# Hoover El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Distribution Date: 9-3-26

Date Reviewed with Families/Community: 10-1-26

Date Reviewed with Staff: 8-26-26

Date Uploaded to Title I Website: 8-15-26

## Profile and Plan Essentials

| School | | AUN/Branch |
|---|---|---|
| Hoover El Sch | | 122097502 |
| **Address 1** | | |
| 500 Trenton Rd | | |
| **Address 2** | | |
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| **City** | **State** | **Zip Code** |
| Langhorne | PA | 19047 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Mr Jason Bowman | | jbowman@neshaminy.org |
| **Principal Name** | | |
| David Glennon | | |
| **Principal Email** | | |
| dglennon@neshaminy.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| (215) 809-6349 | | |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Lauren Steflik | | lsteflik@neshaminy.org |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Jay Bowman | Chief School Administrator | District Office | jbowman@neshaminy.org |
| David Glennon | Principal | Hoover Elementary | dglennon@neshaminy.org |
| Lauren Steflik | District Level Leaders | District Office | lsteflick@neshaminy.org |
| Kimberley Maurizi | Teacher | Hoover Elementary | kmaurizi@neshaminy.org |
| Ben Welwood | Teacher | Hoover Elementary | bwelwood@neshaminy.org |
| Megan Tondi | Parent | Hoover Elementary | mtondihhpto@gmail.com |
| Jacqueline M. Ratner | Parent | Hoover Elementary | jackieratner916@gmail.com |
| Elizabeth Suriel | Community Member | Neshaminy Kids Club | esurielnkc@gmail.com |
| Chuck Inverso | Community Member | Neshaminy Kids Club | inversoc2487@gmail.com |
| Cynthia Ritchie | Education Specialist | District Office | CRITCHIE@neshaminy.org |
| Laura Krantz | Teacher | Hoover Elementary | lkrantz@neshaminy.org |
| Megan Kovak | Other | Hoover Elementary | mkovak@neshaminy.org |
| Jennifer Mizak | Other | Hoover Elementary | jmizak@neshaminy.org |
| Emmi Schwartz | Other | Hoover Elementary | eschwartz@neshaminy.org |
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## Vision for Learning

### Vision for Learning

The Neshaminy community builds futures by empowering each child to become a productive citizen and a lifelong learner. The Neshaminy community believes that . . . 1. Children are the future. 2. All people can learn. a. People learn in different ways and at different rates. b. Achievement is realized through challenge. c. Trust promotes creative problem solving. 3. All people have worth. a. Laughter, joy, and hope are essential for a quality life. b. Success builds self-esteem. c. Valuing diversity strengthens our society. d. People have a responsibility to themselves and others. e. Family is the cornerstone of society. 4. A quality education is a right. a. Excellence in education requires support, sacrifice, and involvement from the total community. b. All people have the right to a safe and healthy learning environment.

## Local Assessment

### English Language Arts

| Data | Comments/Notable Observations |
|---|---|
| 2025-2026 DIBELS 8 All Grade Status Report K-2 | Students in K-2 demonstrated positive growth across the school year. The percentage of students requiring Intensive Support decreased across all primary grade levels: Kindergarten: 32% to 18% -14 pp Grade 1: 24% to 13% -11 pp Grade 2: 22% to 14% - 8pp -Benchmark attainment (Core and Above Core) increased in all three grade levels. -Kindergarten showed the largest gains, with students performing at Core or Above Core increasing from 23% to 45% + 22pp |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 | Above Core to EOY Core + Above Core Kindergarten 41% (18% Core, 23% Above Core) 77% (32% Core, 45% Above Core) +36 pp Grade 1 60% (34% Core, 26% Above Core) 76% (43% Core, 33% Above Core) +16 pp Grade 2 62% (33% Core, 29% Above Core) 71% (39% Core, 32% Above Core) +9 pp Summary (BOY–EOY) -All K–2 grades showed increased proficiency in Core/Above Core performance. -Kindergarten had the strongest growth (+36 pp), rising from 41% to 77%, with “Above Core” more than doubling (23% to 45%). -Grade 1 improved by +16 pp (60% to 76%), and Grade 2 increased by +9 pp (62% to 71%), reflecting steady gains across both grades. -Overall, results show a clear upward shift of students into higher proficiency levels/tiers across K–2. |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 | Overall K–2 Performance Student Status: Core + Above Core Beginning of Year 174 of 323 students (53.9%) End of Year 240 of 324 students (74.1%) +20.2 pp |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 | Challenge Despite growth, a significant percentage of students in Grades K–2 continue to require Strategic or Intensive Support. Approximately one-third of students in each grade remain below benchmark expectations. Additional support is needed to accelerate reading growth for students with persistent foundational skill deficits. |
| 2025-2026 DIBELS 8 Distribution Report Kindergarten | Kindergarten Strength Phoneme Segmentation Fluency (PSF): Kindergarten's strongest area, with 87% of students meeting benchmark, demonstrating strong phonemic awareness skills. Composite Performance: 77% of students achieved benchmark on the Composite Score, indicating most students are on track in foundational literacy skills. Letter Naming Fluency (LNF): 74% of students met benchmark expectations, reflecting strong alphabet knowledge and readiness for future reading development. |
| 2025-2026 DIBELS 8 Distribution Report Kindergarten | Kindergarten Challenge Word Reading Fluency (WRF): Lowest-performing subtest schoolwide, with 46% of students below benchmark (29% Intensive, 17% Strategic). Students continue to struggle with automatic word recognition and fluent application of phonics skills. NWF-WRC (Whole Words Read Correct): 31% of students are below benchmark (23% Intensive, 8% Strategic), indicating a need for additional support with blending sounds and reading whole words automatically. NWF-CLS (Correct Letter Sounds): 27% of students are below benchmark (17% Intensive, 10% Strategic), suggesting continued support is needed to build automatic letter-sound application and decoding skills. |

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| 2025-2026 DIBELS 8 Distribution Report Grade 1 | Grade 1 Strength Phoneme Segmentation Fluency (PSF) PSF is the strongest area in Grade 1, with 83% of students meeting benchmark. This indicates strong phonemic awareness skills, including the ability to identify and manipulate sounds in words. Composite Performance 76% of students are at benchmark, showing most first graders are on track with foundational reading skills, with 24% in Strategic or Intensive ranges. Nonsense Word Whole Words Read Correct (NWF-WRC) 73% of students met benchmark expectations, indicating solid application of phonics skills to accurately read whole words. |
| 2025-2026 DIBELS 8 Distribution Report Grade 1 | Grade 1 Challenge Word Reading Fluency (WRF) Lowest-performing subtest schoolwide grade 1; 35% below benchmark (18% Intensive, 17% Strategic). Indicates limited reading automaticity and fluency despite decoding ability. Letter Naming Fluency (LNF) 33% below benchmark (22% Intensive, 11% Strategic). Suggests ongoing gaps in automatic letter recognition. NWF-CLS (Correct Letter Sounds) 33% below benchmark (15% Intensive, 18% Strategic). Indicates continued need for support applying phonics skills fluently during decoding. |
| 2025-2026 DIBELS 8 Distribution Report Grade 2 | Grade 2 Strength ORF Accuracy: Strongest area in Grade 2, with 89% of students meeting benchmark, demonstrating accurate application of decoding skills during connected reading. NWF (CLS and WRC): Approximately 70–71% of students met benchmark, reflecting solid decoding and phonics skills for most students. Composite Performance: 71% of students achieved benchmark on the Composite Score, indicating that most students are on track for future reading success. |
| 2025-2026 DIBELS 8 Distribution Report Grade 2 | Grade 2 Challenge Maze (Reading Comprehension): Lowest-performing subtest, with 40% of students below benchmark (25% Intensive, 15% Strategic), indicating a need to strengthen comprehension, vocabulary, inferencing, and response-to-text skills. ORF Words Correct (Reading Fluency): 35% of students are below benchmark (20% Intensive, 15% Strategic), suggesting a need for increased fluency practice to build reading rate and automaticity. Word Reading Fluency (WRF): 34% of students are below benchmark (14% Intensive, 20% Strategic), indicating continued support is needed to develop automatic word recognition and fluent reading. |
| 2025-2026 i-Ready Reading Diagnostic Growth Report | 2025-2026 i-Ready Reading Diagnostic Growth Report Schoolwide Performance The school achieved a 68% schoolwide Typical Growth rate, falling just 2 percentage points short of the established goal of 70%. While the goal was not fully attained, the results indicate that more than two-thirds of students met or exceeded their expected annual reading growth. The school increased 1ppfrom the prior year 67% schoolwide Typical Growth rate. |
| 2025-2026 i-Ready Reading Diagnostic Growth Report | Strength Students demonstrated strong overall growth across all grade levels, with median progress toward Annual Typical Growth exceeding 100% in every grade. -Kindergarten, Grade 2, and Grade 4 had the highest percentages of students meeting Annual Typical Growth (68%, 68%, and 78% respectively). -Grade 4 showed exceptional growth, with students achieving a median of 189% progress toward Annual Typical |

