



Hoover Elementary School Comprehensive Needs Assessment 2019-22

The comprehensive needs assessment is the culmination of multiple types of data that is collected over time. Livonia Public Schools uses the most recent three years of data as the benchmark to conduct trend data comparisons on an annual basis. Data will be collected, the results will be analyzed and summarized, and conclusions will be drawn for identifying successes/challenges and strategies to improve all areas.

DEMOGRAPHIC DATA

COMMUNITY DEMOGRAPHIC DATA:

Livonia Public Schools is located in Livonia Michigan, a city covering 35.47 square miles and is approximately 13.4 miles from Detroit. Livonia is a suburban city with a 2017 census population of 94,105. 51.6% of the population are females, while the other 48.4% represented are males. The median age of the population in Livonia is 45.1 years old, which is older than Michigan's average median age of 39.8 years old.

The estimated median income of \$82,210 is also above the state's average of \$54,909. Average household values in Livonia in 2016 are \$190,000, which is above the state's average of \$155,700.

Ethnicities of Livonia residents in 2015 included: 89.9% Caucasian, 4% African American, 3.2% Asian, 2.5% Hispanic, 1.5% are two or more races, 0.1% American Indian and 0.04% are other.

For residents who are 25 years old or older, 94.4% of them have a high school diploma or higher; 36.4% have a Bachelor's degree or higher; and 12.5% have a graduate or professional degree. The unemployment rate is 3.2%, and the average mean time to get to work is 22.3 minutes.

Major industries in Livonia include:

- Health care (11.7%)
- Educational services (9.1%)
- Transportation equipment (8.6%)
- Professional, scientific, and technical services (8.2%)
- Accommodation and food services (6.2%)
- Finance and insurance (5.2%)
- Administrative, support, and waste management services (4.1%)

Most common occupations in Livonia include:

- Production occupations (23%)
- Other management occupations except farmers and farm managers (5.7%)

- Engineers (4.4%)
- Computer specialists (3.6%)
- Registered nurses (3.1%)
- Retail sales workers except cashiers (2.7%)
- Material recording, scheduling, dispatching, and distributing workers (2.6%)
- Building and grounds cleaning and maintenance occupations (2.3%)
- Read more: <http://www.city-data.com/city/Livonia-Michigan.html>

STAFF DEMOGRAPHIC DATA

Hoover Staff is composed of 21 classroom teachers, 1.5 Elementary Support Teachers, 1 Resource Room Teacher, 1 Library Media Specialist, 1 Speech Pathologist, 3 Special area teachers, and 1 paraprofessional. The Hoover staff is very diverse in experience: Years Teaching- 0-5 years - 5 / 6-10 years - 3 / 11-20 years - 7 / More than 20 years experience - 7

STUDENT DEMOGRAPHIC DATA

Enrollment: 539 students

Average Class Size - K-2 - 24:1 / 3-4 - 30:1


Free and Reduced Lunch - 12%

Demographic Breakdown:

American Indian: 1	<1%
Asian American: 15	3%
Black or African American: 13	2%
Caucasian: 486	90%
Multi Ethnic: 10	2%
Hispanic or Latino: 23	4%

Female: 281 Male: 258

Transiency Rate:

 Gained 23 students
Positive Transiency 4%

Hoover Comprehensive Needs Assessment

Staff Perceptions:

Successes:

The Hoover staff identified several strengths, or successes, at Hoover this school year. 100% of Hoover staff believe that students are learning on a daily basis. The greatest instructional strength identified was tier 1 literacy instruction with 100% of staff having success. Tier 1 writing and math instruction, small group literacy instruction with the Literacy Footprints Curriculum, and Community with Character lessons, all were identified as having positive impacts on Hoover students. In addition to these instructional practices implemented in the classroom, the Hoover staff recognized that Hoover's data analysis is a successful process that is beneficial for student learning. Parent communication and student attendance is also a strength at Hoover.

Challenges:

The greatest challenge that 50% of the Hoover staff recognized was tier 1 social studies and science instruction, and content integration. Time and lack of curriculum was identified as a barrier to having stronger science and social studies instruction. Staff reported that these areas of instruction caused a greater challenge than other impacts such as student mobility.

