

HOOVER EL SCH

500 Trenton Rd

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Nesahaminy community builds futures by empowering each child to become a productive citizen and a lifelong learner.

STEERING COMMITTEE

Name	Position	Building/Group
David Glennon	Principal	Hoover Elementary
Tara Ring	CSA	Hoover Elementary
Joan Brooks	Reading Specialist	Hoover Elementary
Kate Sitler	Parent	Hoover Elementary
Kristy Osborn	Community Member	Hoover Elementary
Corey Sforza	Community Member	Hoover Elementary
Kathy Szatkowski	Community Member	Bucks County IU
Rachel Kornblau	District Level Leaders	District
Beth McGinty	District Level Leaders	District
Ann Hunton	Teacher	Hoover Elementary
Katherine Maguire	Teacher	Hoover Elementary
Debbie Chrobak	Other	Hoover Elementary
Julia Pinto	Teacher	Hoover Elementary

Name**Position****Building/Group**

Kaitlin Donaghy

Teacher

Hoover Elementary

Rob McGee

Chief School Administrator

District

Michelle Burkholder

District Level Leaders

District

Theresa Ditzler

Parent

Hoover Elementary

Jeff Jadczak

Parent

Hoover Elementary

ESTABLISHED PRIORITIES

Priority Statement

If we provide high quality ELA core instruction, evidence-based reading interventions at all tiers to target student needs, support teachers with high quality professional learning and coaching support, and adopt a new literacy program that is more aligned to the standards (we are piloting two new ELA programs in 2022-2023), then we will increase reading growth and achievement for our students.

Outcome Category

Essential Practices
1: Focus on
Continuous
Improvement of
Instruction

Essential Practices
3: Provide Student-
Centered Support
Systems

If we provide high quality Math core instruction, evidence-based math interventions at all tiers to target student needs, support teachers with high quality professional learning and coaching support, and implement the Number Corners math program in all classrooms, then we will increase math growth and achievement for our students.

Essential Practices
3: Provide Student-
Centered Support
Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS Evidence-based Math and Reading Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K-2 DIBELS Reading Goal	By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners.
K-4 iReady Reading Growth Goal	By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic.
K-4 iReady Math Growth Goal	By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer Universal screeners: i-Ready Math and 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.	2022-09-12 - 2022-10-14	David Glennon - Principal	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic login information, Chromebooks, DIBELS assessments. Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan Canvas DIBELS Course
Teachers and MTSS	2022-09-12 -	David	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in both math and reading, create student groups and assign students to tier 2 and 3 interventions as needed.</p>	2022-10-28	<p>Glennon, - Principal Beth McGinty - Math Coach Rachel Kornblau - Literacy Coach</p>	<p>Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic reports, DIBELS reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.</p>
<p>Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener,</p>	2022-09-30 - 2023-06-13	<p>David Glennon - Principal Beth McGinty - Math Coach</p>	<p>Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan; Federal Instructional Assistants paid for with Title I funds as outlined in the District's Title I Plan; Supplemental Academic Materials for intervention support paid for with Title I funds as outlined in the District's Title I Plan: iReady Diagnostic Reports, DIBELS Reports, iReady Tools for Instruction. iReady My Path, Bridges in Mathematics, Hand to Mind Math Toolkits.</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MOY and EOY diagnostics.			
Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, the Reading Specialist, and Federal FIAs to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.	2022-09-12 - 2023-06-13	Joan Brooks - Title I Reading Specialist Ben Welwood - Reading Specialist	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan; Federal Instructional Assistants paid for with Title I Funds as outlined in the District's Title I Plan; Reading Horizons Software licenses paid for with Title I Funds as outlined in the District's Title I Plan; Reading Horizons Professional Development paid for with Title I Funds as outlined in the District's Title I Plan; The Read Naturally Live Fluency and Phonics subscription paid for with Title I Funds as outlined in the District's Title I Plan; Read Naturally Live Professional Development paid for with Title I Funds as outlined in the District's Title I Plan; Sound City Phonemic Awareness supplement as outlined in the District's Title I Plan; Sound City Professional Development paid for with Title I Funds as outlined in the District's Title I Plan; Supplemental Academic Materials for intervention support as outlined in the District's Title I Plan.
Implement ELA support for off-level students in Grades 3-4 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and the	2022-09-12 - 2023-06-13	Joan Brooks - Title I Reading Specialist Ben Welwood - Reading Specialist	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan; Federal Instructional Assistants paid for with Title I Funds as outlined in the District's Title I Plan; The Read Naturally Live Fluency, Phonics, 1 Minute Reader subscription paid for with Title I Funds as outlined in the District's Title I Plan; Read Naturally Live

