

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Tanea Artman  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hoover Elementary School  
(As it should appear in the official records)

School Mailing Address 2800 West Maine  
(If address is P.O. Box, also include street address.)

City Enid State OK Zip Code+4 (9 digits total) 73703-5143

County Garfield County

Telephone (580) 366-7350 Fax (580) 366-8910

Web site/URL https://hves.enidpublicschools.org E-mail tlartman@enidk12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Darrell Floyd E-mail dgfloyd@enidk12.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Enid School District Tel. (580) 366-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Matt Sampson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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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Data should be provided for the current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 15 TOTAL

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	14	17	31
K	19	25	44
1	19	21	40
2	22	16	38
3	17	27	44
4	21	24	45
5	12	19	31
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 or higher	0	0	0
<b>Total Students</b>	124	149	273

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.8 % American Indian or Alaska Native
  - 1.5 % Asian
  - 3.3 % Black or African American
  - 24.1 % Hispanic or Latino
  - 8 % Native Hawaiian or Other Pacific Islander
  - 51.5 % White
  - 9.8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 18%

If the mobility rate is above 15%, please explain:

Students moved and transferred to other school sites.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2019	323
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Marshallese, Korean, Vietnamese, Chuukese

English Language Learners (ELL) in the school: 13 %  
35 Total number ELL

7. Students eligible for free/reduced-priced meals: 76 %

Total number students who qualify: 208

8. Students receiving special education services: 11 %  
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>2</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>20</u> Developmental Delay    | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school’s mission or vision statement.

Every Child, Every Chance, Every Way, Every Day!

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Open as usual with health/safety guidelines in place. The district did offer a virtual model for students that did not want to attend in person. When COVID-19 rates were extremely high for our county between Thanksgiving and Christmas, we did move to a distance learning model for that three week time period.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Hoover school's nickname is the Hive, because it functions like a hive. Our school atmosphere is teamwork-oriented and full of positive support. Each morning the students are greeted by staff as they enter the building. We offer warm greetings, encouraging words, high fives, hugs, and personal check-ins with students who might be struggling with home life, behaviors, or academics. Each staff member takes the time to know all students in the building, frequently talks with families about positives that occur, and collaborates with families on students' needs. We know that our students must feel safe and loved before they are able to tackle academic tasks. We work together as a family to ensure that strong and lasting positive relationships are built and maintained for every single student.

Prior to COVID-19 all students and staff would gather in the gym each morning to participate in the morning assembly. The assembly is led by students and teachers at all grade levels. It consists of our school creed, flag salute, patriotic songs, jokes, interactive games/dances, quote of the week, word of the week, call back of the week, recognitions, and friendly reminders. Social distancing this year has pushed our morning assemblies to virtual Google Meets. Moving the assemblies to virtual has assisted our staff and students in expanding their use of technology and refining communication skills.

The demographics of Hoover have drastically changed in the past five years due to economical ups and downs of the community. We have more students that are on a free or reduced lunch program, and our population is more culturally diverse. To support the staff in being culturally responsive, the administrator continuously provides professional development opportunities by inviting guest speakers, shares out articles and videos, and the staff makes home visits to check-in with families. The administrator and counselor work with families in finding community resources to support the family. We have found doctors, dentists, and optometrists that provide their services for little to no cost to families. The families also have access to translators that can go with them to the appointments to assist with paperwork or verbal communication. The school also partners with Youth and Family Services to provide on-site counseling to students who need emotional support. The counselor works with the students on their caseload weekly in a private setting at the school and offers outside counseling services to families.

Another unique program at the hive is our Special Education Severe and Profound program, it begins with 3-year-olds and continues through 5th grade. Many of the students are nonverbal and medically fragile. The students in the general education classrooms are sensitive and attentive to the needs of their peers. Including the students with various disabilities into the classroom has been a positive for all students and has supported tolerance, diversity, and character-building efforts. We celebrate the success of our student athletes as they participate in Special Olympics events throughout the year and our school community raises money for the athletes by participating in the Polar Plunge.

