



Herbert Hoover Elementary School School Improvement Plan

Part I: School Profile

Hoover Elementary School is a K-5 "choice" program serving approximately 390 students from all over Palo Alto. Hoover celebrates the social, cultural, linguistic, and ethnic diversity that make up the fabric of our community. Our students speak a variety of different languages at home.

Hoover has three self-contained single-grade classrooms at each grade level. We serve our community with in-person instruction in all classrooms. We have incredibly well-rounded, instructionally-strong teachers in every classroom who work collaboratively to provide our children with a high-quality education. District-wide supplemental support programs include Special Education and related services, music instruction, physical education instruction, library skills instruction, and SPECTRA Art instruction.

Academics

We provide a structured, teacher-facilitated, student-centered instructional program, based on state and district-mandated standards. We emphasize mastering basic skills, inspire curiosity and creativity, and enable students to build a solid foundation for academic success. This year we added the Innovation theme to our programming and an Innovation Design Lab session for all K-5 students with an emphasis on career exploration.

School Environment

We emphasize the importance of the social and emotional growth of each child. Day in and day out, teachers and staff strive to find creative, inclusive ways to engage students in meaningful learning. We look actively for every opportunity to acknowledge and celebrate kind, safe, responsible, and respectful behaviors.

Hoover has aligned all site goals with the PAUSD Promise. <https://www.pausd.org/promise>

Part II: Goals, Strategies, & Expected Outcomes

Goal 1: High Quality Teaching and Learning

High Quality Teaching and Learning Goal: (S.M.A.R.T goal)

At Hoover, 96% of K–5 students scored at “Meeting or Above Grade Level” on the MOY i-Ready Reading Diagnostic. By the end-of-year 2026–27 i-Ready Reading Diagnostic, 100% of our ESRI students (SED, EL, HUR) will meet their targeted stretch growth, using the 2026–27 final assessment i-ready data as the baseline.