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| | Growth and 106% progress toward Annual Stretch Growth. -A substantial percentage of students improved their instructional placement level, ranging from 69% to 90% across grades. -Kindergarten demonstrated the highest percentage of students with improved placement (90%), indicating strong early literacy growth and successful foundational reading instruction. -More than one-third of students in every grade met their Annual Stretch Growth goal, with Grade 4 leading at 55%. |
| 2025-2026 i-Ready Reading Diagnostic Growth Report | Challenge -While growth was strong overall, the percentage of students meeting Annual Typical Growth varied across grade levels, with Grades 1 and 3 showing the lowest rates (60% and 63%). -Stretch Growth attainment remained an area for continued improvement in Kindergarten through Grade 3, where only 35%–39% of students met Stretch Growth goals. -Grade 3 had the lowest percentage of students improving placement levels (69%), suggesting that while students made growth, many did not demonstrate sufficient acceleration to move to a higher performance level. -Approximately one-third of students in most grade levels did not meet Typical Growth expectations, indicating a continued need for targeted intervention and progress monitoring. |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY | Strength Overall, 76% of students were performing at Tier 1, indicating that the majority of students are on or above grade level expectations in reading. Kindergarten demonstrated the highest percentage of students performing at grade level, with 95% meeting grade-level expectations. Grades 1 and 3 also showed strong performance, with 76% and 79% of students respectively performing at grade level. The school maintained a relatively low percentage of students identified as At Risk for Tier 3 intervention (5%). |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY | 2025-2026 i-Ready Reading Diagnostic Results Report EOY Challenges Twenty-four percent of students were identified as needing additional support through Tier 2 (19%) or Tier 3 (5%) interventions. Grade 4 had the lowest percentage of students performing at grade level (62%), indicating a need for targeted reading interventions and support. Grade 4 also had the highest percentage of students requiring Tier 2 support (31%). Grade 2 had the highest percentage of students identified for Tier 3 intervention (10%), suggesting a need for intensive support for a subset of students. |
| 2025-2026 i-Ready Reading Diagnostic Results Report BOY to EOY | Strengths Schoolwide Tier 1 performance increased from 36% in the Fall to 77% at the End of Year, representing a 41 pp increase in students performing on or above grade level. The percentage of students identified as At Risk for Tier 3 intervention decreased from 16% to 5%, an 11 pp reduction. Kindergarten demonstrated the largest improvement, increasing from 34% at grade level in the Fall to 96% at the End of Year (+62 pp). Grade 1 increased from 23% to 79% at grade level (+56 pp). Grade 2 increased from 32% to 70% at grade level (+38 pp). Grade 3 increased from 55% to 80% at grade level (+25 pp). Grade 4 increased from 29% to 63% at grade level (+34 pp). |
| 2025-2026 i-Ready Reading Diagnostic | Challenges Despite substantial growth, Grade 4 remained the lowest-performing grade level, with 63% of students meeting grade-level expectations at the End of Year. Grade 4 continues to have a significant |

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| Results Report BOY to EOY | proportion of students requiring support, with 32% identified in Tier 2. Grade 2 ended the year with 7% of students identified as At Risk for Tier 3 intervention, the highest Tier 3 percentage among the primary grades. While Grades 2 and 4 demonstrated notable growth, more than one-third of Grade 4 students and nearly one-third of Grade 2 students remained below grade-level expectations at the End of Year. |

## English Language Arts Summary

### Strengths

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| 2025-2026 DIBELS 8 All Grade Status Report K-2 Students in K-2 demonstrated positive growth across the school year. The percentage of students requiring Intensive Support decreased across all primary grade levels: Kindergarten: 32% to 18% -14 pp Grade 1: 24% to 13% -11 pp Grade 2: 22% to 14% - 8pp -Benchmark attainment (Core and Above Core) increased in all three grade levels. -Kindergarten showed the largest gains, with students performing at Core or Above Core increasing from 23% to 45% + 22pp |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 Above Core to EOY Core + Above Core Kindergarten 41% (18% Core, 23% Above Core) 77% (32% Core, 45% Above Core) +36 pp Grade 1 60% (34% Core, 26% Above Core) 76% (43% Core, 33% Above Core) +16 pp Grade 2 62% (33% Core, 29% Above Core) 71% (39% Core, 32% Above Core) +9 pp Summary (BOY–EOY) -All K–2 grades showed increased proficiency in Core/Above Core performance. -Kindergarten had the strongest growth (+36 pp), rising from 41% to 77%, with “Above Core” more than doubling (23% to 45%). -Grade 1 improved by +16 pp (60% to 76%), and Grade 2 increased by +9 pp (62% to 71%), reflecting steady gains across both grades. -Overall, results show a clear upward shift of students into higher proficiency levels/tiers across K–2. |
| 2025-2026 i-Ready Reading Diagnostic Growth Report Strength Students demonstrated strong overall growth across all grade levels, with median progress toward Annual Typical Growth exceeding 100% in every grade. -Kindergarten, Grade 2, and Grade 4 had the highest percentages of students meeting Annual Typical Growth (68%, 68%, and 78% respectively). -Grade 4 showed exceptional growth, with students achieving a median of 189% progress toward Annual Typical Growth and 106% progress toward Annual Stretch Growth. -A substantial percentage of students improved their instructional placement level, ranging from 69% to 90% across grades. -Kindergarten demonstrated the highest percentage of students with improved placement (90%), indicating strong early literacy growth and successful foundational reading instruction. -More than one-third of students in every grade met their Annual Stretch Growth goal, with Grade 4 leading at 55%. |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY Strength Overall, 76% of students were performing at Tier 1, indicating that the majority of students are on or above grade level expectations in reading. Kindergarten demonstrated the highest percentage of students performing at grade level, with 95% meeting grade-level expectations. Grades 1 and 3 also showed strong performance, with 76% and 79% of students respectively performing at grade level. The school maintained a relatively low percentage of students identified as At Risk for Tier 3 intervention (5%). |

### Challenges

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| 2025-2026 DIBELS 8 All Grade Status Report K-2 *Challenge Despite growth, a significant percentage of students in Grades K–2 continue to require Strategic or Intensive Support. Approximately one-third of students in each grade remain below benchmark expectations. |

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| Additional support is needed to accelerate reading growth for students with persistent foundational skill deficits. |
| 2025-2026 DIBELS 8 Distribution Report Grade 1 Grade 1 Challenge Word Reading Fluency (WRF) Lowest-performing subtest schoolwide grade 1; 35% below benchmark (18% Intensive, 17% Strategic). Indicates limited reading automaticity and fluency despite decoding ability. Letter Naming Fluency (LNF) 33% below benchmark (22% Intensive, 11% Strategic). Suggests ongoing gaps in automatic letter recognition. NWF-CLS (Correct Letter Sounds) 33% below benchmark (15% Intensive, 18% Strategic). Indicates continued need for support applying phonics skills fluently during decoding. |
| 2025-2026 i-Ready Reading Diagnostic Growth Report *Challenge -While growth was strong overall, the percentage of students meeting Annual Typical Growth varied across grade levels, with Grades 1 and 3 showing the lowest rates (60% and 63%). -Stretch Growth attainment remained an area for continued improvement in Kindergarten through Grade 3, where only 35%–39% of students met Stretch Growth goals. -Grade 3 had the lowest percentage of students improving placement levels (69%), suggesting that while students made growth, many did not demonstrate sufficient acceleration to move to a higher performance level. -Approximately one-third of students in most grade levels did not meet Typical Growth expectations, indicating a continued need for targeted intervention and progress monitoring. |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY 2025-2026 i-Ready Reading Diagnostic Results Report EOY *Challenges Twenty-four percent of students were identified as needing additional support through Tier 2 (19%) or Tier 3 (5%) interventions. Grade 4 had the lowest percentage of students performing at grade level (62%), indicating a need for targeted reading interventions and support. Grade 4 also had the highest percentage of students requiring Tier 2 support (31%). Grade 2 had the highest percentage of students identified for Tier 3 intervention (10%), suggesting a need for intensive support for a subset of students. |

## Mathematics

| Data | Comments/Notable Observations |
|---|---|
| 2025-2026 i-Ready Math Diagnostic Growth Report | Strength Schoolwide math growth was strong, with students achieving a median of 131% of Annual Typical Growth, indicating that students exceeded expected growth targets overall. |
| 2025-2026 i-Ready Math Diagnostic Growth Report | Strength 71% of students met or exceeded Annual Typical Growth, demonstrating effectiveness of core instruction and intervention supports. Nearly half (44%) of students met or exceeded Annual Stretch Growth targets. |
| 2025-2026 i-Ready Math Diagnostic Growth Report<br>2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY | Strength Student placement improved substantially from fall to spring: Tier 1 increased from 18% to 72% (+54 percentage points). Tier 2 decreased from 60% to 23% (-37 percentage points). At-Risk/Tier 3 decreased from 21% to 5% (-16 percentage points). Placement gains were evident across all grade levels, suggesting that students not only grew but moved into higher achievement bands. |
| 2025-2026 i-Ready Math Diagnostic Growth Report | Challenge Current placement data show that 25% of students remain one or more grade levels below expectations, with 4% performing two or more grade levels below. |

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| 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY | Challenge Despite strong growth, 24% of students remain in Tier 2 or Tier 3 support levels, indicating continued need for intervention and differentiated instruction. |
| 2025-2026 i-Ready Math Diagnostic Growth Report 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY | Strength Schoolwide growth outpaced achievement, suggesting that instructional supports are helping students close learning gaps. The shift from only 18% of students performing at Tier 1 in the fall to 72% by spring represents a significant improvement in overall mathematics achievement. |
| 2025-2026 i-Ready Math Diagnostic Growth Report | Kindergarten Strengths Kindergarten students achieved 122% of Annual Typical Growth, with 67% meeting Typical Growth. 81% of students improved their placement level, the highest percentage among primary grades. |
| 2025-2026 i-Ready Math Diagnostic Results Report | Schoolwide Challenges Despite strong gains, 28% of students remain below Tier 1 expectations, including 23% in Tier 2 and 5% At Risk for Tier 3, indicating a continued need for targeted intervention and support. |
| 2025-2026 i-Ready Math Diagnostic Growth Report | Grade 4 Strengths Grade 4 demonstrated the strongest performance schoolwide: 160% progress toward Typical Growth 81% met Typical Growth 55% met Stretch Growth 91% improved placement levels |
| 2025-2026 i-Ready Math Diagnostic Results Report | Schoolwide Strength Results Fall to Spring: Placement Level Fall Spring Percentage Point Change Tier 1 18% 72% +54 percentage points Tier 2 60% 23% -37 percentage points Tier 3 (At Risk) 21% 5% -16 percentage points Notable Observation: The most significant change was the movement of students into Tier 1, with nearly four times as many students performing at grade level in Spring (72%) compared to Fall (18%), indicating that instruction and intervention efforts were highly effective in accelerating mathematics achievement. |