We also owe part of our success to the school's Parent Teacher Organization, PTO. The PTO is highly active in the building and school community. A handful of volunteers come in weekly to support the needs of teachers by making copies, gathering items for projects, organizing books in the library, or being an extra pair of hands in the classrooms when needed. Each year the PTO sponsors a family carnival at the school to support our effort in parent involvement. Games are free and everyone wins a prize, along with a complimentary lunch. Families enjoy a positive, stress free event to attend with their children. The organization also brings in demonstrations throughout the year to expose our students to a variety of topics. We've had character presenters who dress and speak as they would from a certain time period, scientists with hands on experiments, visiting artists and authors, and also traveling petting zoos who have domestic and exotic species presentations. All of these experiences help us bring the classrooms to life by building a background knowledge that students may use to connect to content.

Hoover was a National Blue Ribbon School recipient in 2012 for high achievement. Families and staff are extremely proud of this honor and it's used as a motivator to keep striving for success. The banners around the building are referenced often to remind students that they are part of the greatness and that the students can achieve their goals. The school receives transfer requests each year from families who want a strong academic and supportive environment for their children. Families believe in our strategies to support

academic, behavior, and emotional needs of our students and often feel valued as a key member in their child's education.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

The past two summers the school district created grade level and subject area teams to identify essential standards, analyze curriculum to see which standards are covered in depth and which standards need additional curriculum resources then align curriculum maps to state standards in ELA, math, science, and social studies.

When the district moved to distance learning in the Spring of 2020, teams met again to create learning menus with activities that addressed the essential standards for ELA and math. The learning activities utilized common household items and scaffolds to meet the needs of various learners. The teachers delivered bags of basic classroom supplies, paperback books for students' home libraries, and nonperishable food items to families. Teachers and families communicated by text, email, Zoom, and other digital platforms to finish out the 2020 school year.

To kick off the 2021 school year teachers attended a two day district provided professional development in-service that focused on how to use Google Classroom and Seesaw to deliver lessons and assignments to students along with the digital pieces of the curriculum programs for core subjects. Our students are fortunate to have one to one devices, so Google Classroom is the platform used for students 3rd grade and above while PK-2nd uses SeeSaw. Google Classroom allows students and teachers to submit assignments in a variety of formats and the Seesaw allows the younger students to keep the kinetics application on completing digital assignments. The teachers also received an extensive training on how to administer digital assessments and utilize that information to determine appropriate interventions and small group instruction. Social emotional learning sessions and culturally responsive sessions were highly attended by all staff members. The school purchased several resources that were recommended during the sessions by the presenters.

Our school district provided in person instruction and moved to distance learning when quarantines numbers rose in the classroom, building, or community. Students and staff were prepared for the changes, because the expectations and exposure to digital learning were set from the first day of in person instruction. Teachers also send home reminder/tutorial sheets for families or make phone calls to walk families through the technology issues. Intervention and special education teachers designated Google Meet times with small groups of students to continue supporting the students during distance learning. Assessments during distance learning were project based assignments that covered the essentials standards for that grade level. Teachers also altered their curriculum guides to meet the needs of the distance learning format. They introduced concepts that students already had a good understanding of and saved more difficult concepts for in person instruction.

Our Social Studies curriculum Social Studies Weekly comes in a digital format and printed newspaper format. Teachers can assign digital work and assessments along with interactive activities and group discussions. Many of our teachers also incorporate an art activity to correspond with the time period that students are learning about in social studies.

Interactive Science is highly engaging for all learners. Students have simple weekly experiments to conduct and they use the programs consumable student books to record the data. The digital version also reads the text to students and has an interactive vocabulary bank that describes key words for each section.

Our 3rd-5th grade students did not complete state summative assessment in the spring of 2020, but our Kindergarten-Fifth grade students did complete the WIDA testing for 2020. The data identifies where our English Language Learners are with oral language, written, comprehension, and listening skills. At the beginning of the year when we sort students into classrooms, we look at each students' needs and determine which teacher would best fit their instructional needs. After sorting the students we meet with the teacher and analyze the strengths and weaknesses of each student using the rubric provided by WIDA. We help the teacher create and monitor Individual Learning Plans for each student.

All PK-5th teachers administer monthly computerized normed assessments in ELA and math using Istation. Istation provides formative assessment data that we use to monitor student progress. The data is used to determine the intervention groups and the focus of the group.

Teachers and students use the assessment data from Heggerty, FUNdations, and Istation to determine goals. Teachers work with the class to determine classroom goals, track the progress of the class as a whole toward the goals, and remind them of the goals. Students also set their own goals and track their progress using a digital or paper graph. They meet monthly with the teacher to discuss their graph and adjust goals or focus as needed. Teachers and students celebrate the progress towards goals or achievement of goals. This keeps everyone motivated, striving for success and reminds them that hard work does make a difference.