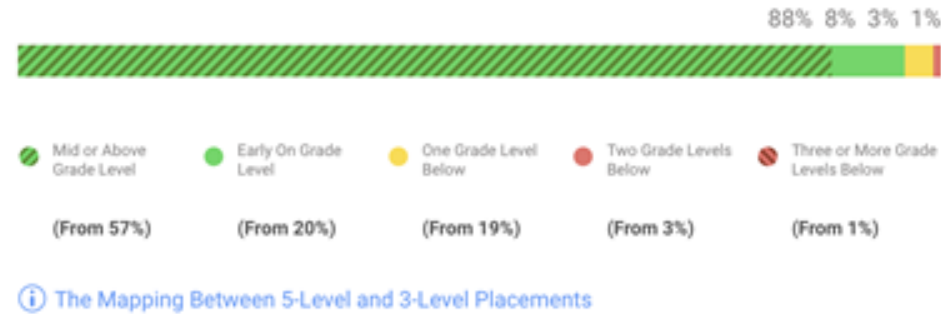
Baseline Data for All Student Groups

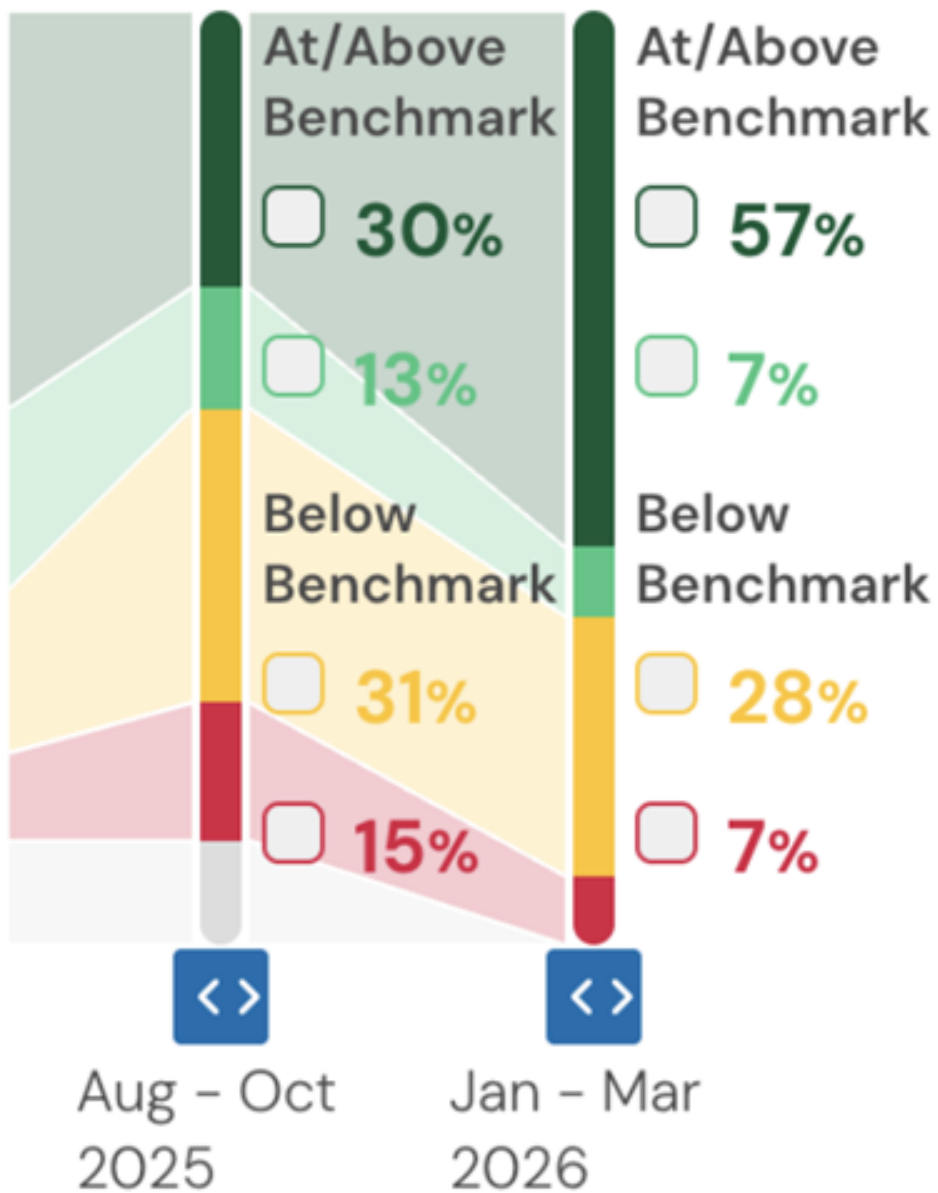
Students Assessed/Total: 390/390

Progress to Annual Typical Growth (Median)



Current Placement Distribution





**ELA i-Ready
Hoover BOY to MOY growth**

ESRI Sub-Group

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Kindergarten Boost Camp	Kindergarten Teachers, Reading Specialist, Ed Specialist, EL Specialist, SLP, Kindergarten Aides	Mastery of basic skills, letter and number recognition, EL level
Data Monitoring and Staff Meeting PLCs	All Teachers	Initial assessments, progress monitoring during Boost Camp, feedback from kids and the work they do, strategies developed during PLCs
Provide supplemental Tier 2 Response to Intervention (RTI) through Specialists. The specialists will provide small-group instruction in literacy and language development. The specialist(s) will collaborate with and coach general education teachers.	Instructional Assistants, Teachers, Reading Specialist	Running records, ongoing assessments of skills, essential standards
Provide teacher release days/times or after school for professional development, analyzing assessment results, collaboration, lesson planning and observation to increase teacher effectiveness and content knowledge around literacy instruction.	Teachers/Staff EL & Reading Specialist District TOSAs Site Administration	Release days and meeting agendas TOSA support feedback Specialist schedules
Provide Professional Development and staff meeting time to analyze data, collaborate on essential standards.	Teachers/Staff EL & Specialist Team District TOSAs Site Administration	Staff Meeting time, MTSS Meeting time, planning time, work with the data for small group planning
Create a RTI weekly block time for intervention.	MTSS Team Leadership Team Site Administration	Staff Meeting, grade level meeting and MTSS/Leadership meeting for planning RTI blocks.
Use OG methodology and ISME materials to teach phonics	Teachers, Reading Specialists, SAI teachers, specially trained aides	IMSE Assessments, student work
Continue use of Heggerty program for phonemic awareness	Teachers, Reading Specialists, SAI teachers, specially trained aides	Number of lessons completed, student work samples, PA assessments
Identify students using Multitudes Screener	Teachers, and Reading Specialists	Multitudes Screeners and targeted interventions.