## Mathematics Summary

### Strengths

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| 2025-2026 i-Ready Math Diagnostic Growth Report Strength Schoolwide math growth was strong, with students achieving a median of 131% of Annual Typical Growth, indicating that students exceeded expected growth targets overall. |
| 2025-2026 i-Ready Math Diagnostic Growth Report Strength 71% of students met or exceeded Annual Typical Growth, demonstrating effectiveness of core instruction and intervention supports. Nearly half (44%) of students met or exceeded Annual Stretch Growth targets. |
| 2025-2026 i-Ready Math Diagnostic Growth Report 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY Strength Student placement improved substantially from fall to spring: Tier 1 increased from 18% to 72% (+54 percentage points). Tier 2 decreased from 60% to 23% (-37 percentage points). At-Risk/Tier 3 decreased from 21% to 5% (-16 percentage points). Placement gains were evident across all grade levels, suggesting that students not only grew but moved into higher achievement bands. |
| 2025-2026 i-Ready Math Diagnostic Growth Report 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY Strength Schoolwide growth outpaced achievement, suggesting that instructional supports are helping students close learning gaps. The shift from only 18% of students |

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| performing at Tier 1 in the fall to 72% by spring represents a significant improvement in overall mathematics achievement. |

### Challenges

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| 2025-2026 i-Ready Math Diagnostic Growth Report *Challenge Current placement data show that 25% of students remain one or more grade levels below expectations, with 4% performing two or more grade levels below. |
| 2025-2026 i-Ready Math Diagnostic Results Report *Schoolwide Challenges Despite strong gains, 28% of students remain below Tier 1 expectations, including 23% in Tier 2 and 5% At Risk for Tier 3, indicating a continued need for targeted intervention and support. |

## Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|
| Local Science, Technology, and Engineering Education Data Not Available | Due to the statewide shift in the Science PSSA from grade 4 to grade 5 and the absence of CDT administration this year, local data for Science, Technology, and Engineering is not available. Future plans will reflect updated data sources once aligned assessments are in place. |

## Science, Technology, and Engineering Education Summary

### Strengths

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| Not Applicable - Local Science, Technology, and Engineering Education Data Not Available |

### Challenges

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| Not Applicable - Local Science, Technology, and Engineering Education Data Not Available |

## Related Academics

### Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Grades 3-4 Career Readiness Naviance Survey | Students in grades 3 and 4 completed two Career and College Readiness Naviance Surveys in each grade, contributing to the six pieces of career readiness evidence reported in 5th grade. This is standardized by grade level in the district. |

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Summary

#### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students in grades 3 and 4 completed two Career and College Readiness Naviance Surveys in each grade, contributing to the six pieces of career readiness evidence reported in 5th grade. This is standardized by grade level in the district.

#### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students in grades 3 and 4 completed two Career and College Readiness Naviance Surveys in each grade, contributing to the six pieces of career readiness evidence reported in 5th grade. This is standardized by grade level in the district.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| 2025-2026 i-Ready Reading Diagnostic Results Report | Strengths Significant growth in overall reading achievement. Students performing On or Above Grade Level increased from 21% to 64% (+43 percentage points). Students performing Two or More Grade Levels Below decreased from 28% to 13% (-15 percentage points). English Learners demonstrated one of the largest gains among student groups. |
| 2025-2026 i-Ready Reading Diagnostic Results Report | Challenges Despite strong growth, 36% of EL students remain below grade-level expectations, including 13% performing two or more grade levels below. Continued support is needed in vocabulary development, language acquisition, and comprehension. |
| 2025-2026 i-Ready Math Diagnostic Results Report | Strengths Students On or Above Grade Level increased from 14% in Fall to 64% in Spring (+50 percentage points). Students performing Two or More Grade Levels Below decreased from 25% to 6% (-19 percentage points). |
| 2025-2026 i-Ready Math Diagnostic Results Report | Challenges 37% of EL students remain below grade-level expectations. Language demands within mathematics problem-solving and academic vocabulary continue to impact achievement. |

### Students with Disabilities

**False** This student group is not a focus in this plan.

| Data | Comments/Notable Observations |
|---|---|
| 2025-2026 i-Ready Math Diagnostic Results Report | Students with Disabilities Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 56% of students with disabilities continue to perform below grade-level expectations. This subgroup remains the lowest-performing group in mathematics achievement. Notable Observations: While growth was significant, achievement levels indicate a continued need for intensive intervention, scaffolded instruction, and progress monitoring. Students with disabilities represent the largest remaining achievement gap within the school. |
| 2025-2026 i-Ready Reading Diagnostic Results Report | Students with Disabilities Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Challenges Nearly half of students receiving special education services (49%) continue to perform below grade-level expectations. 19% remain two or more grade levels below, indicating a need for continued intensive intervention and progress monitoring. Notable Observations: Students with disabilities showed meaningful growth, but achievement remains substantially below schoolwide performance levels. |
| 2025-2026 i-Ready Reading Diagnostic Results Report | Students with Disabilities Subgroup Strength The percentage of Students with Disabilities performing at Tier 1 increased from 20% in the fall to 51% at the end of the year, a gain of 31 percentage points. At the same time, students identified as At Risk for Tier 3 decreased from 39% to 19%, indicating that many students moved out of the highest levels of support |
| 2025-2026 i-Ready Reading | 2025-2026 i-Ready Reading Diagnostic Growth Report Strength Students with Disabilities demonstrated strong growth, with a schoolwide median progress |

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| Diagnostic Growth Report | of 130% toward Annual Typical Growth, meaning students exceeded expected yearly growth rates. Additionally, 68% of students met their Annual Typical Growth target, and 41% met Stretch Growth targets |
| 2025-2026 i-Ready Math Diagnostic Results Report | 2025-2026 i-Ready Math Diagnostic Results Report Strength Students with Disabilities demonstrated substantial improvement in overall math achievement. The percentage of students performing at Tier 1 increased from 8% in the fall to 44% at the end of the year, a gain of 36 percentage points. At the same time, students identified as At Risk for Tier 3 decreased from 50% to 19%, indicating that many students moved out of intensive support levels. |
| 2025-2026 i-Ready Math Diagnostic Growth Report | 2025-2026 i-Ready Math Diagnostic Growth Report Strength Students with Disabilities exceeded expected growth targets in mathematics. The median progress toward Annual Typical Growth was 131%, with 71% of students meeting their Annual Typical Growth goal and 44% meeting Stretch Growth goals. These results indicate that students made accelerated growth over the course of the school year. |

## Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

| Student Groups | Comments/Notable Observations |
|---|---|
| Hispanic | 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Students On or Above Grade Level increased from 23% to 66% (+43 percentage points). Students Two or More Grade Levels Below decreased from 27% to 14% (-13 percentage points). |
| Hispanic | 2025-2026 i-Ready Reading Diagnostic Results Report Challenges 34% of Hispanic students remain below grade level. Continued attention is needed to ensure gains translate into sustained grade-level proficiency. |
| Black | 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Students On or Above Grade Level increased from 21% to 63% (+42 percentage points). Students Two or More Grade Levels Below decreased from 23% to 12% (-11 percentage points). |
| Black | 2025-2026 i-Ready Reading Diagnostic Results Report Challenges 37% of students remain below grade-level expectations. Achievement levels remain below schoolwide averages, indicating a need for continued targeted support. |
| 2 or More Races | 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Students On or Above Grade Level increased from 31% to 76% (+45 percentage points). Students Two or More Grade Levels Below decreased from 21% to 7% (-14 percentage points). |
| 2 or More Races | 2025-2026 i-Ready Reading Diagnostic Results Report Challenges 24% of students remain below grade-level expectations. |
| Hispanic | 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 6% to 69% (+63 percentage points). Students performing Two or More Grade Levels Below decreased from 31% to 0% (-31 percentage points). Notable Observations: Hispanic students demonstrated one of the strongest growth patterns among all student groups. No students in this subgroup remain two or more grade levels below grade-level placement. |

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| Hispanic | 2025-2026 i-Ready Math Diagnostic Results Report Challenges 31 % of students remain one grade level below expectations. Continued support is needed to move students from approaching proficiency to meeting grade-level standards. |
| Black | 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 8% to 53% (+45 percentage points). Students performing Two or More Grade Levels Below decreased from 45% to 15% (-30 percentage points). |
| Black | 2025-2026 i-Ready Math Diagnostic Results Report Challenges 48% of students remain below grade-level expectations. Achievement remains below overall school performance levels. Notable Observations: Strong growth occurred throughout the year; however, achievement gaps remain. Continued emphasis on mathematical fluency, conceptual understanding, and problem-solving is needed. |
| White | 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 19% to 74% (+55 percentage points). Students performing Two or More Grade Levels Below decreased from 19% to 4% (-15 percentage points). Notable Observations: White students exceeded overall school performance averages and demonstrated strong growth across the school year. |
| White | 2025-2026 i-Ready Math Diagnostic Results Report Challenges 26% of students remain below grade-level expectations. |
| 2 or More Races | 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 20% to 71% (+51 percentage points). Students performing Two or More Grade Levels Below decreased from 25% to 2% (-23 percentage points). Notable Observations: This subgroup demonstrated substantial gains and now performs near overall school averages. |
| 2 or More Races | 2025-2026 i-Ready Math Diagnostic Results Report Challenges 29 % of students remain below grade-level expectations. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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| English Learner Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Significant growth in overall reading achievement. Students performing On or Above Grade Level increased from 21% to 64% (+43 percentage points). Students performing Two or More Grade Levels Below decreased from 28% to 13% (-15 percentage points). English Learners demonstrated one of the largest gains among student groups. |
| 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Students On or Above Grade Level increased from 31% to 76% (+45 percentage points). Students Two or More Grade Levels Below decreased from 21% to 7% (-14 percentage points). 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 20% to 71% (+51 percentage points). Students performing Two or More Grade Levels Below decreased from 25% to 2% (-23 percentage points). Notable Observations: This subgroup demonstrated substantial gains and now performs near overall school averages. |
| Hispanic Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 6% to 69% (+63 percentage points). Students performing Two or More Grade Levels Below decreased from 31% to 0% (-31 percentage points). Notable Observations: Hispanic students demonstrated one of the strongest growth patterns among all |