**1a. For secondary schools (middle and/or high school grades):**

**1b. For schools that offer preschool for three- and/or four-year old students:**

Hoover Elementary is blessed to be a school that has an Early Childhood program beginning with four-year-old students in both regular and special education classes. Having our community of scholars in the building at such a young age not only helps start the process of learning what school looks like, but also allows them priceless time to be immersed in all facets of curricular learning in their own unique classroom environment.

The Pre-Kindergarten classrooms at Hoover provide a curriculum that is at the beginning of the building-wide scaffolding that helps our students in both achievement and overall year-by-year growth. A critical component to closing the achievement gap and maintaining steady growth is a heavy dose of language arts, with a focus on phonological awareness skills. Targeting phonics and phonemic awareness at such a young age is backed up by data-driven decisions that show from Kindergarten and up that the better an understanding a student has on their phonics and phonological awareness skills, the better they achieve in reading, thus improving their overall growth in all curricular areas.

From Pre-K through third grade, Hoover uses the Heggerty Phonemic Awareness Curriculum to provide our young scholars daily practice of both the phonological and phonemic awareness skills that not only scaffold upon themselves as the year grows but continues that scaffolding as the students progress from grade to grade. Using hand motions that help kinesthetic learning and encompassing listening and echo response techniques, Heggerty allows our students an instant, whole group feedback as the entire class gets to walk through the learning with their teacher daily.

One thing that has not slowed down learning at Hoover is Covid-19. Classroom environments have modified and adapted in ways that at the beginning seemed devastating, but so far have only made our students and staff more flexible and willing to do things a little on the unconventional side. Critical elements of Early Childhood education, like carpet time, are still used, just in more small group settings as opposed to whole group.

**2. Other Curriculum Areas:**

Our school has a wonderful team of educators who provide instruction in music, physical education, library media, technology, and American Sign Language. PK through 5th grade students have music, physical education, and ASL daily. They have technology integration and library media 2-3 days a week depending on the grade level.

The hearing impaired teacher at our site works with all staff members on how to properly sign in ASL. We use ASL during our morning assemblies, classroom vocabulary lessons, and music lessons.

The music teacher ensures that each grade level has at least one dramatic play performance a year and one vocal performance. Teachers, students, and parents work together to create props, costumes, and backgrounds for the performances. This year with all the COVID restrictions, families were unable to attend

live performances, so performances were shared through our digital platforms. The music teacher also offers after-school student Honor Choirs where they practice songs for various competitions or to perform during the city's annual Christmas celebration in the town park. During distance learning, the music teacher created learning menus and videos that demonstrated key skills for each grade level. Students completed digital assignments or projects. The music teacher also had open Google Meet hours, where students or families could pop on the meet to connect with the teacher. She also collaborated with each classroom teacher by joining the classroom Google Meet times as well.

Our physical education teacher exposes students to various sports units, relaxation techniques, muscle building exercises, and teamwork activities. One of the favorite units the students enjoy is the roller skating unit. Our PTO sponsors the event by paying for the weekly skate rental. Not many of our students have the opportunity to skate at the local rink in town. During this unit, older classrooms partner with younger students to help them lace on their skates and help the younger student balance as they learn to skate. We also have parent volunteers who help monitor the gym and encourage beginning skaters to keep going. The physical education teacher has also arranged high school athletes to come after school and read with small groups of students. Students enjoy this additional attention and often feel successful as they read.

We have several totes of STEAM materials that can be checked out from our school library. Our school has joined the Wonder Workshop program. The 3rd-5th grade students stay after school to code robots to complete tasks. Students create a video of the robot going through the grid course and around objects to complete tasks based on information from the program. PK-2nd grade students incorporate technology into their science or math lessons. They learn the basics of coding using simple robots and work as a group to build courses. The PK-2nd grade students also participate in the district's technology fair each spring.

The librarian introduces a variety of authors, genres, and topics to students. She has students write short summaries of various books that they read, so other students will be enticed to read it themselves. She hosts two book fairs each school year and ensures that every student has the opportunity to select a book for themselves. This year, she used her library money to diversify our library collection.