Fiscal Impact

We utilize teachers for this, but we also use our Instructional Assistants to work with other groups of kids in the classroom. RTI grant budget of 10K and site support.

Goals, Strategies, & Expected Outcomes

Goal 2: Equity, Inclusion, and Belonging

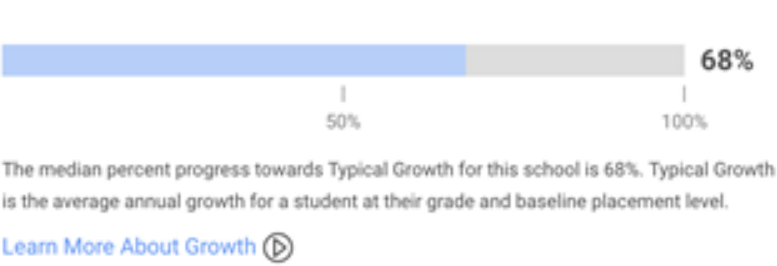
Equity, Inclusion, and Belonging Goal: (S.M.A.R.T goal)

By end of the 26-27 school year, all Hoover students will achieve 80% stretch growth in math, measured by the EOY i-Ready Math Diagnostic, using current 2026 results as the baseline. Progress will be monitored throughout the year, with targeted support for SED, EL, and SPED students to increase math access for success.

Baseline Data for All Student Groups

Students Assessed/Total: 325/386

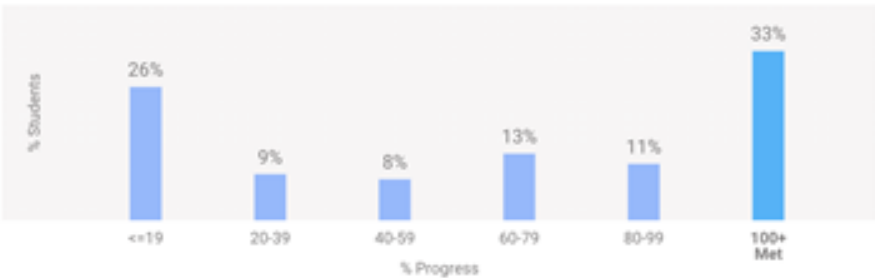
Progress to Annual Typical Growth (Median)



