

Hoover Elementary 2025–2028 Plan

Section 6: School Improvement Plan

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.



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SY 2025-2026 SMARTIE Goal #1:

By Spring 2028, 80% or more of all Hoover 3rd - 5th students will meet the oral reading fluency benchmark on the Spring benchmark DIBELS/Lectura assessment.

(end of 2026 65%)

(end of 2027 73%)

By Spring 2028, 50% or more of all Hoover 3rd - 5th students with disabilities will meet the oral reading fluency benchmark on the Spring benchmark DIBELS/Lectura assessment.

(end of 2026 30%)

(end of 2027 40%)

By Spring 2028, 70% or more of all Hoover 3rd - 5th multilingual learners will meet the oral reading fluency benchmark on the Spring benchmark DIBELS/Lectura assessment.

(end of 2026 50%)

(end of 2027 60%)

2025 Baseline: _____

By Spring 2028, 80% or more of all Hoover K - 2nd grade students will meet the Accuracy benchmark on the Spring benchmark DIBELS/Lectura assessment.

(end of 2026 60%)

(end of 2027 70%)

2025 Baseline: 32%

By Spring 2028, 60% or more of all Hoover K - 2nd grade students with disabilities will meet the Accuracy benchmark on the Spring benchmark DIBELS/Lectura assessment.

(end of 2026 40%)

(end of 2027 50%)

2025 Baseline: 41%

By Spring 2028, 70% or more of all Hoover K - 2nd multilingual learners will meet the oral reading fluency benchmark on the Spring benchmark DIBELS/Lectura assessment.

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(end of 2026 50%)
(end of 2027 60%)

Students with disabilities will perform within 20% and multilingual students will perform within 10% of all students.

<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025–26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>We will use our intervention materials (including: mClass, Caminos al Exito, Proximo Paso, ECRI) with the optimal learning model to support all learners.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>DIBELS & Lectura progress monitoring (K PSF Fall, NWF/Decodificacion, 1-5 Oral Reading Fluency) and benchmark scores.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><i>Outcome data will be reviewed by grade level teams, BSET team and ILT to understand how students are moving and the effectiveness of this strategy.</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers, Para-educators, Interventionists - monitored in ILT</p> <p><i>When will this EBI occur?</i></p> <p><i>Bi-weekly for students performing below grade level, Monthly for students at or above.</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><i>ILT - after each benchmark period (3x times per year)</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>Interventionists, materials noted above, teacher meetings, WINN time, Walk-to practices, LAP/High-Pov funds for training.</p> <p>Build capacity through professional development (from our interventionists) on the use of the materials and strategies.</p> <p><i>What student groups will benefit and why?</i></p> <p><i>All students, including students with disabilities and Multilingual learners.</i></p>		<p><i>PLTs/Interventionists – every two to six weeks, depending on team schedule.</i></p>		
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i></p> <p>Daily repeated reading</p> <p><i>What resources will be used for implementation? (For example, professional development, extended</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>DIBELS & Lectura progress monitoring (K PSF Fall, NWF/Decodificacion, 1-5 Oral Reading Fluency) and benchmark scores.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers, Para-educators, Interventionists – monitored in ILT</p> <p><i>When will this EBI occur?</i></p> <p><i>Bi-weekly for students performing below grade</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p><i>time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> • <i>mClass passages</i> • <i>CKLA/Caminos materials (ARG/DERG/Skills)</i> • <i>Readworks</i> • <i>Training for teachers from IF and Interventionists</i> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p><i>All students, including students with disabilities and Multilingual learners.</i></p>	<p><i>Outcome data will be reviewed by grade level teams, BSET team and ILT to understand how students are moving and the effectiveness of this strategy.</i></p>	<p><i>level, Monthly for students at or above.</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p><i>ILT - after each benchmark period (3x times per year)</i></p> <p><i>PLTs/Interventionists - every two to six weeks, depending on team schedule.</i></p>		
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SY 2025–2026 SMARTIE Goal #2:

Student Growth Goal:

By June of 2028, Hoover Elementary will increase the percentage of 3rd - 5th grade students performing at or above grade level on the Math Smarter Balanced assessment from a 2025 baseline of 21% to a minimum of 65%, increasing about 15% each year.