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reading Specialist to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.			Professional Development paid for with Title I funds as outlined in the District's Title I Plan; Reading Horizons Software licenses paid for with Title I funds as outlined in the District's Title I Plan; Reading Horizons Professional Development paid for with Title I funds as outlined in the District's Title I Plan; Intermediate level evidenced-based decoding access program, materials, resources & PD paid for with Title I funds as outlined in the district Title I plan; Supplemental Reading Intervention Materials & Resources as outlined in the District's Title I Plan; Magnetic Reading Program 3-4 Comprehension.
Administer Mid-Year Benchmark assessments: iReady 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 .	2023-01-09 - 2023-02-15	David Glennon - Principal	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic login information; Chromebooks; DIBELS assessments; Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.
Teachers and MTSS team analyze and interpret data from MOY iReady diagnostic	2023-01-27 - 2023-02-17	David Glennon - Principal Burgandy	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and DIBELS to adjust Tier 2 and 3 student groups and interventions based on data.		Naglak - MTSS Coach	in the District's Title I Plan.
Administer End of Year Benchmark assessments: iReady 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 .	2023-05-08 - 2023-06-01	David Glennon - Principal	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic login information, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.
Teachers and the MTSS team analyze and interpret data from EOY iReady diagnostic and DIBELS to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3	2023-06-01 - 2023-06-23	David Glennon - Principal Burgandy Naglak - MTSS Coach	Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>interventions. The planning for the next cycle begins after this End of the Year Data Review.</p>			

Anticipated Outcome

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Monitoring/Evaluation

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS	Administer	09/12/2022
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)	Evidence-based Math and Reading Interventions	Universal screeners: i-Ready Math and Reading Diagnostic	-
By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)		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.	10/14/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)</p> <p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)</p> <p>By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)</p>	<p>MTSS Evidence-based Math and Reading Interventions</p>	<p>Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.</p>	<p>09/30/2022 - 06/13/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS	Implement ELA support for	09/12/2022 -
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)	Evidence-based Math and Reading Interventions	students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, the Reading Specialist, and Federal FIAs to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.	06/13/2023
By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS Evidence-based Math and Reading Interventions	Implement ELA support for off-level students in Grades 3-4	09/12/2022 - 06/13/2023
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)		through Tier 2 and Tier 3	
By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)		interventions provided by the Title I Reading Specialist, FIAs and the Reading Specialist to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.	

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2022-08-23

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Robert McGee

2022-11-10

School Improvement Facilitator Signature

Building Principal Signature

David Glennon

2022-11-10

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All Student Group Measure of Interim Progress in ELA (61.4%) is above Statewide Average (55%)

Percentage of Proficient or Advanced in Math (45.5%) is above the statewide average (37.3%).

All Student Group Proficient or Advanced in Science (81.7%) is above the statewide average (63.7%).

All Student Group Advanced in ELA (17.7%) is higher than the statewide average (13.5%).

61.4% of our students scored in the Proficient/Advanced Range on the PSSA ELA test in 2021. The Statewide Average was 55%.

63% of our Fourth Grade students scored in the Proficient Range on the iReady EOY Reading Diagnostic Assessment, an increase from 24 percentage points from the BOY test administration.

74% of our Kindergarten students scored at Benchmark in EOY DIBELS, an increase of 36 percentage points from the average of the last three EOY assessments.

76% of our First Grade students scored at Benchmark in EOY

Challenges

All Student Group Proficient/Advanced in ELA (61.4%) is below 2021 Measure of Interim Progress (67.6%).

All Student Group Proficient/Advanced in Math (45.5%) is below 2021 Measure of Interim Progress (52%).

Attendance (83.7%) is below the state average (85.8%).

58.1% Proficient/Advanced in ELA - Not Meeting Measure of Interim Progress for Whites of 74.2%

44.8% Proficient/Advanced not meeting the Measure of Interim Progress for Whites Subgroup in Math (58.1).

While the percentage of Second Grade students at benchmark on the DIBELS increased from 58% at BOY to 66% at EOY, greater gains are needed to bring a higher number of students to grade-level expectation and to ensure academic success.

Only 59% of our K-4 students met their Typical Growth Target on the iReady EOY Reading Diagnostic. All students should meet their Typical Growth Target.

51.6% of our Economically Disadvantaged students scored in the

Strengths

DIBELS, an increase of 21 percentage points from the average of the last three EOY assessments.

45.5% Proficient/Advanced in PSSA Math (3rd and 4th). The Statewide Average was 37.3%.