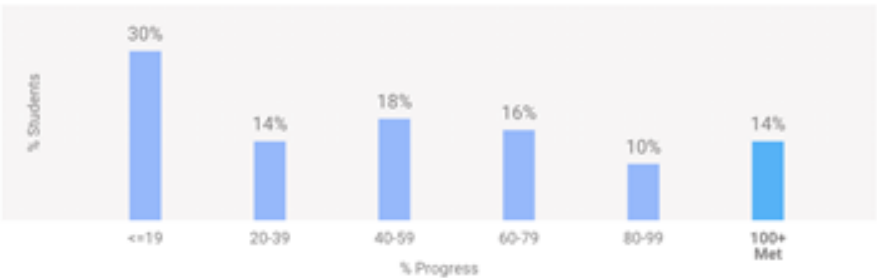
Current Placement Distribution

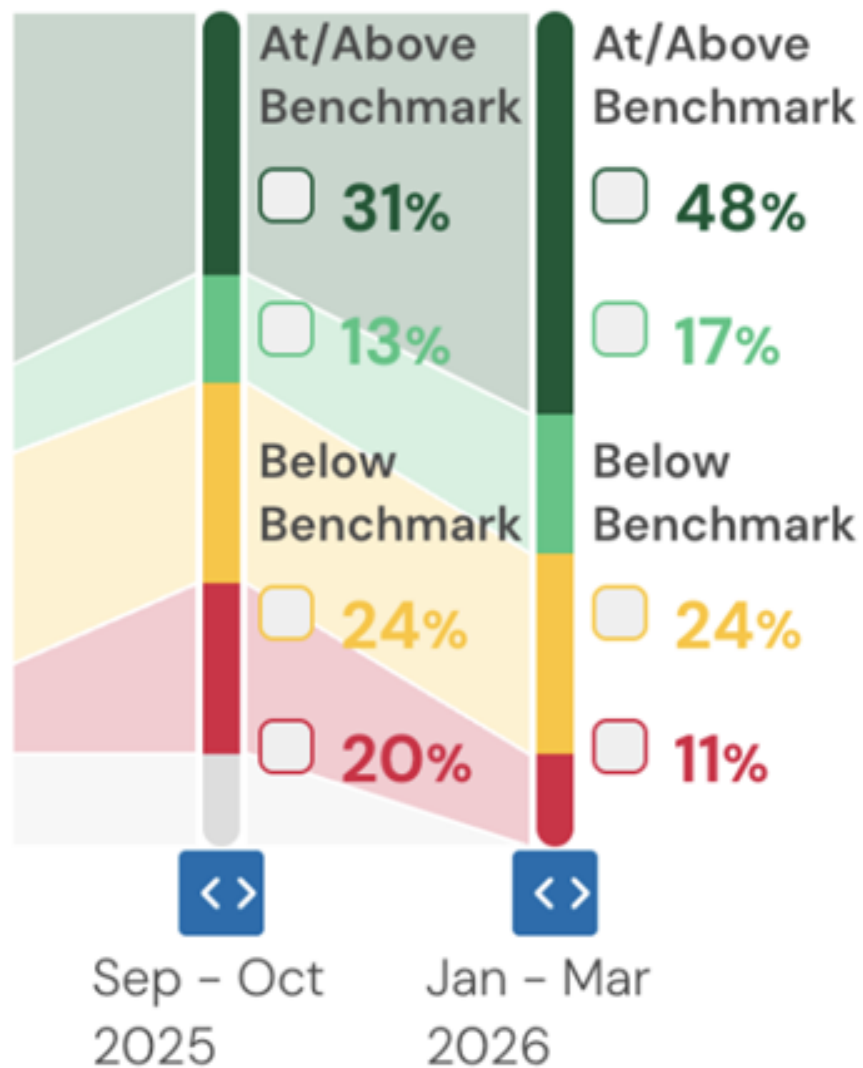


Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®





**Math i-Ready
Hoover BOY to MOY growth**

ESRI Sub-Group

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Assessment of beginning of the year levels	Classroom Teacher, EL Specialist, Ed Specialist (if IEP), Instructional Asst	i-Ready Math Assessments administered 3 times a year
Implement Tier 2 strategies immediately	Classroom Teacher, EL Specialist, Ed Specialist (if IEP), Instructional Asst	Informal and formal classroom assessments
Math Boost Intervention	Classroom Teacher, EL Specialist, Ed Specialist (if IEP), Instructional Asst, Intervention teacher	Reports of progress from the i-Ready math assessments
Professional Development partnership with Silicon Valley Math Initiative	Administration, all Staff	Provide equity in math PD, essential standards PD and work time, lab days for instructional reflections and learnings.
Weekly Specialist meetings	EL Specialist, Ed Specialist, Reading Specialist, Principal, Speech and Language Pathologist	EL Specialist, Ed Specialist, Reading Specialist, Principal, Speech and Language Pathologist
Resource Intervention (for Tier 1, 2 and 3)	Ed Specialist, Special Education Aides, Reading Specialist	Assessments and progress/goal monitoring through Reading Specialist, Ed Specialist and aides
Intervention in the form of small group work by Instructional Assistant	Instructional Assistant	Classroom informal and formal assessments
Staff meeting sharing and discussion of strategies, interventions that work	Principal, Classroom Teachers, EL Specialist, Ed Specialist, Instructional Asst	Notes from staff meetings, evidence of implementation in the classroom
W.I.N Time Focus on Math with Weekly Common Formative Assessments	Principal, Classroom Teachers, Math Specialist	Staff Meeting Updates, Grade Level Meetings, Panorama Intervention Monitoring