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| student groups. No students in this subgroup remain two or more grade levels below grade-level placement. |
| White Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 19% to 74% (+55 percentage points). Students performing Two or More Grade Levels Below decreased from 19% to 4% (-15 percentage points). Notable Observations: White students exceeded overall school performance averages and demonstrated strong growth across the school year. |
| Students with Disabilities Subgroup Strength The percentage of Students with Disabilities performing at Tier 1 increased from 20% in the fall to 51% at the end of the year, a gain of 31 percentage points. At the same time, students identified as At Risk for Tier 3 decreased from 39% to 19%, indicating that many students moved out of the highest levels of support 2025-2026 i-Ready Reading Diagnostic Growth Report Strength Students with Disabilities demonstrated strong growth, with a schoolwide median progress of 130% toward Annual Typical Growth, meaning students exceeded expected yearly growth rates. Additionally, 68% of students met their Annual Typical Growth target, and 41% met Stretch Growth targets |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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| Students with Disabilities Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 56% of students with disabilities continue to perform below grade-level expectations. This subgroup remains the lowest-performing group in mathematics achievement. Notable Observations: While growth was significant, achievement levels indicate a continued need for intensive intervention, scaffolded instruction, and progress monitoring. Students with disabilities represent the largest remaining achievement gap within the school. |
| Students with Disabilities Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Challenges Nearly half of students receiving special education services (49%) continue to perform below grade-level expectations. 19% remain two or more grade levels below, indicating a need for continued intensive intervention and progress monitoring. Notable Observations: Students with disabilities showed meaningful growth, but achievement remains substantially below schoolwide performance levels. |
| English Learners Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 37% of EL students remain below grade-level expectations. Language demands within mathematics problem-solving and academic vocabulary continue to impact achievement. |
| Black Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 48% of students remain below grade-level expectations. Achievement remains below overall school performance levels. Notable Observations: Strong growth occurred throughout the year; however, achievement gaps remain. Continued emphasis on mathematical fluency, conceptual understanding, and problem-solving is needed. |
| Black Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Challenges 37% of students remain below grade-level expectations. Achievement levels remain below schoolwide averages, indicating a need for continued targeted support. |

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

### Empower Leadership

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| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

### Provide Student-Centered Support Systems

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| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Exemplary |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Operational |

### Foster Quality Professional Learning

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| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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| Implement a multi-tiered system of supports for academics and behavior. |
| Monitor and evaluate the impact of professional learning on staff practices and student learning |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports * |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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| Provide frequent, timely, and systematic feedback and support on instructional practices |
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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|---|---|
| *2024-2025 PSSA Percent Proficient/Advanced in Mathematics/Algebra 1 (Strength) the All Student Group at Herbert Hoover Elementary School demonstrated a strength in Mathematics/Algebra achievement. The school achieved 64.2% Proficient or Advanced, exceeding the statewide average of 41.7% by 22.5 percentage points and meeting its Interim Goal/Improvement Target. While performance remains below the statewide 2033 goal of 71.8%, overall mathematics achievement significantly outperformed state averages and reflects strong academic performance in mathematics. | |
| The All Student Group met or exceeded the statewide growth standard for ELA (PVAAS) in 2024–2025, with 89.0% meeting annual academic growth expectations compared to the statewide average growth score of 75.4% and statewide growth standard of 70%. Although performance decreased from 93.0% in 2023–2024 to 89.0% in 2024–2025, a decline of 4.0 percentage points, this remains an area of strength. | X |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 Students in K-2 demonstrated positive growth across the school year. The percentage of students requiring Intensive Support decreased across all primary grade levels: Kindergarten: 32% to 18% -14 pp Grade 1: 24% to 13% -11 pp Grade 2: 22% to 14% - 8pp -Benchmark attainment (Core and Above Core) increased in all three grade levels. -Kindergarten showed the largest gains, with students performing at Core or Above Core increasing from 23% to 45% + 22pp | |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 Above Core to EOY Core + Above Core Kindergarten 41% (18% Core, 23% Above Core) 77% (32% Core, 45% Above Core) +36 pp Grade 1 60% (34% Core, 26% Above Core) 76% (43% Core, 33% Above Core) +16 pp Grade 2 62% (33% Core, 29% Above Core) 71% (39% Core, 32% Above Core) +9 pp Summary (BOY–EOY) -All K–2 grades showed increased proficiency in Core/Above Core performance. -Kindergarten had the strongest growth (+36 pp), rising from 41% to 77%, with “Above Core” more than doubling (23% to 45%). -Grade 1 improved by +16 pp (60% to 76%), and Grade 2 increased by +9 pp (62% to 71%), reflecting steady gains across both grades. -Overall, results show a clear upward shift of students into higher proficiency levels/tiers across K–2. | X |
| 24-25 MATHEMATICS/ALGEBRA – MEETING ANNUAL ACADEMIC GROWTH EXPECTATIONS (PVAAS) All Student Group (Strength) Herbert Hoover Elementary School demonstrated a significant strength in mathematics growth. The school earned a PVAAS Growth Score of 86.0, exceeding both the statewide average growth score of 75.3 and the statewide growth standard of 70.0. The All Student Group exceeded the standard for demonstrating growth, | X |

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| indicating that students made more than one year's worth of academic growth in mathematics. | |
| The All Student Group met or exceeded the statewide goal for Regular Attendance in 2024–2025, with 89.7% of students not chronically absent compared to the statewide average of 79.6%. Performance increased from 88.2% in 2023–2024 to 89.7% in 2024–2025, an increase of 1.5 percentage points. This reflects positive growth in student attendance and is an area of strength. | |
| Not Applicable - Local Science, Technology, and Engineering Education Data Not Available | |
| Students in grades 3 and 4 completed two Career and College Readiness Naviance Surveys in each grade, contributing to the six pieces of career readiness evidence reported in 5th grade. This is standardized by grade level in the district. | |
| 2025-2026 i-Ready Reading Diagnostic Growth Report Strength Students demonstrated strong overall growth across all grade levels, with median progress toward Annual Typical Growth exceeding 100% in every grade. -Kindergarten, Grade 2, and Grade 4 had the highest percentages of students meeting Annual Typical Growth (68%, 68%, and 78% respectively). -Grade 4 showed exceptional growth, with students achieving a median of 189% progress toward Annual Typical Growth and 106% progress toward Annual Stretch Growth. -A substantial percentage of students improved their instructional placement level, ranging from 69% to 90% across grades. -Kindergarten demonstrated the highest percentage of students with improved placement (90%), indicating strong early literacy growth and successful foundational reading instruction. -More than one-third of students in every grade met their Annual Stretch Growth goal, with Grade 4 leading at 55%. | X |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY Strength Overall, 76% of students were performing at Tier 1, indicating that the majority of students are on or above grade level expectations in reading. Kindergarten demonstrated the highest percentage of students performing at grade level, with 95% meeting grade-level expectations. Grades 1 and 3 also showed strong performance, with 76% and 79% of students respectively performing at grade level. The school maintained a relatively low percentage of students identified as At Risk for Tier 3 intervention (5%). | X |
| 2025-2026 i-Ready Math Diagnostic Growth Report Strength Schoolwide math growth was strong, with students achieving a median of 131% of Annual Typical Growth, indicating that students exceeded expected growth targets overall. | |
| 2025-2026 i-Ready Math Diagnostic Growth Report Strength 71% of students met or exceeded Annual Typical Growth, demonstrating effectiveness of core instruction and intervention supports. Nearly half (44%) of students met or exceeded Annual Stretch Growth targets. | |
| 2025-2026 i-Ready Math Diagnostic Growth Report 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY Strength Student placement improved substantially from fall to spring: Tier 1 increased from 18% to 72% (+54 percentage points). Tier 2 decreased from 60% to 23% (-37 percentage | X |

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| points). At-Risk/Tier 3 decreased from 21% to 5% (-16 percentage points). Placement gains were evident across all grade levels, suggesting that students not only grew but moved into higher achievement bands. | |
| 2025-2026 i-Ready Math Diagnostic Growth Report 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY Strength Schoolwide growth outpaced achievement, suggesting that instructional supports are helping students close learning gaps. The shift from only 18% of students performing at Tier 1 in the fall to 72% by spring represents a significant improvement in overall mathematics achievement. | |
| Implement a multi-tiered system of supports for academics and behavior. | |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports * | |
| English Learner Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Significant growth in overall reading achievement. Students performing On or Above Grade Level increased from 21% to 64% (+43 percentage points). Students performing Two or More Grade Levels Below decreased from 28% to 13% (-15 percentage points). English Learners demonstrated one of the largest gains among student groups. | |
| 2025-2026 i-Ready Reading Diagnostic Results Report Strengths Students On or Above Grade Level increased from 31% to 76% (+45 percentage points). Students Two or More Grade Levels Below decreased from 21% to 7% (-14 percentage points). 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 20% to 71% (+51 percentage points). Students performing Two or More Grade Levels Below decreased from 25% to 2% (-23 percentage points). Notable Observations: This subgroup demonstrated substantial gains and now performs near overall school averages. | |
| Hispanic Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 6% to 69% (+63 percentage points). Students performing Two or More Grade Levels Below decreased from 31% to 0% (-31 percentage points). Notable Observations: Hispanic students demonstrated one of the strongest growth patterns among all student groups. No students in this subgroup remain two or more grade levels below grade-level placement. | |
| White Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Strengths Students On or Above Grade Level increased from 19% to 74% (+55 percentage points). Students performing Two or More Grade Levels Below decreased from 19% to 4% (-15 percentage points). Notable Observations: White students exceeded overall school performance averages and demonstrated strong growth across the school year. | |
| Students with Disabilities Subgroup Strength The percentage of Students with Disabilities performing at Tier 1 increased from 20% in the fall to 51% at the end of the year, a gain of 31 percentage points. At the same time, students | |