68% of our Third Grade students scored in the Proficient Range on the iReady EOY Math Diagnostic Assessment, an increase from 47 percentage points from the BOY test administration.

81.7% of the All Student Group scored in the Proficient or the Advanced range. The Statewide Average was 63.7%.

80% of the Economically Disadvantaged Student Group scored in the Proficient or the Advanced range. The Statewide Average for all students was 63.7%.

In 2021-2022, we assigned two Career Exploration activities to our 4th grade students. We also assigned two Career Exploration activities to our 3rd grade students.

"College and Career" School Spirit days at Hoover have made all students (K-4) aware of the colleges that staff members have attended, and strategies for paying for college (Army R.O.T.C. Scholarships, Loans, etc.)

80% of the Economically Disadvantaged Student Group scored in the Proficient or the Advanced range on the 4th Grade Science

Challenges

Basic or Below Basic Range on the PSSA ELA test in 2021.

56.4% of our Students with Disabilities scored in the Basic or Below Basic Range on the PSSA ELA test in 2021.

Only 60% of our K-4 students met their Typical Growth Target on the iReady EOY Math Diagnostic. All students should meet their Typical Growth Target.

70.9% of our Students with Disabilities scored in the Basic or the Below Basic range on the PSSA Math assessment in 2021.

67.2% of our Economically Disadvantaged students scored in the Basic or the Below Basic range on the PSSA Math assessment in 2021.

Only 60.7% of our Students with Disabilities scored in the Proficient/Advanced range on the 2021 PSSA Science test. The Statewide Average for all students was 63.7%.

Many students in our school do not have the funds available to attend college.

Many students in our school do not know what they need to do in elementary school, middle school, and in high school in order to prepare for college.

70.9% of our Third and Fourth Grade Students with Disabilities

Strengths

PSSA in 2021.

Continuously monitor implementation of the school improvement plan and adjust as needed

Use multiple professional learning designs to support the learning needs of staff

Identify and address individual student learning needs

Challenges

scored in the Basic or the Below Basic range on the PSSA Math assessment in 2021.

56.4% of our Students with Disabilities scored in the Basic or Below Basic range on the PSSA ELA test in 2021.

67.2% of our Economically Disadvantaged students scored in the Basic or the Below Basic range on the PSSA Math assessment in 2021.

51.6% of our Economically Disadvantaged students scored in the Basic or the Below Basic range on the PSSA ELA test in 2021.

Collectively shape the vision for continuous improvement of teaching and learning

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Provide frequent, timely, and systematic feedback and support on instructional practices



Most Notable Observations/Patterns

While our Canvas LMS has helped to standardize the elementary lesson plans, the DIBELS and iReady data indicate that the instruction varies greatly from classroom to classroom. The impact of COVID related learning disruptions impacted some grade levels (1st grade and 2nd grade) more than other grade levels. We will monitor the implementation of Reading and Math instruction through regular analysis of data by grade level, teacher, and student. There are also many students who are in need of social, emotional, and behavioral support. We will implement the SWPBIS program with fidelity in all grade levels to ensure that we provide Tier 1 and Tier 2 supports to students who are in need of behavioral support.

Challenges

Discussion Point

Priority for Planning

All Student Group Proficient/Advanced in ELA (61.4%) is below 2021 Measure of Interim Progress (67.6%).

All Student Group Proficient/Advanced in Math (45.5%) is below 2021 Measure of Interim Progress (52%).

Only 60% of our K-4 students met their Typical Growth Target on the iReady EOY Math Diagnostic. All students should meet their Typical Growth Target.

K-4 teachers are not using iReady data in a consistent manner to inform their whole group and small group instruction. Teachers need to implement Tier 1 and Tier 2 interventions with fidelity.

Collectively shape the vision for continuous improvement of teaching and learning

Challenges**Discussion Point****Priority for Planning**

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Provide frequent, timely, and systematic feedback and support on instructional practices

While the percentage of Second Grade students at benchmark on the DIBELS increased from 58% at BOY to 66% at EOY, greater gains are needed to bring a higher number of students to grade-level expectation and to ensure academic success.

K-2 teachers are not using DIBELS data in a consistent manner to inform their whole group and small group instruction. Teachers need to implement Tier 1 and Tier 2 interventions with fidelity.

56.4% of our Students with Disabilities scored in the Basic or Below Basic Range on the PSSA ELA test in 2021.

Only 59% of our K-4 students met their Typical Growth Target on the iReady EOY Reading Diagnostic. All students should meet their Typical Growth Target.