Fiscal Impact

Instructional Assistants are paid through PiE, and all other specialists are District-funded. Math Boost teachers are paid by the Response to Intervention grant. Silicon Valley Math Initiative is a site supported Professional Development at the cost of \$9600. Math i-Ready platform is a site funded purchase for K-5 with the cost of \$9600. Math Specialist is paid from the Intervention .2 District Intervention Teacher fund.

Goals, Strategies, & Expected Outcomes

Goal 3: Mental Health and Wellness

Herbert Hoover Elementary School will provide multiple positive supports that support the overall school experience, specifically social emotional support, for all students that create connection and safety.

Mental Health and Wellness Goal: (S.M.A.R.T goal)

By Fall 2026, 74% of all Hoover students and families will report an increased sense of belonging in the school community (up 3%), and 78% will report positive relationships with teachers (up 3%). Progress will be measured using the K–3 Identify a Safe Adult on Campus Survey and the 3–5 Panorama Survey, with attention to all identified groups (HUR, SED, EL, and students with disabilities). Hoover staff and students will continue to have multiple opportunities to serve and celebrate others through assemblies, Green Team, Kinder Mentors, Kindness Club, our Buddy Program, Student Leadership projects, and other classroom-led activities and conversations. Our efforts will focus on bringing unity to our community through inclusive and respectful practices.

Baseline Data for All Student Groups

Student Name _____ Room _____ Grade _____

was CAUGHT using the life skill:

☐ Respect	☐ Cooperation
☐ Responsibility	☐ Flexibility
☐ Good Citizenship	☐ Problem Solving
☐ Active Listening	☐ Perseverance
☐ _____	

Wonderful job!
Keep working hard, Hedgie!

Caught by: _____

Hedgie by Amanda Stone



SEL: Student Supports + Environment (Equity)

Grades 3–5

3 of 5 topics in this survey had updates to the wording of questions and/or answer choices.

Topic	Actual score	Change since Fall 2024–25	Adjusted score	Change since Fall 2024–25
+ Teacher–Student Relationships	68%	▼ 2	75%	▲ 5
+ Sense of Belonging	65%	▼ 7	71%	▼ 1
+ School Climate	63%	▼ 3	66%	0

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Teachers partner to mentor students	Teacher staff, site administration	identification of teacher mentors by SEL survey
Responsive Classroom Platform	All staff members	Behavior and referral data
Lunch bunch groups throughout the year	MHWP and Psychologist	Confidential counseling records and behavior data
Teacher supervised lunch clubs	Teacher, staff, site administration	Teacher monitoring
All school assemblies	Site administration, staff	Monthly all school assemblies to build positive culture and celebrations
Crisis Intervention	MHWP and Psychologist	Confidential counseling records
ABC Reading Lessons in the Classroom	ABC Readers Team	Behavior and referral data
Second Step Lessons	Classroom Teachers	Number of lessons delivered by classroom teachers
Bully Prevention Second Step Supplemental Unit K-5	Classroom Teachers	Number of lessons delivered by classroom teachers
LifeSkills Lessons and Recognition Awards	Principal and Classroom Teachers	Monthly all school assemblies to build positive culture and celebrations

Fiscal Impact

None

Goals, Strategies, & Expected Outcomes

Goal 4: Innovation and Social Responsibility

To reduce the percentage of students that are chronically absent as identified on the California School Dashboard.