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| identified as At Risk for Tier 3 decreased from 39% to 19%, indicating that many students moved out of the highest levels of support 2025-2026 i-Ready Reading Diagnostic Growth Report Strength Students with Disabilities demonstrated strong growth, with a schoolwide median progress of 130% toward Annual Typical Growth, meaning students exceeded expected yearly growth rates. Additionally, 68% of students met their Annual Typical Growth target, and 41% met Stretch Growth targets | |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength | Check for Consideration in Plan |
|---|---|
| Although the Economically Disadvantaged subgroup met or exceeded the statewide growth expectation for ELA (PVAAS) in 2024–2025, performance decreased from 83.0% in 2023–2024 to 75.0% in 2024–2025, a decline of 8.0 percentage points. We want this line to trend upward. | |
| Percent Proficient or Advanced PSSA ELA Exams 2024–2025: The All Student Group performed above the statewide average, with 57.0% proficient or advanced compared to the statewide average of 49.9%, indicating an area of strength. However, the group did not meet the statewide interim target and had a 5.0 percentage point decrease in performance from the previous year, declining from 62.0% in 2023–2024 to 57.0% in 2024–2025. This decline identifies an area of challenge for the school in attaining the Statewide 2033 Goal of 81.1%. | X |
| 2025-2026 DIBELS 8 All Grade Status Report K-2 *Challenge Despite growth, a significant percentage of students in Grades K–2 continue to require Strategic or Intensive Support. Approximately one-third of students in each grade remain below benchmark expectations. Additional support is needed to accelerate reading growth for students with persistent foundational skill deficits. | X |
| The All Student Group did not meet the statewide interim target for English Language Growth Attainment in 2024–2025. Performance decreased from 63.3% in 2023–2024 to 54.2% in 2024–2025, a decline of 9.1 percentage points. Although the subgroup performed above the statewide average of 32.4%, did not meet the interim target and the group did not meet the statewide 2033 goal of 70.3%, making this an area of challenge. | X |
| Percent Proficient or Advanced PSSA ELA Exams 2024–2025: The All Student Group performed above the statewide average, with 57.0% proficient or advanced compared to the statewide average of 49.9%, indicating an area of strength. However, the group did not meet the statewide interim target and had a 5.0 percentage point decrease in performance from the previous year, declining from 62.0% in 2023–2024 to 57.0% in 2024–2025. This decline identifies an area of challenge for the school in attaining the Statewide 2033 Goal of 81.1%. | |

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| The All Student Group did not meet the statewide interim target for English Language Growth Attainment in 2024–2025. Performance decreased from 63.3% in 2023–2024 to 54.2% in 2024–2025, a decline of 9.1 percentage points. Although the subgroup performed above the statewide average of 32.4%, did not meet the interim target, making this an area of challenge. | |
| Provide frequent, timely, and systematic feedback and support on instructional practices | |
| Not Applicable - Local Science, Technology, and Engineering Education Data Not Available | |
| Students in grades 3 and 4 completed two Career and College Readiness Naviance Surveys in each grade, contributing to the six pieces of career readiness evidence reported in 5th grade. This is standardized by grade level in the district. | |
| 2025-2026 DIBELS 8 Distribution Report Grade 1 Grade 1 Challenge Word Reading Fluency (WRF) Lowest-performing subtest schoolwide grade 1; 35% below benchmark (18% Intensive, 17% Strategic). Indicates limited reading automaticity and fluency despite decoding ability. Letter Naming Fluency (LNF) 33% below benchmark (22% Intensive, 11% Strategic). Suggests ongoing gaps in automatic letter recognition. NWF-CLS (Correct Letter Sounds) 33% below benchmark (15% Intensive, 18% Strategic). Indicates continued need for support applying phonics skills fluently during decoding. | |
| 2025-2026 i-Ready Reading Diagnostic Growth Report *Challenge -While growth was strong overall, the percentage of students meeting Annual Typical Growth varied across grade levels, with Grades 1 and 3 showing the lowest rates (60% and 63%). -Stretch Growth attainment remained an area for continued improvement in Kindergarten through Grade 3, where only 35%–39% of students met Stretch Growth goals. -Grade 3 had the lowest percentage of students improving placement levels (69%), suggesting that while students made growth, many did not demonstrate sufficient acceleration to move to a higher performance level. -Approximately one-third of students in most grade levels did not meet Typical Growth expectations, indicating a continued need for targeted intervention and progress monitoring. | |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY 2025-2026 i-Ready Reading Diagnostic Results Report EOY *Challenges Twenty-four percent of students were identified as needing additional support through Tier 2 (19%) or Tier 3 (5%) interventions. Grade 4 had the lowest percentage of students performing at grade level (62%), indicating a need for targeted reading interventions and support. Grade 4 also had the highest percentage of students requiring Tier 2 support (31%). Grade 2 had the highest percentage of students identified for Tier 3 intervention (10%), suggesting a need for intensive support for a subset of students. | X |
| 2025-2026 i-Ready Math Diagnostic Growth Report *Challenge Current placement data show that 25% of students remain one or more grade levels below expectations, with 4% performing two or more grade levels below. | |
| 2025-2026 i-Ready Math Diagnostic Results Report *Schoolwide Challenges Despite strong gains, 28% of students remain below Tier 1 expectations, | X |

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| including 23% in Tier 2 and 5% At Risk for Tier 3, indicating a continued need for targeted intervention and support. | |
| Students with Disabilities Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 56% of students with disabilities continue to perform below grade-level expectations. This subgroup remains the lowest-performing group in mathematics achievement. Notable Observations: While growth was significant, achievement levels indicate a continued need for intensive intervention, scaffolded instruction, and progress monitoring. Students with disabilities represent the largest remaining achievement gap within the school. | X |
| Students with Disabilities Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Challenges Nearly half of students receiving special education services (49%) continue to perform below grade-level expectations. 19% remain two or more grade levels below, indicating a need for continued intensive intervention and progress monitoring. Notable Observations: Students with disabilities showed meaningful growth, but achievement remains substantially below schoolwide performance levels. | X |
| English Learners Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 37% of EL students remain below grade-level expectations. Language demands within mathematics problem-solving and academic vocabulary continue to impact achievement. | |
| Black Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 48% of students remain below grade-level expectations. Achievement remains below overall school performance levels. Notable Observations: Strong growth occurred throughout the year; however, achievement gaps remain. Continued emphasis on mathematical fluency, conceptual understanding, and problem-solving is needed. | |
| Black Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Challenges 37% of students remain below grade-level expectations. Achievement levels remain below schoolwide averages, indicating a need for continued targeted support. | |

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Schoolwide growth measures, including DIBELS, i-Ready Reading, i-Ready Mathematics, and PVAAS, indicate that students are making meaningful academic progress. Students demonstrated strong growth across multiple measures, reflecting the effectiveness of core instruction and intervention supports. However, achievement data show that a substantial number of students have not yet reached proficiency benchmarks, with many continuing to require Tier 2 or Tier 3 support. This pattern suggests that while current instructional practices are successfully promoting growth, additional efforts are needed to accelerate learning for students performing below grade level. Moving forward, Herbert Hoover ES should continue implementing the evidence-based practices that are producing positive growth while strengthening targeted interventions, progress monitoring, and

differentiated instruction to help more students achieve grade-level proficiency and meet long-term achievement goals.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| 2025-2026 DIBELS 8 All Grade Status Report K-2 *Challenge Despite growth, a significant percentage of students in Grades K–2 continue to require Strategic or Intensive Support. Approximately one-third of students in each grade remain below benchmark expectations. Additional support is needed to accelerate reading growth for students with persistent foundational skill deficits. | Many students entered grades K–2 with significant foundational literacy gaps and, despite growth, did not make sufficient accelerated progress to reach benchmark. Inconsistent attendance, varying readiness levels, and the need for increased intervention dosage, frequency, and opportunities to apply foundational reading skills across instructional settings limited some students' ability to achieve proficiency within one school year. | X |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY 2025-2026 i-Ready Reading Diagnostic Results Report EOY *Challenges Twenty-four percent of students were identified as needing additional support through Tier 2 (19%) or Tier 3 (5%) interventions. Grade 4 had the lowest percentage of students performing at grade level (62%), indicating a need for targeted reading interventions and support. Grade 4 also had the highest percentage of students requiring Tier 2 support (31%). Grade 2 had the highest percentage of students identified for Tier 3 intervention (10%), suggesting a need for intensive support for a subset of students. | Although most students achieved grade-level performance, a significant number continue to require Tier 2 and Tier 3 support. Some students entered the school year with substantial reading skill gaps and did not demonstrate sufficient accelerated growth to reach grade-level expectations. Differences in student readiness levels, the need for more targeted intervention, and the need for increased intervention intensity and frequency contributed to lower performance, particularly in Grade 4 and among the subset of Grade 2 students requiring Tier 3 intervention. | X |
| 2025-2026 i-Ready Math Diagnostic Results Report *Schoolwide Challenges Despite strong gains, 28% of students remain below Tier 1 expectations, including 23% in Tier 2 and 5% At Risk for Tier 3, indicating a continued need for targeted intervention and support. | Despite significant growth in mathematics, some students entered the school year with substantial skill gaps and were unable to make sufficient accelerated progress to reach grade-level expectations. Differences in student readiness levels, unfinished learning in foundational math concepts, and the need for increased intervention intensity, targeted support, and opportunities to apply mathematical skills contributed to a continued need for Tier 2 and Tier 3 interventions. | X |
| Percent Proficient or Advanced PSSA ELA Exams 2024–2025: The All Student Group | | |

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| performed above the statewide average, with 57.0% proficient or advanced compared to the statewide average of 49.9%, indicating an area of strength. However, the group did not meet the statewide interim target and had a 5.0 percentage point decrease in performance from the previous year, declining from 62.0% in 2023–2024 to 57.0% in 2024–2025. This decline identifies an area of challenge for the school in attaining the Statewide 2033 Goal of 81.1%. | | |
| The All Student Group did not meet the statewide interim target for English Language Growth Attainment in 2024–2025. Performance decreased from 63.3% in 2023–2024 to 54.2% in 2024–2025, a decline of 9.1 percentage points. Although the subgroup performed above the statewide average of 32.4%, did not meet the interim target and the group did not meet the statewide 2033 goal of 70.3%, making this an area of challenge. | | |
| Students with Disabilities Subgroup 2025-2026 i-Ready Math Diagnostic Results Report Challenges 56% of students with disabilities continue to perform below grade-level expectations. This subgroup remains the lowest-performing group in mathematics achievement. Notable Observations: While growth was significant, achievement levels indicate a continued need for intensive intervention, scaffolded instruction, and progress monitoring. Students with disabilities represent the largest remaining achievement gap within the school. | Many students with disabilities entered the school year performing significantly below grade-level expectations and required substantial support to access grade-level mathematics. While students demonstrated meaningful growth, the rate of progress was often not sufficient to close achievement gaps within one school year. The complexity of students' learning needs requires ongoing intensive intervention, scaffolded instruction, frequent progress monitoring, and additional opportunities to practice and apply grade-level mathematical concepts. | |
| Students with Disabilities Subgroup 2025-2026 i-Ready Reading Diagnostic Results Report Challenges Nearly half of students receiving special education services (49%) continue to perform below grade-level expectations. 19% remain two or more grade levels below, indicating a need for continued intensive intervention and progress monitoring. Notable Observations: Students with disabilities showed meaningful growth, but | | |

