tested	94	98	98	100	100
Number of students alternatively assessed	4	1	1	0	0
Percent of students alternatively assessed	6	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Intermediate and Above	88	89	Masked		
Advanced/High	44	32	Masked		
Number of students tested	22	21	9		
<b>2. African American Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>6.</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ITBS

Edition/Publication Year: E/2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Intermediate and Above	94	84	85	94	91
Advanced/High	37	27	28	22	16
Number of students tested	72	72	49	45	54
Percent of total students tested	94	98	98	100	100
Number of students alternatively assessed	4	1	1	0	0
Percent of students alternatively assessed	6	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Intermediate and Above	88	79	Masked		
Advanced/High	38	21	Masked		
Number of students tested	22	21	9		
<b>2. African American Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>6.</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ITBS

Edition/Publication Year: E/2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Intermediate and Above	95	93	87	88	87
Advanced/High	40	44	32	32	33
Number of students tested	78	53	49	54	53
Percent of total students tested	99	98	100	94	100
Number of students alternatively assessed	1	1	0	3	0
Percent of students alternatively assessed	1	2	0	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Intermediate and Above	89	90			
Advanced/High	33	30			
Number of students tested	29	14			
<b>2. African American Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>6.</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ITBS

Edition/Publication Year: E/2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Intermediate and Above	88	83	89	91	91
Advanced/High	17	35	15	21	28
Number of students tested	78	53	49	54	53
Percent of total students tested	99	98	100	94	100
Number of students alternatively assessed	1	1	0	3	0
Percent of students alternatively assessed	1	2	0	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Intermediate and Above	81	80			
Advanced/High	11	30			
Number of students tested	29	14			
<b>2. African American Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>6.</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ITBS

Edition/Publication Year: E/2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Intermediate and Above	89	96	91	88	92
Advanced/High	47	30	33	30	35
Number of students tested	55	53	49	50	47
Percent of total students tested	100	98	94	98	100
Number of students alternatively assessed	0	1	3	1	0
Percent of students alternatively assessed	0	2	6	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Intermediate and Above	88	98			
Advanced/High	50	34			
Number of students tested	16	10			
<b>2. African American Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>6.</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>NOTES:</b>					

131A4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ITBS

Edition/Publication Year: E/2012

Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Proficient/Intermediate and Above	84	91	83	89	90
Advanced/High	24	17	15	25	25
Number of students tested	55	53	49	50	47
Percent of total students tested	100	98	94	98	100
Number of students alternatively assessed	0	1	3	1	0
Percent of students alternatively assessed	0	2	6	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Intermediate and Above	80	90			
Advanced/High	20	10			
Number of students tested	16	10			
<b>2. African American Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>6.</b>					
Proficient/Intermediate and Above					
Advanced/High					
Number of students tested					
<b>NOTES:</b>					

131A4