Targets for Improvement:

Hoover will conduct professional development in order to develop knowledge and strategies about social studies and science topics and pedagogy. We will continue having professional development on content integration and time to create integrated

units. Hoover will increase teacher collaboration time in order to further develop content integration, science, and social studies pedagogy.

Activities:

Hoover will utilize our social studies leader to provide information and strategies successful for social studies instruction in the classroom. We will also utilize our Literacy Coach to support classroom teachers while implementing integrated units. To increase vocabulary knowledge for tier 2 and 3 words, Hoover staff will collaborate on instructional strategies incorporating essential practices.

Parent Perceptions:

Successes:

Hoover parents were surveyed and reported that their relationships with their child's classroom teacher were respectful and supportive. 92% of parents agree that Hoover supports the needs of their child. Parents voice their appreciation for Hoover's organization, communication strategies, and culture.

Challenges:

Hoover parents expressed a desire for more informational curriculum nights, such as a family literacy night.

Targets for Improvement:

Increase parents' understanding of literacy instruction and interventions used at school. Also, how to support literacy at home.

Activities:

Create and host an in depth fall parent literacy night that focuses on strategies for use at school and home.

Student Perceptions:

Successes:

Hoover students were surveyed and over 90% reported that teachers were honest, fun, and caring. Students also reported that they feel happy while they are at Hoover.

Challenges:

46% of Hoover students feel tired while they are at school.

Targets for Improvement:

Increase parent knowledge on strategies to implement at home involving time management. Allow time for teachers to implement brain breaks throughout their school day.

Activities:

Include articles about the effects of sleep deprivation on academic success on the Hoover Blog. Hoover staff will collaborate on ways to increase and implement brain break activities throughout the school day.

State Student Achievement Data

Successes:

The Hoover staff analyzed 2019 M-STEP data and found that third and fourth graders performed above the district average in reading and math. 69% of third graders were proficient in English Language Arts, and 73% were proficient in Math. 71% of fourth graders were proficient in English Language Arts, and 75% were proficient in Math. Since 2017, Hoover's M-STEP scores have consistently been above the district and state M-STEP averages in third and fourth grade.

Challenges:

The writing portion on the ELA M-STEP was a challenge for students on the 2019 state test. From 2016, Hoover's ELA scores have been lower than our math scores.

Targets for Improvement:

Hoover implemented a school wide writing prompt, supporting our School Improvement Plan. Teachers are working with the Literacy coach and attending professional development on the integrated writing units provided by the district. Our goal is for students to write to the topic on state tests, and to improve opinion writing.

Activities:

Hoover will continue utilizing the intervention block to provide small group instruction and tier 2 services to students who are falling below grade level in reading. Staff will use collaboration time to set grade level goals and create a plan to improve reading and writing. Teachers will utilize pre- and post- assessments and use rubrics, checklists, and exemplars in order to achieve the expected grade level targets in writing.

State Student Subgroup Achievement Data

Successes:

Students with disabilities and English Language Learners at Hoover scored above the state average on M-STEP in both ELA and Math.

Challenges:

Over the last three years, less than half of Hoover's students with disabilities scored proficient on the ELA M-STEP.

Targets for Improvement:

Increase ELA scores for third and fourth grade students with disabilities.

Activities:

Hoover staff will continue to conduct data analysis sessions to create, implement, and progress monitor successful interventions in and out of the classroom. The Resource Room teacher and EL teacher are successful in their interventions and following a schedule to meet with their caseload.

Local Student Achievement Data

Successes:

Livonia Public Schools utilizes the iReady as well as Fountas & Pinnell Benchmark as our local assessments. When analyzing data from Hoover's population, students outperformed district averages on both tests. This shows that early instruction and intervention were successful. On the iReady assessment, Hoover's population was 74% proficient in math, and 64% were proficient in reading.

Challenges:

The vocabulary strand on iReady is an area of weakness in all grade levels.

Targets for Improvement:

We will increase the percentage of students proficient on both local assessments in grades 3 and 4. Also, we will increase the vocabulary iReady scores in all grade levels.

Activities:

Hoover will focus professional development on tier 1 reading instruction with an emphasis on vocabulary pedagogy. Literacy leaders created a monthly vocabulary of the week activity that is relayed through the morning announcements daily. Classroom teachers implement the Literacy Footprints guided reading curriculum that includes scripted vocabulary instruction.