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| achievement remains substantially below schoolwide performance levels. | | |

## Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| 2025-2026 DIBELS 8 All Grade Status Report K-2 Above Core to EOY Core + Above Core Kindergarten 41% (18% Core, 23% Above Core) 77% (32% Core, 45% Above Core) +36 pp Grade 1 60% (34% Core, 26% Above Core) 76% (43% Core, 33% Above Core) +16 pp Grade 2 62% (33% Core, 29% Above Core) 71% (39% Core, 32% Above Core) +9 pp Summary (BOY–EOY) -All K–2 grades showed increased proficiency in Core/Above Core performance. -Kindergarten had the strongest growth (+36 pp), rising from 41% to 77%, with “Above Core” more than doubling (23% to 45%). -Grade 1 improved by +16 pp (60% to 76%), and Grade 2 increased by +9 pp (62% to 71%), reflecting steady gains across both grades. -Overall, results show a clear upward shift of students into higher proficiency levels/tiers across K–2. | The substantial growth in K–2 benchmark attainment demonstrates that the school's foundational literacy instruction and intervention systems are producing positive results. These successful practices can be leveraged to provide additional support and acceleration for students who remain in the Strategic and Intensive ranges. |
| 2025-2026 i-Ready Reading Diagnostic Growth Report Strength Students demonstrated strong overall growth across all grade levels, with median progress toward Annual Typical Growth exceeding 100% in every grade. -Kindergarten, Grade 2, and Grade 4 had the highest percentages of students meeting Annual Typical Growth (68%, 68%, and 78% respectively). -Grade 4 showed exceptional growth, with students achieving a median of 189% progress toward Annual Typical Growth and 106% progress toward Annual Stretch Growth. -A substantial percentage of students improved their instructional placement level, ranging from 69% to 90% across grades. -Kindergarten demonstrated the highest percentage of students with improved placement (90%), indicating strong early literacy growth and successful foundational reading instruction. -More than one-third of students in every grade met their Annual Stretch Growth goal, with Grade 4 leading at 55%. | Strong reading growth across all grade levels demonstrates the effectiveness of core instruction and intervention supports. High percentages of students met Annual Typical Growth, particularly in Kindergarten, Grade 2, and Grade 4, while many students exceeded expected growth targets. Significant improvements in instructional placement, especially in Kindergarten, indicate that students are making meaningful progress toward grade-level expectations. These successes can be leveraged to strengthen intervention practices, expand effective instructional strategies, and accelerate growth for students who continue to require additional support. |
| 2025-2026 i-Ready Reading Diagnostic Results Report EOY Strength Overall, 76% of students were performing at Tier 1, indicating that the majority of students are on or above grade level expectations in reading. Kindergarten demonstrated the highest percentage of students performing at grade level, | With 76% of students performing at Tier 1 and only 5% identified as At Risk for Tier 3 intervention, the school has established effective reading instructional practices. These practices can be expanded and replicated to support students requiring Tier |

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| with 95% meeting grade-level expectations. Grades 1 and 3 also showed strong performance, with 76% and 79% of students respectively performing at grade level. The school maintained a relatively low percentage of students identified as At Risk for Tier 3 intervention (5%). | 2 and Tier 3 interventions, particularly in Grades 2 and 4 |
| 2025-2026 i-Ready Math Diagnostic Growth Report 2025-2026 i-Ready Math Diagnostic Results Report BOY to EOY Strength Student placement improved substantially from fall to spring: Tier 1 increased from 18% to 72% (+54 percentage points). Tier 2 decreased from 60% to 23% (-37 percentage points). At-Risk/Tier 3 decreased from 21% to 5% (-16 percentage points). Placement gains were evident across all grade levels, suggesting that students not only grew but moved into higher achievement bands. | The significant increase in Tier 1 placement and reduction in Tier 2 and Tier 3 students demonstrate the effectiveness of data-driven instruction and targeted intervention. These systems can be strengthened to accelerate achievement for students who remain below grade-level expectations. |
| The All Student Group met or exceeded the statewide growth standard for ELA (PVAAS) in 2024–2025, with 89.0% meeting annual academic growth expectations compared to the statewide average growth score of 75.4% and statewide growth standard of 70%. Although performance decreased from 93.0% in 2023–2024 to 89.0% in 2024–2025, a decline of 4.0 percentage points, this remains an area of strength. | Strong ELA growth results indicate that students are making meaningful academic progress. Continued use of evidence-based instructional practices, progress monitoring, and intervention supports can help translate growth into higher proficiency rates and reduce the number of students requiring intervention. |
| 24-25 MATHEMATICS/ALGEBRA – MEETING ANNUAL ACADEMIC GROWTH EXPECTATIONS (PVAAS) All Student Group (Strength) Herbert Hoover Elementary School demonstrated a significant strength in mathematics growth. The school earned a PVAAS Growth Score of 86.0, exceeding both the statewide average growth score of 75.3 and the statewide growth standard of 70.0. The All Student Group exceeded the standard for demonstrating growth, indicating that students made more than one year's worth of academic growth in mathematics. | Strong mathematics growth demonstrates that students are responding positively to current instructional and intervention practices. Building upon these practices and increasing targeted support for students below grade level can help move more students into Tier 1 and improve overall mathematics achievement. |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | If the school strengthens Tier 1 foundational reading instruction and provides increased intervention intensity, frequency, and targeted support for students performing below benchmark, then more K–2 students will achieve benchmark expectations and fewer students will require Strategic or Intensive support. |

| | |
|---|---|
| | If the school implements a more responsive system of reading intervention that uses progress-monitoring data to provide targeted support and acceleration for students receiving Tier 2 and Tier 3 services, then more students will achieve grade-level reading expectations and reduce the need for supplemental intervention. |
| | If the school strengthens differentiated mathematics instruction and provides targeted intervention and progress monitoring for students performing below grade-level expectations, then more students will move into Tier 1 and demonstrate grade-level mathematics achievement. |

## Goal Setting

### Priority: If the school strengthens Tier 1 foundational reading instruction and provides increased intervention intensity, frequency, and targeted support for students performing below benchmark, then more K–2 students will achieve benchmark expectations and fewer students will require Strategic or Intensive support.

| Outcome Category | | | |
|---|---|---|---|
| Early Literacy | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2027, the number of K-2 students reading at grade level benchmark or above, as measured by the DIBELS composite score, will increase by 18% from the baseline universal screener data. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| K-2 DIBELS Reading Goal | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer DIBELS 8 to all eligible K-2 students. Establish baseline percentage of students at benchmark or above and identify students needing Strategic or Intensive support. | Implement evidence-based reading interventions and use progress-monitoring data and regular data review meetings to monitor student growth and adjust intervention groups and supports as needed. | Increase the percentage of K-2 students at benchmark or above by 9--10 percentage points from baseline. Use MOY and progress-monitoring data to adjust groups and intervention intensity. | Increase the percentage of K-2 students at benchmark or above by 18 percentage points from baseline and determine if the end-of-year goal has been met. |

### Priority: If the school implements a more responsive system of reading intervention that uses progress-monitoring data to provide targeted support and acceleration for students receiving Tier 2 and Tier 3 services, then more students will achieve grade-level reading expectations and reduce the need for supplemental intervention.

| Outcome Category | | | |
|---|---|---|---|
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2027, 70% of K-4 students will meet their Typical Growth Goals on the Reading i-Ready Inform assessment . | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| K-4 i-Ready Reading Growth Goal | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer the i-Ready Reading Diagnostic to all K-4 students. Use the results to identify student needs and establish intervention | Implement targeted reading interventions and use progress-monitoring data and regular data review meetings to monitor student growth and adjust intervention | Analyze midyear diagnostic and progress-monitoring data to determine whether students are on track to meet growth goals and | Determine if the end-of-year reading growth goal has been met and evaluate the effectiveness of instructional and intervention supports. |

| | | | |
|---|---|---|---|
| groups and instructional priorities. | groups and supports as needed. | adjust interventions accordingly. | |

**Priority: If the school strengthens differentiated mathematics instruction and provides targeted intervention and progress monitoring for students performing below grade-level expectations, then more students will move into Tier 1 and demonstrate grade-level mathematics achievement.**

| Outcome Category | | | |
|---|---|---|---|
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2027, 70% of K-4 students will meet their Typical Growth Goals as measured by the Math i-Ready Inform assessment. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| K-4 i-Ready Math Growth Goal | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer the i-Ready Math Diagnostic to all K–4 students. Use the results to identify student needs and establish intervention groups and instructional priorities. | Implement targeted math interventions and use progress-monitoring data and regular data review meetings to monitor student growth and adjust intervention groups and supports as needed. | Analyze midyear diagnostic and progress-monitoring data to determine whether students are on track to meet growth goals and adjust interventions accordingly. | Determine if the end-of-year math growth goal has been met and evaluate the effectiveness of instructional and intervention supports. |

## Action Plan

### Measurable Goals

| | |
|---|---|
| K-2 DIBELS Reading Goal | K-4 i-Ready Reading Growth Goal |
| K-4 i-Ready Math Growth Goal | |