Innovation and Social Responsibility Goal: (S.M.A.R.T goal)

All K-5 Hoover students will participate in career themed innovation lab lesson with culminating projects. All K-5 students will be introduced to the career theme and begin to keep a school project portfolio.

Baseline Data for All Student Groups

DRAFT: Monthly Lab Schedule: Grades K-3

Month	Kindergarten	1st Grade	2nd Grade	3rd Grade
September	Hospitality, Tourism, Rec: Activity 1	Info & Comm. Tech: Activity 1	Transportation: Activity 1	Hospitality, Tourism, Rec: Activity 1
October	Hospitality, Tourism, Rec: Activity 2	Info & Comm. Tech: Activity 2	Transportation: Activity 2	Hospitality, Tourism, Rec: Activity 2
November	Hospitality, Tourism, Rec: Design Challenge	Info & Comm. Tech: Design Challenge	Transportation: Design Challenge	Hospitality, Tourism, Rec: Design Challenge
December	Hospitality, Tourism, Rec: Design Challenge	Info & Comm. Tech: Design Challenge	Transportation: Design Challenge	Hospitality, Tourism, Rec: Design Challenge
February	Engineering & Arch: Activity 1	Arts, Media, Entertainment: Activity 1	Engineering & Arch: Activity 1	Health Sciences: Activity 1
March	Engineering & Arch: Activity 2	Arts, Media, Entertainment: Activity 2	Engineering & Arch: Activity 2	Health Sciences: Activity 2
April	Engineering & Arch: Design Challenge	Arts, Media, Entertainment: Design Challenge	Engineering & Arch: Design Challenge	Health Sciences: Design Challenge
May	Engineering & Arch: Design Challenge	Arts, Media, Entertainment: Design Challenge	Engineering & Arch: Design Challenge	Health Sciences: Design Challenge

Expect minor shifts in pathways and grade level connections based on how developing program goes.

Highlighted Pathways



Engineering & Architecture



Arts, Media & Entertainment



Health Science & Med. Tech



Transportation



Hospitality, Tourism & Rec



Info & Comm. Technologies

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Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Innovation Career training and staff professional development	Site Administration, Innovation and Agility TOSA, Innov Design Lab staff and Hoover Staff	Staff survey and innov Lab Staff feedback.Partnerhip with the district Innovation and Agility Department
Celebration Events	Site Administration, PTA and Staff	planned events to highlight innovation such as the invention convention, robotics night and assembly guest speakers
Innovation Guest Speakers	Principal, Innovation and Agility TOSA, Staff, PTA	Coordinated speakers to align with career theme investigations in all school assembly

Fiscal Impact

Unknown at this time as this is a new program for Hoover. Use of PiE and Prop 28 funds to support Innov Lab Staff.

Goals, Strategies, & Expected Outcomes

Goal 5: Serve and Celebrate Others

Serve and Celebrate Others Goal: (S.M.A.R.T goal)

Our students will work with staff and student groups to serve those in our community by participating in two service learning projects over the course of the year.

Baseline Data for All Student Groups

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Students currently are reading buddies with other grade levels.

Baseline Data for Title I Students

4th and 5th Grade Lunch Helpers for Kindergarten!!

4th and 5th graders! If you want to be a kindergarten lunch helper, please go to the:

Lunch helper training in room 1 on
Wednesday, February 25th ,at lunchtime

Come to room 1 at the beginning of lunch instead of playing, you will get your lunch once the training is done.



See you there!
Ms. Erikson





The Herbert Hoover Elementary Walk-A-Thon will take place on March 13, bringing students, families, and sta together in support of our school community at Herbert Hoover Elementary.

On this special day, our students will be walking with pride and enthusiasm, showing teamwork, perseverance, and school spirit with every step they take.