Hoover Elementary will increase the percentage of 3rd - 5th grade students with disabilities performing at or above grade level on the Math Smarter Balanced assessment from a 2025 baseline of 13% to a minimum of 55%, increasing about 15% each year and remaining within 10% of their non-disabled peers.

Hoover Elementary will increase the percentage of 3rd - 5th grade multilingual learners performing at or above grade level on the Math Smarter Balanced assessment from a 2025 baseline of 9.3% to a minimum of 55%, increasing about 15% each year and remaining within 10% of their non-disabled peers.

By June of 2028, Hoover Elementary will increase the percentage of K - 2nd grade students performing at or above grade level on Math Foundational Skills from a 2025 baseline of 50% to a minimum of 85%, increasing about 12% each year.

By June of 2028, Hoover Elementary will increase the percentage of K - 2nd grade students with disabilities performing at or above grade level on Math Foundational Skills from a 2025 baseline of 24% to a minimum of 70%, increasing about 15% each year and remaining within 20% of their non-disabled peers.

By June of 2028, Hoover Elementary will increase the percentage of K - 2nd grade Multilingual Learners performing at or above grade level on Math Foundational Skills from a 2025 baseline of 43% to a minimum of 80%, increasing about 15% each year and remaining within 10% of their peers.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Professional Learning Teams</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Bi-weekly PLT meetings</p> <p>Data processes</p> <p><i>What student groups will benefit and why?</i></p> <p>All students, including students with disabilities and Multilingual learners.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Benchmark STAR Assessments and End of Unit assessments (TACA forms)</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p><i>Outcome data will be reviewed by grade level teams, BSET team and ILT to understand how students are moving and the effectiveness of this strategy.</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers, ILT, IF</p> <p><i>When will this EBI occur?</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>3x yearly benchmark periods and end of each math unit.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>We will implement the Hoover Optimal Math Block with and emphasis on content specific vocabulary</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Optimal Math Block structure End of Unit assessment vocab lists Number talks Training Math Manipulatives Math budget funds</p> <p><i>What student groups will benefit and why?</i></p> <p>All students, including students with disabilities and Multilingual learners.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Benchmark STAR assessments</p> <p>End of Unit Assessment data</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Outcome data will be reviewed by grade level teams, BSET team and ILT to understand how students are moving and the effectiveness of this strategy.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers, ILT, IF</p> <p><i>When will this EBI occur?</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>3x a year benchmark periods, and end of each math unit.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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SY 2025–2026 SMARTIE Goal #3: Attendance goal being created 8/14 by ILT

By **June 2028**, Hoover Elementary will ensure that **at least 96% of enrolled students attend 171 or more days** (95% of the 180-day school year).

Milestones:

- **June 2026:** Reach **92%** of students meeting the 171-day target.
- **June 2027:** Reach **94%** of students meeting the 171-day target.
- **June 2028:** Reach and sustain **96%** of students meeting the 171-day target.

Measurement & Support:

Progress will be monitored monthly through district attendance reports, with targeted, equitable supports for students and families experiencing attendance barriers. Efforts will include collaboration with staff, parents, and community organizations to ensure all student groups have the resources and encouragement to attend regularly.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

We have over 90 percent of our students attending full day of school.

<p>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p>
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Communicate expectations and share our goal</p> <ul style="list-style-type: none"> - Beginning & md-year communication - Parent phone calls & home visits - Celebrations <p><i>What resources will be used for implementation? (For example, professional development, extended</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Attendance data</p> <p>Collect communication data and artifacts</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Increase in attendance</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>All Hoover staff</p> <p><i>When will this EBI occur?</i></p> <p><i>Beginning and middle of the year and Daily.</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p><i>Prizes, activities, student store, food</i></p> <p><i>What student groups will benefit and why?</i></p> <p><i>All students, including students with disabilities and Multilingual learners.</i></p>				
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