### **3. Academic Supports:**

Hoover has a child study team that meets weekly to discuss student progress or concerns that were raised by classroom teachers. The team consists of the counselor, title teacher, speech pathologist, and the principal. The team collects data from the classroom and discusses the teacher's concern. The team monitors the student's progress and records modifications or recommendations that were given. If a student still continues to struggle academically or behaviorally, then the team moves forward with the referral process to special education or behavioral services.

The building instructional coach stays current with educational strategies and best practices for integrating technology into the classroom. She provides feedback daily to teachers as she observes lessons or strategies. Teachers collaborate with the instructional coach when the data shows the class as a whole is struggling with concepts and they need a new approach to reteach a concept. The instructional coach also arranges peer observations among the teachers, so they can see an effective strategy in action. After the observation the team debriefs and creates a plan on how the observing teacher can implement it in their classroom.

In the past few years the school has experienced an increase in English Language Learners. The principal has provided various professional development opportunities to staff members on the best instructional strategies for students and presenters have described cultural information based on the school's diverse populations. Teachers work hard to foster a positive line of communication with families and understand the cultural differences or expectations of each child's home environment.

Each week teachers review their assessment data from formative assessments and use the information to guide small group instruction and skills that need to be reinforced by the whole

group. Teachers work daily with small groups during the thirty minute intervention rotation time. Strategies and interventions are logged for each group, so they reflect upon what was effective for each student or group.

We are very fortunate to have a certified title teacher and a title teacher assistant. Each of these individuals pulls small groups of students daily to help support student needs outside of the core curriculum time. The interventionist primarily focuses on the basic building blocks of reading during this time with our English Language Learners. They use manipulatives and a variety of visuals to introduce common vocabulary words the students will encounter when they read texts. Classroom teachers inform the interventionist about the upcoming units of study, so the interventionist can frontload the topics or concepts in their small group time. Frontloading the information gives the ELL students a platform to build a background knowledge about unfamiliar topics and they are less likely to be lost during the whole group conversations in the classroom.

Students in third through fifth grade that score a 95% or higher on the Naglieri Nonverbal Ability Test, NNAT, attend the half day gifted and talented program one day a week. During this program they engage in novel studies, projects, research, and higher critical thinking activities led by a certified instructor.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Hoover staff strives to find and use a variety of teaching methods and practices that keep our students engaged. We believe providing opportunities for students to discuss and share their learning experiences with their peers is essential to their academic, social, and emotional growth. Small group work, STEM projects, peer partners, and student-led presentations are just a few examples of ways we help students eagerly take an active role in their own learning.

Each week students participate in our morning Rise and Shine assemblies through Google Meet using the classroom smartboard. Students lead the entire school in flag salutes and singing songs. They share lunch information, announce birthdays, and share something special they learned that week. They also lead the school in our school creed and show off their ability to sign the creed as they recite it.

Teachers choose motivating resources, games, and projects to keep students excited and engaged in their academic learning. Vocabulary is often taught with large picture cards and students are encouraged to draw pictures to help them remember the meaning of new words and concepts. Students enjoy writing original stories and poems, daily journaling, and writing letters to the principal about themselves with questions they might have about the school. Catchy and interactive videos allow students to get up on their feet while learning about a topic with a rhyming song.

Classroom teachers give consistent feedback on student progress. Multiple celebrations are given throughout the day that reinforce student growth and achievement. Teachers maintain positive learning environments where students feel safe to share their ideas and ask questions when help is needed. Our staff makes it a daily priority to ensure students feel safe, loved, valued, and appreciated.

During school closures and remote learning, our PTO featured dress-up days along with videos showcasing families involved in fun learning activities and posted them to our school's social media page. Each teacher hosted an evening online session with their students to accommodate working families. Several teachers offered award incentives for certain levels of virtual participation. Other teachers went to students' houses and sat on their porch to listen to their students read.

We have high expectations for our students and scaffold instruction following a predetermined pacing guide that allows for maximum academic growth. Students are actively involved in setting their own academic goals and tracking their progress throughout the year. We also provide many opportunities for students to learn about different careers beginning in the early elementary grades and progressing through fifth grade.

### **2. Engaging Families and Community:**

We believe including parents and community members in our students' education leads to higher growth, greater success, and improves our school's overall performance. Our PTO is always eager to provide resources, incentives, and rewards for our staff and students. They strive to do whatever they can to encourage, celebrate, and support student learning. Examples of this include back-to-school treats for staff, popcorn days for students, fresh flowers for staff members in the spring, and buying every student in the school at least one book from our book fair every year. Last year during our school closure, PTO organized a drive-by event where families drove by our school waving and showing homemade signs telling their teachers how much they were loved and missed. Each teacher created a large sign or banner for their students during the drive-through parade as well.