### Action Plan For: MTSS Academics Reading

| Measurable Goals: |
|---|
| • By June 2027, the number of K-2 students reading at grade level benchmark or above, as measured by the DIBELS composite score, will increase by 18% from the baseline universal screener data.<br>• By June 2027, 70% of K-4 students will meet their Typical Growth Goals on the Reading i-Ready Inform assessment. |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Magnetic Reading Program in grades K-4. | | 2026-08-31 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal Kim Maurizi/Title I Reading Specialist Ben Welwood/Reading Specialist | iReady ELA Diagnostic Data (BOY, MOY, and EOY), LinkIt! Data, IEP Goals, Progress Monitoring Data, Time during LS Department Meetings | Yes | |

| Action Step | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|
| The District Special Education Coach will provide support to all Special Education teachers to ensure that they know how to use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Coach will support Special Education teachers with using progress monitoring data to monitor and adjust instruction. The Special Education Coach will provide training to the Special | 2026-08-31 | 2027-06-11 |

| | | | |
|---|---|---|---|
| Education Teachers on strategies for using Instructional Assistants effectively to support student learning. | | | |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Angela Chiesa/District Special Education Coach | iReady Reading Diagnostic Data (BOY, MOY, and EOY), LinkIt! Data, IEP Goals, Progress Monitoring Data, Time during AS and LS Department Meetings | Yes | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Administer Universal screeners: i-Ready Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4. | | 2026-09-07 | 2026-10-05 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: i-Ready Diagnostic login, Chromebooks, headphones, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. | No | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Teachers and the MTSS team (Title I Reading Specialist, Reading Specialist, School Counselor, School Psychologist, School Nurse, and Principal) will: analyze data from universal screeners; identify students' need for support in reading; create student groups; and assign students to Tier 2 and 3 interventions as needed. | | 2026-10-06 | 2026-10-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Reading Diagnostic reports, DIBELS reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. | No | |

| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|

| Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics. | | 2026-09-08 | 2027-06-11 |
|---|---|---|---|
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I and Mat/Reading Interventionists paid for with Title I Funds as outlined in the district Title I plan, Tiered intervention list, intervention plans and schedules, Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency and Word Warm Ups phonics subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Program resources and materials as outlined in the district Title I plan, UFLI Program Resources, Supplemental Academic Materials for intervention support as outlined in the district Title I plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils. | Yes | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Monitor students' progress between benchmarks throughout the year to make adjustments as needed. | | 2026-09-21 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Ben Welwood, Literacy Specialist<br>Kim Maurizi, Title I Reading Specialist | Material/Resources/Supports needed to carry out this action step are: Title I Reading Specialist and Math/Reading Interventionists paid for with Title I Funds as outlined in the district Title I plan, DIBELS progress monitoring, iReady Growth monitoring, iReady | No | |

| | | | |
|---|---|---|---|
| | math comp checks, iReady My Path reports, Linkit reports, School Counselor. | | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Administer mid-year benchmark assessments: iReady Reading Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4. | | 2027-01-04 | 2027-01-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Reading Diagnostic login, Chromebooks, headphones DIBELS assessments, Title I Reading Specialist and math/Reading interventionist paid for with Title I Funds as outlined in the district Title I plan. | No | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Teachers and the MTSS team will analyze data from MOY iReady Reading diagnostic to adjust Tier 2 and 3 student groups and interventions based on the data. | | 2027-02-01 | 2027-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Reading Diagnostic Reports, DIBELS assessment, Linkit Reports, Title I Reading Specialist paid for with Title I Funds and Math/Reading Interventionist(s) as outlined in the district Title I plan. | No | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Administer End of Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the end-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4. | | 2027-05-03 | 2027-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Reading | No | |

| | | | |
|---|---|---|---|
| | Diagnostic, Chromebooks, DIBELS assessments, headphones, Title I Reading Specialist and Math/Reading Interventionist(s) paid for with Title I Funds as outlined in the district Title I plan. | | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Teachers and MTSS team analyze data from EOY iReady Reading diagnostic to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions. | | 2027-05-31 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Reading Diagnostic Reports, DIBELS assessment, Linkit Reports, Title I Reading Specialist and Math/Reading Interventionist(s) paid for with Title I Funds as outlined in the district Title I plan. | No | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Teachers and the MTSS team will analyze data from EOY iReady Reading Diagnostic and DIBELS 8 to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions. Teachers will determine if the goals were met. | | 2027-06-01 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports Needed to carry out this action step are: iReady Reading Diagnostic Reports, DIBELS 8 assessment reports, Linkit Reports, Title I Reading Specialist paid for with Title I Funds and Math/Reading Interventionist(s) as outlined in the district Title I plan. | No | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Use data to conduct needs assessment for the next Schoolwide Plan improvement cycle. | | 2027-06-01 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |

| | | | |
|---|---|---|---|
| David Glennon/Principal | Material/Resources/Supports Needed to carry out this action step are: PA Futre Ready Index Reports iReady Reading Diagnostic Reports, DIBELS 8 assessment reports, Linkit reports, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, FRCPP SWP template. | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| All students at Hoover may be served that demonstrate a need for support, Assessment Schedule, Weekly MTSS Progress Review Meetings Schedule, Trimester Data Meeting Schedule, Student Action plans, Intervention Schedules, Hoover Title I Schoolwide Budget/Expenditures, Assessment materials and supplemental reading materials, All teachers trained in DIBELS administration and scoring, and all Reading interventionists trained in evidence-based strategies, interventions, and programs. IEP Data, iReady Reading Data (BOY, MOY, EOY), Classroom Walkthrough Data, Lesson Plans, Trimester Data Meeting Agendas, Special Education Coach Schedule | Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, Daily Interventionist lesson plans, iReady Reading Data, IEP Goal Data, and Special Education Coach Schedule. |

## Action Plan For: MTSS Academics Math

| Measurable Goals: |
|---|
| • By June 2027, 70% of K-4 students will meet their Typical Growth Goals as measured by the Math i-Ready Inform assessment. |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based Math instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Number Worlds Math Program in grades K-4. | | 2026-08-31 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | iReady Math Diagnostic Data (BOY, MOY, and EOY), LinkIt! Data, IEP Goals, Progress Monitoring Data, Time during Special Education Department Meetings | Yes | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| The District Special Education Coach will provide support to all Special Education teachers to ensure that they know how to use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based Math instruction to students. The Special Education Coach will support Special Education teachers with using progress monitoring data to monitor and adjust instruction. The Special Education Coach will provide training to the Special Education Teachers on strategies for using Instructional Assistants effectively to support student learning. | | 2026-08-31 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Angela Chiesa/District Special Education Coach | iReady Math Diagnostic Data (BOY, MOY, and EOY), LinkIt! Data, IEP Goals, Progress Monitoring Data, Time during AS, ES, and Special Education Department Meetings | Yes | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Administer Universal screeners: iReady Math Diagnostic administered to all students K-4 at the beginning-of-the-year. | | 2026-09-07 | 2026-10-05 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, headphones, DIBELS assessments, Math Interventionist, paid for with Title I Funds as outlined in the district Title I plan. | No | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Teachers and the MTSS team (Title I Reading Specialist, Reading Specialist, School Counselor, School Nurse, School Psychologist, and Principal) will analyze data from universal screeners. | | 2026-10-05 | 2026-10-12 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic reports, Linkit reports, Title I Reading Specialist | No | |

| | | | |
|---|---|---|---|
| | and Math/Reading Interventionist(s) paid for with Title I Funds as outlined in the District Title I Plan. | | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Math Interventionist to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics. | | 2026-09-07 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports Needed to carry out this action step are Title I Reading Specialist and Math/Reading interventionist paid for with Title I funds as outlined in the district Title I plan, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Evidenced-based Mathematics intervention, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders, dry erase boards, dry erase markers, dry erasers, pencils. | Yes | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Monitor students' progress and action plans between benchmarks throughout the year and make adjustments as needed. | | 2026-09-21 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are Math/Reading interventionist paid for with Title I Funds as outlined in the district Title I plan, iReady Growth monitoring, Linkit reports, iReady math comp checks, iReady My Path reports, School Counselor, math progress monitoring. | No | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Administer mid-year benchmark assessments: iReady Math Diagnostic administered to all students at the middle-of-the-year. | | 2027-01-04 | 2027-01-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, headphones, Reading/Math Interventionist paid for with Title I Funds as outlined in the district Title I plan. | No | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Teachers and MTSS team analyze data from MOY iReady Math diagnostic to adjust Tier 2 and 3 student groups and interventions based on data. | | 2027-01-25 | 2027-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic Reports, Title I Reading Specialist and math Interventionist paid for with Title I Funds as outlined in the district Title I plan. | No | |

| Action Step | | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|---|
| Administer End of Year Benchmark assessment: iReady Math Diagnostic administered to all students at the end-of-the-year. | | 2027-05-03 | 2027-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports needed to carry out this action step are: iReady Math Diagnostic, Chromebooks, headphone, Math/Reading interventionist(s) paid for with Title I Funds as outlined in the district Title I plan. | No | |

| Action Step | Anticipated Start Date | Anticipated Completion Date |
|---|---|---|

| | | | |
|---|---|---|---|
| Teachers and the MTSS team will analyze data from EOY iReady Math Diagnostic to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions. | | 2027-06-01 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic Reports, Linkit Reports, Title I Reading and Math/Reading Interventionist(s) Specialist paid for with Title I Funds as outlined in the district Title I plan. | No | |

| **Action Step** | | **Anticipated Start Date** | **Anticipated Completion Date** |
|---|---|---|---|
| Use data to conduct needs assessment for the next Schoolwide Plan improvement cycle. | | 2027-06-01 | 2027-06-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| David Glennon/Principal | Material/Resources/Supports Needed to carry out this action step are: PA Future Ready Index Reports iReady Math Diagnostic Reports, Linkit reports, Math/Reading Interventionist(s) and Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, FRCPP SWP template. | No | |

| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|---|---|
| All students at Hoover may be served based upon identified needs, Assessment Schedule, Weekly MTSS Progress Review Meetings Schedule, Trimester Data Meeting Schedule, Student Action plans, Intervention Schedules, Hoover Title I Schoolwide Budget/Expenditures, Assessment materials and supplemental math materials, all Math interventionists trained in evidence-based strategies, interventions, and programs, IEP Data, iReady Math Data (BOY, MOY, EOY), Classroom Walkthrough Data, Lesson Plans, Trimester Data Meeting Agendas, Special Education Coach Schedule | Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Interventionist Schedules, Daily Walkthroughs, Daily Interventionist lesson plans, iReady Math Data, IEP Goal Data, and Special Education Coach Schedule. |