K-4 teachers are not using iReady data in a consistent manner to inform their whole group and small group instruction. Teachers need to implement Tier 1 and Tier 2 interventions with fidelity.

58.1% Proficient/Advanced in ELA - Not Meeting Measure of Interim Progress for Whites of 74.2%

44.8% Proficient/Advanced not meeting the Measure of Interim Progress for Whites Subgroup in Math (58.1).

51.6% of our Economically Disadvantaged students scored in the

Challenges

Discussion Point

Priority for Planning

Basic or Below Basic Range on the PSSA ELA test in 2021.

ADDENDUM B: ACTION PLAN

Action Plan: MTSS Evidence-based Math and Reading Interventions

Action Steps	Anticipated Start/Completion Date
<p>Administer Universal screeners: i-Ready Math and 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.</p>	<p>09/12/2022 - 10/14/2022</p>
Monitoring/Evaluation	Anticipated Output
<p>The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.</p>	<p>iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.</p>

Material/Resources/Supports Needed	PD Step
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Action Steps	Anticipated Start/Completion Date
<p>Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in both math and reading, create student groups and assign students to tier 2 and 3 interventions as needed.</p>	09/12/2022 - 10/28/2022

Monitoring/Evaluation

Anticipated Output

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Material/Resources/Supports Needed

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no



Action Steps**Anticipated Start/Completion Date**

Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.

09/30/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

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Action Steps	Anticipated Start/Completion Date
<p>Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, the Reading Specialist, and Federal FIAs to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.</p>	09/12/2022 - 06/13/2023

Monitoring/Evaluation

Anticipated Output

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

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yes



Action Steps**Anticipated Start/Completion Date**

Implement ELA support for off-level students in Grades 3-4 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and the Reading Specialist to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.

09/12/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Material/Resources/Supports Needed

**PD
Step**

Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120.

yes

Materials/resources/supports needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan; Federal Instructional Assistants paid for with Title I Funds as outlined in the District's Title I Plan; The Read Naturally Live Fluency, Phonics, 1 Minute Reader subscription paid for with Title I Funds as outlined in the District's Title I Plan; Read Naturally Live Professional Development paid for with Title I funds as outlined in the District's Title I Plan; Reading Horizons Software licenses paid for with Title I funds as outlined in the District's Title I Plan; Reading Horizons Professional Development paid for with Title I funds as outlined in the District's Title I Plan; Intermediate level evidenced-based decoding access program, materials, resources & PD paid for with Title I funds as outlined in the district Title I plan; Supplemental Reading Intervention Materials & Resources as outlined in the District's Title I Plan; Magnetic Reading Program 3-4 Comprehension.



Action Steps**Anticipated Start/Completion Date**

Administer Mid-Year Benchmark assessments: iReady 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 .

01/09/2023 - 02/15/2023

Monitoring/Evaluation**Anticipated Output**

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic login information; Chromebooks; DIBELS assessments; Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.

no

Action Steps**Anticipated Start/Completion Date**

Teachers and MTSS team analyze and interpret data from MOY iReady diagnostic and DIBELS to adjust Tier 2 and 3 student groups and interventions based on data.

01/27/2023 - 02/17/2023

Monitoring/Evaluation**Anticipated Output**

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.

no

Action Steps**Anticipated Start/Completion Date**

Administer End of Year Benchmark assessments: iReady 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 .

05/08/2023 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120. Materials/resources/supports needed to carry out this action step are: iReady Diagnostic login information, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.

no

Action Steps**Anticipated Start/Completion Date**

Teachers and the MTSS team analyze and interpret data from EOY iReady diagnostic and DIBELS to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions. The planning for the next cycle begins after this End of the Year Data Review.

06/01/2023 - 06/23/2023

Monitoring/Evaluation**Anticipated Output**

The Principal will meet with the MTSS Team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Coordinator of Student Affairs) monthly to review all available Progress Monitoring data, DIBELS data, and iReady data. If the data indicates that whole group or small group instruction needs to be adjusted in the school, a specific grade level, or in a specific classroom, the Principal will work with the faculty to ensure that instruction is adjusted to meet student needs identified by this monthly data analysis.

iReady Reading Data will indicate that whole group and small group instruction is effective. iReady Math Data will indicate that whole group and small group instruction is effective. Classroom observation and walkthrough data will indicate that teachers are implementing small group instruction in a manner aligned to their MTSS goals.

Material/Resources/Supports Needed

**PD
Step**

Total Title I LEA funds distributed among schools is \$ 965,330. Herbert Hoover ES Title I allocation is \$186,120.

no

Materials/resources/supports needed to carry out this action step are: iReady Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the District's Title I Plan.