In order to be able to have a fifth grade graduation celebration during the school closure, a drive-through graduation event was held. Parents drove up to the front of the building, the principal announced names on a microphone, students had pictures taken while social distancing, and music was played to add to the lively celebration. Every staff member in the school attended the event and provided applause and words of praise for each fifth grader.

Local organizations like K/H Financial and Park Avenue Thrift provide funds for classrooms with exciting special projects. Many of our teachers write and receive grants for our local education foundation which is funded through generous donations from community members. Many grant requests range from classroom library resources, flexible seating options, to outdoor equipment and innovative technology components.

Many teachers use Skype in the Classroom to interact with guest speakers from around the country. Guest readers from our community join us to read to students outside when the weather is nice. Our local fire department and police department do outdoor presentations for our students to teach fire safety and demonstrate the many skills and talents of our local K9 officers.

Hoover teachers also regularly mentor students from two local colleges. Whether doing clinical observation or student teaching, we welcome future educators and do all we can to make them feel supported as valuable members of the team.

Communication during school closures and remote learning is critical. Our school uses a program called Remind to quickly and easily stay in contact with parents. Weekly phone calls to talk with parents and students were also used.

### **3. Creating Professional Culture:**

Our school and district administration knew that supporting teachers during the challenging school closures and the transition to and from remote learning was imperative. Our district provided many valuable opportunities for teachers to learn how to use programs and platforms like Google Meet, Google Classroom, GoGuardian, Remind, Seesaw, Epic, and many more. The trainings were held both in person and online through our district staff resources page. Technology specialists would also meet individually with teachers through Google Meet and walk them through using technology platforms.

Our principal allowed teachers to present mini workshops for other teachers in our building when they found resources that would be beneficial during remote instruction. Some of these presentations included introductions to TeacherMade, Wordwall, EdPuzzle, and Quizzes. These resources provide high engagement with students in content across the grade levels and curriculum. Students want to learn in a virtual and digital way and are excited to interact with programs like these. They also improve the actual instructional process by allowing teachers to pinpoint and target specific standards and skills efficiently and post them for the students immediately.

Our administrator, counselor, and instructional coach have been a huge support for our staff throughout all of the changes through encouraging emails, phone calls, text messages and even home visits when a staff member was sick or in need. They purchased and delivered medicine, picked up grocery orders, watched over a staff member's children when she went to the emergency room, and much more. Our instructional coach was ready with suggestions for teachers at every grade level concerning ways to implement the many technology components required to teach remotely.

Realizing teachers might be struggling with the challenging and often daunting tasks required of them with virtual/remote instruction, our principal led a professional development session with teachers based on the book *The Four Agreements* by Don Miguel Ruiz. She emphasized throughout the video segments and discussions that we were doing a great job and wanted us to know that she would be there for us with any need. She was concerned that we were feeling inadequate as we navigated completely new and foreign methods of instruction and assessment and made it clear that we were still and would continue to be a superior staff. Her leadership through this has been amazing. Her positive can-do attitude toward facing sometimes daily shifts in scheduling, procedures, and requirements has never wavered. She made our staff feel valued, supported, and safe.

### **4. School Leadership:**

Our principal's philosophy of education is, all means all and every student deserves an education that is tailored to make them a successful learner. She collaborates with staff members, district leaders, and community members in order to bring resources into the building for staff and students.

This year the principal and instructional coach encouraged teachers to participate in Language Essentials for Teachers of Reading and Spelling (LETRS) developed by renowned literacy experts Dr. Louisa Moats and Dr. Carol Tolman. This professional development has opened the door to new practices and redefined the methods in which teachers use to instruct students. LETRS training combined with the phonemic awareness and phonics programs has improved our student growth in acquiring literacy skills.

The instructional coach and principal also promotes professional growth from within by staff led professional development in areas of strength of the staff members. Staff members lead school wide training and peer group training. This builds an informative work environment based on the needs identified in the teachers' professional learning focuses.

The principal uses data to ensure all students are successful and tracks students as early as Pre-K. She listens to teachers during weekly PLC meetings and reviews the formative assessment data. During walkthroughs and observations she leaves positive and constructive feedback to teachers and collaborates individually with teachers to support instructional adjustments.