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

| eGgrant Budget Category (Schoolwide Funding) | Action Plan(s) | Expenditure Description | Amount | |
|---|---|---|---|---|
| Instruction | • MTSS Academics Reading | Reading Specialist Salary | 121957 | |
| Instruction | • MTSS Academics Reading | Reading Specialist Benefits | 45680 | |
| Instruction | • MTSS Academics Reading<br>• MTSS Academics Math | Salaries for 2 Federal Instructional Assistants | 40180 | |
| Instruction | • MTSS Academics Reading<br>• MTSS Academics Math | Benefits for 2 Federal Instructional Assistants | 10204 | |
| Other Expenditures | • MTSS Academics Reading<br>• MTSS Academics Math | Resources and supplies for the Title One program | 4199 | |
| Other Expenditures | • MTSS Academics Reading<br>• MTSS Academics Math | Conferences/Workshops | 400 | |
| Total Expenditures | | | | 222620 |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| MTSS Academics Reading | Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Magnetic Reading Program in grades K-4. |
| MTSS Academics Reading | The District Special Education Coach will provide support to all Special Education teachers to ensure that they know how to use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Coach will support Special Education teachers with using progress monitoring data to monitor and adjust instruction. The Special Education Coach will provide training to the Special Education Teachers on strategies for using Instructional Assistants effectively to support student learning. |
| MTSS Academics Reading | Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics. |
| MTSS Academics Math | Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based Math instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Number Worlds Math Program in grades K-4. |
| MTSS Academics Math | The District Special Education Coach will provide support to all Special Education teachers to ensure that they know how to use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based Math instruction to students. The Special Education Coach will support Special Education teachers with using progress monitoring data to monitor and adjust instruction. The Special Education Coach will provide training to the Special Education Teachers on strategies for using Instructional Assistants effectively to support student learning. |
| MTSS Academics Math | Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Math Interventionist to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics. |

### MTSS Implementation

| Action Step |
|---|
| • The District Special Education Coach will provide support to all Special Education teachers to ensure that they know how to use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Coach will support Special Education teachers with using progress monitoring data to monitor and adjust instruction. The Special Education Coach will provide training to the Special Education Teachers on strategies for using Instructional Assistants effectively to support student learning. |

| |
|---|
| • The District Special Education Coach will provide support to all Special Education teachers to ensure that they know how to use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based Math instruction to students. The Special Education Coach will support Special Education teachers with using progress monitoring data to monitor and adjust instruction. The Special Education Coach will provide training to the Special Education Teachers on strategies for using Instructional Assistants effectively to support student learning.<br>• Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics.<br>• Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Math Interventionist to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics. |
| **Audience** |
| General Education Teachers, Special Education Teachers, MTSS Interventionists, Instructional Assistants |
| **Topics to be Included** |
| Strategies for using iReady data to inform whole group and small group instruction Strategies for using Intervention Progress Monitoring Data to adjust interventions and intervention groups, when necessary Strategies for using IEP Data to inform whole group and small group instruction Strategies for using IEP Progress Monitoring Data to monitor and adjust instruction Strategies for using Instructional Assistants effectively in a special education classroom and in a general education classroom |
| **Evidence of Learning** |
| iReady Data, Progress Monitoring Data, IEP Data, Classroom Walkthrough Data, Classroom Observation Data, and Data Meetings |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| David Glennon/Principal | 2026-08-31 | 2027-06-11 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Weekly |
| **Observation and Practice Framework Met in this Plan** | |
| • 3d: Using Assessment in Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| • 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Special Education Teachers

| Action Step |
|---|
| • Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Magnetic Reading Program in grades K-4.<br>• Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based Math instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Number Worlds Math Program in grades K-4. |
| **Audience** |
| Special Education Teachers |
| **Topics to be Included** |
| Strategies for using iReady Data to inform whole group and small group instruction Strategies for implementing the Magnetic Reading Program Strategies for using IEP Progress Monitoring Data and iReady Data to monitor and adjust small group instruction Strategies for supporting Instructional Assistants with implementing the Magnetic Reading Program Strategies for supporting Instructional Assistants with implementing the Number Worlds Math Program |
| **Evidence of Learning** |
| iReady Data, IEP Progress Monitoring Data, Classroom Walkthrough Data, Classroom Observation Data, and Data Meeting Minutes |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| David Glennon/Principal | 2026-08-31 | 2027-06-11 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
| • 3d: Using Assessment in Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## UFLI Foundations Review

| Action Step |
|---|
| • Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics. |
| **Audience** |
| Reading Interventionists and Reading Specialists |
| **Topics to be Included** |
| UFLI Implementation with Tier 2, Differentiation and Progress monitoring |
| **Evidence of Learning** |
| Survey and Observation |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|

| | | |
|---|---|---|
| Lauren Steflik/Supervisor of Curriculum and Instruction - Federal Programs | 2026-09-01 | 2026-09-30 |

### Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | 1 Day, Job-embedded as needed |
| **Observation and Practice Framework Met in this Plan** | |
| • 1e: Designing Coherent Instruction<br>• 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

### DIBELS

| Action Step | | |
|---|---|---|
| • Special Education Teachers will use Universal Screener Data, and IEP Progress Monitoring Data, to provide evidence-based ELA instruction to students. The Special Education Teachers will use progress monitoring data to monitor and adjust instruction. The Special Education Teachers will implement the Magnetic Reading Program in grades K-4.<br>• Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics. | | |
| **Audience** | | |
| Special Education Teachers and General Education Teachers | | |
| **Topics to be Included** | | |
| Overview of assessments, administration and scoring of DIBELS Assessments | | |
| **Evidence of Learning** | | |
| Survey, Observation, Course Quiz | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kim Maurizi/Title I Reading Specialist | 2026-08-31 | 2027-06-11 |

### Learning Format

| Type of Activities | Frequency |
|---|---|
| Course(s) | Asynchronous Canvas Course |
| **Observation and Practice Framework Met in this Plan** | |
| • 1c: Setting Instructional Outcomes<br>• 1f: Designing Student Assessments | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

### Learning Format

| Type of Activities | Frequency |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | As needed for any teacher who administers the DIBELS Assessment. |
| **Observation and Practice Framework Met in this Plan** | |
| • 1f: Designing Student Assessments<br>• 1c: Setting Instructional Outcomes | |

| This Step Meets the Requirements of State Required Trainings |
|---|
| Language and Literacy Acquisition for All Students |

## Reading Horizons Discovery Transition

| Action Step |
|---|
| • Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics. |
| **Audience** |
| Reading Specialists |
| **Topics to be Included** |
| Transition training empowers teachers and builds confidence on how to start using Reading Horizons Discovery. This training will include how to deliver a lesson using the updated version, how to access updated software, and to transition using the new program with fidelity. |
| **Evidence of Learning** |
| Survey and Observation |

| Lead Person/Position | Anticipated Start | Anticipated Completion |
|---|---|---|
| Lauren Steflik/Supervisor of Curriculum and Instruction - Federal Programs | 2026-08-31 | 2027-05-31 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | 1 |
| **Observation and Practice Framework Met in this Plan** | |
| • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 1d: Demonstrating Knowledge of Resources<br>• 1e: Designing Coherent Instruction<br>• 1f: Designing Student Assessments | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | As needed (at a minimum, 1 time) |
| **Observation and Practice Framework Met in this Plan** | |
| • 1a: Demonstrating Knowledge of Content and Pedagogy<br>• 1d: Demonstrating Knowledge of Resources<br>• 3d: Using Assessment in Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Other | Self-directed online support and webinars as needed. |
| **Observation and Practice Framework Met in this Plan** | |

| |
|---|
| • 4e: Growing and Developing Professionally |
| **This Step Meets the Requirements of State Required Trainings** |
| Structured Literacy |

## Read Naturally Live

| **Action Step** | | |
|---|---|---|
| • Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Math/Reading Interventionist(s) to target areas of need identified by universal screener, MOY and EOY diagnostics. | | |
| **Audience** | | |
| Reading Specialists and Reading Interventionists | | |
| **Topics to be Included** | | |
| Getting started with Read Live, checking initial student placement and monitoring and adjusting instruction throughout the year. | | |
| **Evidence of Learning** | | |
| Observation of application to intervention | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Lauren Steflik/Supervisor of Curriculum and Instruction - Federal Programs | 2026-08-31 | 2027-01-29 |

## Learning Format

| **Type of Activities** | **Frequency** |
|---|---|
| Workshop(s) | 3 times plus online support as needed |
| **Observation and Practice Framework Met in this Plan** | |
| • 1c: Setting Instructional Outcomes<br>• 1d: Demonstrating Knowledge of Resources<br>• 3e: Demonstrating Flexibility and Responsiveness | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## Math Intervention Overview

| **Action Step** | | |
|---|---|---|
| • Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Math Interventionist to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics. | | |
| **Audience** | | |
| Math/Reading Interventionists | | |
| **Topics to be Included** | | |
| Program overview, implementation and student progress monitoring | | |
| **Evidence of Learning** | | |
| Survey and Observation | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| David Glennon/Principal | 2026-08-31 | 2026-09-30 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Workshop(s) | 2 workshops |
| **Observation and Practice Framework Met in this Plan** | |
| • 1b: Demonstrating Knowledge of Students<br>• 1d: Demonstrating Knowledge of Resources<br>• 1f: Designing Student Assessments<br>• 3e: Demonstrating Flexibility and Responsiveness<br>• 3d: Using Assessment in Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Approvals & Signatures

| Uploaded Files |
| --- |
| • NSD Board Affirmation Statement (July 21, 2026).pdf |

| Chief School Administrator | Date |
| --- | --- |
| Jason Bowman | 2026-07-30 |
| **Building Principal Signature** | **Date** |
| David Glennon | 2026-06-19 |
| **School Improvement Facilitator Signature** | **Date** |
| | |