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)</p> <p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)</p> <p>By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)</p>	<p>MTSS Evidence-based Math and Reading Interventions</p>	<p>Administer Universal screeners: i-Ready Math and 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.</p>	<p>09/12/2022 - 10/14/2022</p>
<p>By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)</p> <p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)</p> <p>By June 2023 65% of our students will reach their Typical Growth Goals on the iReady</p>	<p>MTSS Evidence-based Math and Reading Interventions</p>	<p>Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions.</p>	<p>09/30/2022 - 06/13/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
math diagnostic. (K-4 iReady Math Growth Goal)		Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)	MTSS Evidence-based Math and Reading Interventions	Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, the Reading Specialist, and Federal FIAs to target areas of need identified by the universal	09/12/2022 - 06/13/2023
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)			
By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>screeener, MOY, and EOY diagnostic data.</p>	
<p>By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (K-2 DIBELS Reading Goal)</p>	<p>MTSS</p>	<p>Implement ELA support for off-level students in Grades 3-4</p>	<p>09/12/2022 - 06/13/2023</p>
<p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the iReady reading diagnostic. (K-4 iReady Reading Growth Goal)</p>	<p>Evidence-based Math and Reading Interventions</p>	<p>through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and the Reading Specialist to target areas of need identified by the universal screener, MOY, and EOY diagnostic data.</p>	
<p>By June 2023 65% of our students will reach their Typical Growth Goals on the iReady math diagnostic. (K-4 iReady Math Growth Goal)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS Administration and Scoring	New Teachers, Reading Specialists, and Federal Instructional Assistants	Overview, Administration and Scoring for DIBELS 8

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre and post survey	09/01/2022 - 09/30/2022	Joan Brooks - Title I Reading Specialist Rachel Kornblau - Academic Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
1f: Designing Student Assessments	



Professional Development Step	Audience	Topics of Prof. Dev	
Reading Tier 2 and Tier 3 Professional Development	Reading Specialists and Federal Instructional Assistants	Read Naturally Live Getting Started with Read Naturally Live Working with Students in Read Naturally Live and Keeping Students Engaged Reading Horizons training including implementation, methods, and materials for explicit instruction in alphabetic principle Intermediate level decoding access program implementation including screening, methods and materials Sound City methods and materials	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Interventionists will apply new learning to implement evidence-based tier 2 & tier 3 interventions: principal walkthroughs, observations, student schedules, building schedules, student outcomes		09/01/2022 - 03/15/2023	Joan Brooks - Title I Reading Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

Professional Development Step

Audience

Topics of Prof. Dev

Math Tier 2 and 3 Intervention Professional Development

Title I Reading Specialist, Reading Specialist, MTSS Interventionist, and Federal Programs Instructional Assistants (FIAs)

Training for Tier 2 & Tier 3 evidence-based math interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Interventionists will apply new learning to implement evidence-based tier 2 & tier 3 interventions: principal walkthroughs, observations, student schedules, building schedules, student outcomes	09/15/2022 - 03/15/2023	David Glennon - Principal Beth McGinty - Math Coach
<p>Danielson Framework Component Met in this Plan:</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1e: Designing Coherent Instruction</p> <p>1f: Designing Student Assessments</p>	<p>This Step meets the Requirements of State Required Trainings:</p> <p>Teaching Diverse Learners in an Inclusive Setting</p> <p>Teaching Diverse Learners in an Inclusive Setting</p>	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be shared with Hoover Staff.	Title I Goals for Building MTSS Process Support that is available from Instructional Coaches regarding the Plan Implementation	Faculty Meeting	General Education and Special Education Teachers	8/29/2022
The plan will be shared with parents.	Title I Goals for the Year MTSS Process ESAP Team Process Opportunities available for Parents to provide input into the Plan Strategies for Parents to help support the Plan Implementation	Email Newsletter Facebook Twitter Back to School Night Program	Parents/Guardians	July 2022 through June 2023
iReady, DIBELS, and Progress Monitoring Data will be shared with teachers and staff throughout the year. Teachers and staff will then use this data to evaluate the effectiveness of MTSS interventions, and to adjust the instructional groupings and MTSS interventions that are being provided to students, if necessary.	Title I Goals iReady ELA Data iReady Math Data DIBELS Reading Data Strategies for using data to implement effective small group instruction	Instructional Coaches Data Meetings Faculty Meetings	General Education Teachers Special Education Teachers Reading Specialist Title I Reading Specialist MTSS Interventionist Federal Instructional Assistants	September 2022 through June 2023