The school safety committee met prior to school starting to develop a reentry learning plan that addressed parent, students, and staff safety concerns about returning to the classroom. Once the plan was created they met with stakeholders for feedback about the plan. As the year progressed the team would revise procedures or timeframes to meet the needs of our building. The team rearranged schedules for specials and lunch to ensure social distancing and time for cleaning in between sessions. Also promoted safe, but compliant learning environments to ensure the most success for students while still keeping them safe.

The principal also stepped up to cover essential staff member roles during absences to allow the classroom teachers to focus on their instruction and to keep the teachers daily routine as normal as possible. Students enjoyed seeing the principal serve lunch, clean areas of the building, covering lunch duties, and teaching lessons. She believes that everyone has an important role in the building and leads the way in volunteering to meet the needs of her staff and students.

## **5. Culturally Responsive Teaching and Learning:**

If the staff and students of Hoover Elementary created a motto in reference to "culturally responsive teaching," it would go something like this, "We were all created for greatness!"

Classrooms provide an environment that includes children from a variety of cultural backgrounds and ethnicities, children who require supports such as Individual Education Plans (i.e. IEPs), and children who are gifted/talented within the curriculum areas. Our school fosters a family atmosphere not only where all are welcome, but where all are accepted. We assist families anyway we can, whether a family needs a translator at a parent teacher conference, is a new family to the community and needs resources to help them and their children get settled in, or needs social service resources.

It is our duty as educators to first nurture, then teach. A child's basic needs must be met in order to perform on a cognitive level. Once a student knows their teacher is invested in their education, a relationship flourishes and lines of trust and communication develop fostering a respectful, cooperative classroom/school conducive to learning.

To be culturally aware means to be awake to the notion that one's ways are not the only ways. There are useful ideas, practices, and beliefs observed by others that hold deep meaning and importance to those that surround us. We observe/provide instruction about a number of holidays

in an effort to enrich our students' cultural awareness and encourage cultural acceptance.

Current events and social movements are a real part of our world and are discussed with the students, families, and community members of our school. We utilize The Enid News and Eagle, Studies Weekly, and Newsela Daily to keep our students informed on local, international, and world events. After introducing these resources/curriculums, students are encouraged to participate in classroom discussions or engage in event simulations/reenactments in an effort to express feelings or personally experience/connect with the current events in our world. Afterwards, children are urged to continue these conversations with their families.

Our dream for every child, family member, and staff member of Hoover Elementary School is that each one would feel the equity we promote in our school in knowing that we truly believe that each one of us plays a special part in our world and has something special to offer our world. Remember, all Hoover Hornets were created for greatness!



## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Building meaningful relationships with staff, parents, our community, and most importantly, our students is the one practice that has been the most instrumental to our schools continued ability to successfully educate and support students since school closures and remote learning began. However, this is not a new practice for us.

At Hoover, all staff members strive to make students feel loved, valued, and safe. We realize the pandemic has resulted in imminent and often overwhelming challenges for our students. We know many have faced dire circumstances at home with the loss of jobs, homes, hunger, and illness. We have tried to do everything we can to make them feel safe, cared for, and loved while they are with us, whether it be in person or virtually. Our students feel as cherished by teachers from other classrooms and grade levels as they do with their own teacher.

Teachers and members of the administration team have made home visits to many of our students with small gifts or care packages. Each teacher wrote a personal letter to their students at Christmas that was delivered through the mail. Teachers made a point to contact and speak with each student daily to ask them how they were feeling and if they needed anything during remote learning.

At the beginning of the year, students in many of the classrooms are encouraged to create little projects that celebrate who they are and share those with their peers. They share things like baseball trophies, pictures of pets, lego creations, favorite foods, and much more. Each presentation is eagerly anticipated by the students and the teachers and helps to build the foundation upon which strong relationships are developed.

Staff members leave positive and encouraging messages for colleagues. Students are encouraged to do this within their own classrooms for their peers as well. They love to find a kind note from a classmate, and it makes a difference in their classroom behavior and attitude toward their work.

We make sure to bring humor into the classroom to lighten the emotional load many of our students are carrying at this time. We use a variety of celebrations throughout the day, not only with our own students, but also with any students we might see in the hallways, lunchroom, or on the playground. Students are taught to value one another as unique individuals and encourage peers who might be struggling.