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Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Inform students of community needs	Classroom Teachers	Number of times messages have appeared in communications
Establish "mentoring Buddies"	Classroom Teachers, Staff, Principal	Days that we inform students, numbers of times that is done
PTA sponsored events (invention convention)	Classroom Teacher, PTA, Principal	Number of dollars we raise in fundraisers

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Put students in leadership roles	Classroom Teacher, All Staff, Principal	Committees, assignments, roles for kids
Invite members of our community in to speak	All Staff	Numbers and times of opportunities for kids to hear from speakers
Take field trips	Classroom Teachers, Student Council Lead	Numbers for each grade level and purpose of trip
Student Council (Unity Day Green Day)	Student Council	Events held, numbers of kids from each grade serving, activities they assist with or lead
Walk-A-Thon	Principal, Staff, PTA	Community event to celebrate all students achieving a goal of laps around the track and donate money for the school needs.

Fiscal Impact

The cost for prizes and lanyards is estimated at \$500.

Goals, Strategies, & Expected Outcomes

Goal 6: Other (If needed)

Other Goal: (S.M.A.R.T goal)

Baseline Data for All Student Groups

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
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Fiscal Impact

Part III: Annual Update on Progress from 2025/2026

Goal 1: Early Literacy

Outcome:

Our overall i-Ready 2024–2025 mid-year diagnostic results indicate that 79% of Hoover students are performing at or above grade level, closely aligned with the 83% recorded in the prior year's mid-year diagnostic.

Notably, last year's Hispanic/Latino cohort had 58% of students performing at or above grade level. We are pleased to report a 4-percentage-point increase in this year's i-Ready ELA mid-year diagnostic.

These improvements align with the progress observed among our ESRI students and reflect the strong collaboration among our grade-level teachers, specialists, and MTSS educators.

Goal 2: Equity and Excellence

Outcome:

Hoover students in grades K–5 demonstrated overall growth in mathematics achievement on the i-Ready Math assessment. Mid-year results indicate that 79% of students are performing at or above grade level.

Notably, students in the ESRI subgroup also showed overall growth in mathematics achievement, with 70% performing at or above grade level on the end of the year assessment.

Our commitment remains focused on closing the opportunity gap in mathematics. Our site goals and intervention efforts continue to center on providing rigorous math practices that develop strong mathematical thinkers.

Goal 3: Mental Health and Wellness

Outcome:

By the end of the 2024–2025 school year, students in grades 3 through 5 completed the SEL survey twice—once in the fall and again in the spring—as part of our ongoing assessment of school safety and belonging. A total of 199 students participated in the fall survey.

Results show positive growth in teacher-student relationships, with a 5-point increase from the previous year reflected in the fall survey, followed by an additional 2-point increase in the spring. This represents a total gain of 7 points in this area over the course of the year.

In the area of student belonging, the favorable response rate remained steady at 65% in both the fall and spring surveys. While consistent, this indicates there is still work to be done, and we will continue to focus on this as a goal for the 2026–2027 school year.

Additionally, perceptions of school safety increased from 74% to 79%. These gains are particularly meaningful given the transition to our brand-new campus.

Goal 4: Healthy Attendance

Outcome:

We are excited to announce that Hoover's attendance has improved! Last year's attendance rate at Hoover was 96.2% for student daily attendance during the 2024-25 school year. Through positive communication in newsletters, outreach from the Hoover school clerk, and support from the Family Engagement Specialist, we have seen a positive increase in student attendance. Our current attendance rate is now holding steady at 97%. We are thrilled that our families remain committed, and our students are engaged in school.

Goal 5: Serve and Celebrate Others

Outcome:

Students participated in several events that focused on celebrating life skills and highlighting Second Step skills. Weekly assemblies highlighted student efforts. The Invention Convention, Student Council, Unity Day, Walk-A-Thon, Green Team and Reading Buddies supported our school goal for mentoring and serving others.

Goal 6: Other

Outcome:

N/A

Budget Title I Sites Only

2026-27 Title I Allocation: \$

Expected Expenditures:

- **Professional Development:** \$
- **Materials and Supplies for supplemental instruction:** \$
- **Salaries for before and after school intervention:** \$

Site Council Approval Date: