2025-2026

Hart County Middle School, Title I School
176 Powell Road Hartwell, GA 30643
P: 706-376-5431 F: 706-376-2207
Principal, Jacqueline Brock

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Contents

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

School Information

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE	
School Name: Hart County Middle School	**District Name: Hart County Charter**
Principal Name: Jacqueline Brock	**School Year: 2025-2026**
School Mailing Address: : 176 Powell Rd. Hartwell, Ga 30643	
Telephone: 706-376-5431	
District Title I Director/Coordinator Name: Lamar Scott	
District Title I Director/Coordinator Mailing Address: 284 Campbell Dr. Hartwell, Ga 30643	
Email Address: : lscott@hart.k12.ga.us	
Telephone: 706-376-5141	
Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**
Revision Date: June 5, 2025	

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of the Title I Schoolwide/School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.

- Please add your planning committee members on the next page.

- The first 4 components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESSA). The additional components are locally required.

- Please submit your School Improvement Plan as an addendum after the header page in this document.

Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Planning Committee Members		
NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Jacqueline Brock		Principal
Tonya Bridges		Assistant Principal
Trae Jones		Assistant Principal
Tee King		Teacher
Joshua McCurley		Teacher
Heather Page		Teacher
Lisa Wells		Teacher
Nancy Rivera		Parent
Steve Franco Rivera		Student
Alma Lidia Rangel		Parent
Jorge Acuna		Parent
Ashely Acuna Rangel		Student

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, that is based on information which includes the academic achievement of children in relation to the challenging state academic content standards, particularly those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the local LEA as described in Section 1114(b)(6).

- We have developed our Schoolwide Plan with the involvement of the community to be served and individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Jacqueline Brock, Trae Jones, Tonya Bridges, Tee King, Joshua McCurley, Heather Page, Lisa Wells, Nancy Rivera, Steve Franco Rivera, Alma Lidia Rangel, Jorge Acuna, and Ashley Acuna Rangel.
- . Teachers and administrators met daily June 2 through June 4, 2025. The team members that were involved reviewed the Schoolwide Plan for the 2024-2025 school year and made changes to meet the needs of the 2025-2026 school year based on parent, teacher, and paraprofessional surveys, MAP Data, CCRPI scores, Georgia Milestones, and teacher, parent, and community member input. Jacqueline Brock led the discussions, provided reports and data, and made the changes to the Schoolwide Plan. Joshua McCurley kept minutes throughout the meetings each day and made changes to the compacts. All participants reviewed and analyzed MAP data to identify the areas of weakness for the school so that this information could be used to plan professional development/needed resources. All staff and parents were invited to attend the planning meetings and give feedback throughout the school year through parent meetings, the parent involvement survey, parent event evaluations, and leadership meetings.
- We have used the following instruments, procedures, or processes to obtain this information about Hart County Middle School:

  After each Title I event, parents are asked to complete evaluations about the events so that we can improve the event, keep the activity, or make it more accessible. Parent, Student, and Teacher surveys are provided so that all stakeholders have opportunities to provide feedback. All information is reviewed and teams brainstorm to find activities that meet the needs of our stakeholders. Current Georgia Milestone Assessment Data and this year's MAP testing were used to determine strengths and weaknesses, areas of progress, and identify achievement gaps. We also did the same with CCRPI data available. This information helped generate discussion of the areas where our school needs to increase support for our students. Detailed academic performance data can be located in 1D and 1E. Additional instruments and procedures used were benchmark testing, common assessments, student conferencing, and parent input. Student data cards were developed by the teachers for each student which tracked grades, attendance and behavior. Academic teams for each grade level would meet to discuss diagnostic data received through SLDS to make

decisions for lesson planning and to discuss student strengths and weaknesses. These academic teams would meet as needed to brainstorm subject area needs and grade level expectations. Student Governance meetings were held on the second Wednesday of every month.

Behavior and tardies will be tracked through our PBIS system for 2025-2026.

➢ a. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

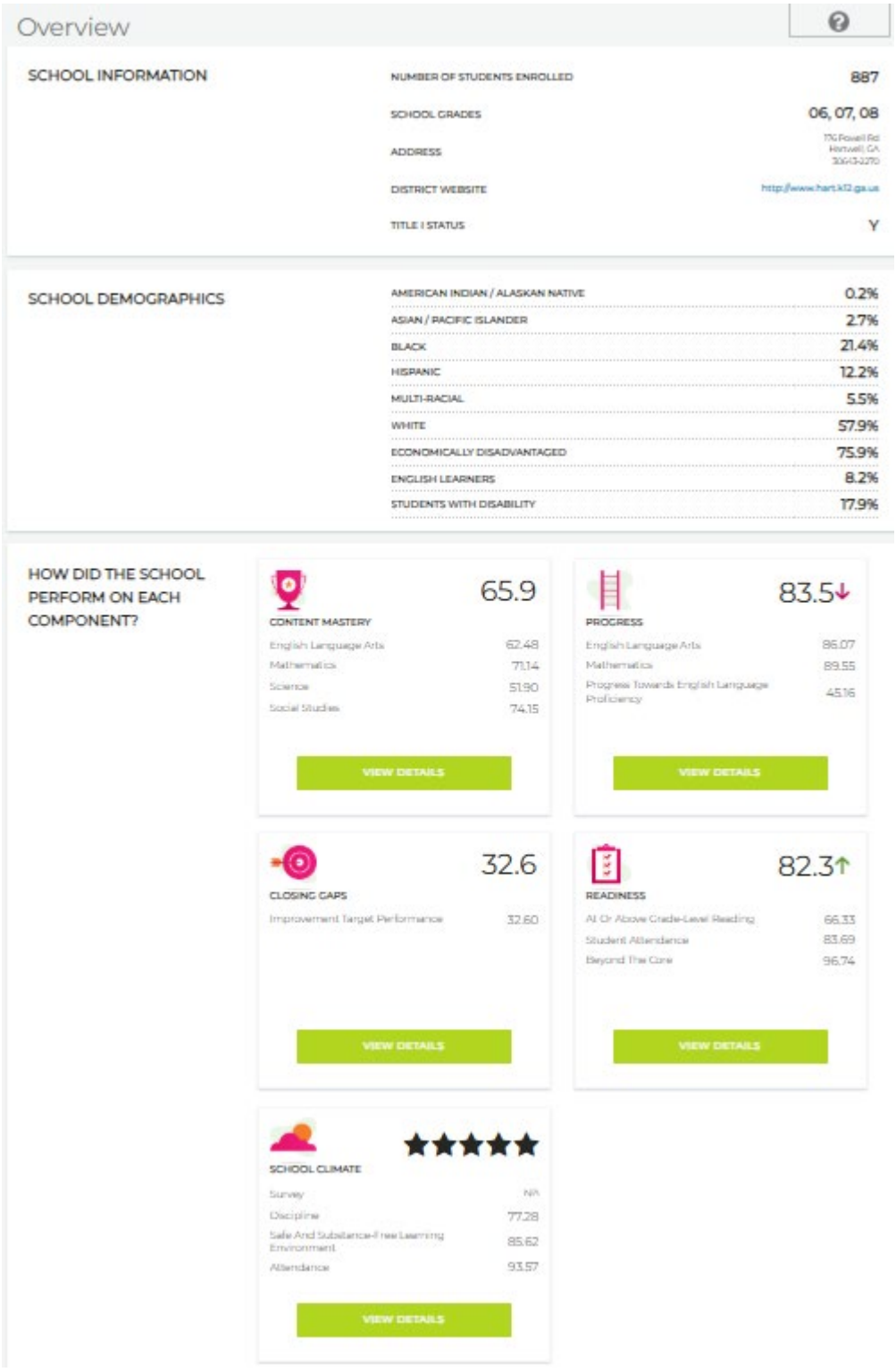
	6th ELA		% Scoring Levels 2, 3, and 4 on GMA								
	Total Students	% of Students Passing	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
2016-2017	255	73%	53%	81%	54%	--	--	--	32%	--	61%
2017-2018	264	72%	48%	80%	63%	--	--	82%	16%	--	55%
2018-2019	295	76%	62%	79%	92%	–	--	80%	28%	--	68%
2019-2020	*COVID (Did not test)										
2020-2021	260	41%	50%	77%	86%	--	--	--	14%	--	--
2021-2022	269	36%	36%	75%	63%	–	–	71%	20%	–	–
2022-2023	280	39%	60%	77%	56%	-	-	77%	23%	22 %	-
2023-2024	260	41%	45%	84%	63%	100%	-	59%	32%	0%	-

	7th ELA		% Scoring Levels 2, 3, and 4 on GMA								
	Total Students	% of Students Passing	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
2016 - 2017	261	62%	50%	70%	44%	--	--	--	24%	--	52%
2017-2018	255	76%	53%	83%	79%	--	--	64%	26%	--	50%
2018-2019	278	68%	44%	74%	74%	--	--	67%	16%	--	58%
2019-2020	*COVID (Did not test)										
2020-2021	261	32%	51%	77%	74%	--	--	62%	26%	--	--
2021-2022	258	32%	52%	78%	74%	–	–	50%	23%	–	–
2022-2023	283	33%	34%	72%	57%	-	-	93%	21%	20%	-
2023-2024	288	39%	57%	77%	53%	66%	-	66%	21%	1%	-

	8th ELA		% Scoring Levels 2,3, and 4 on GMA								
	Total Students	% of Students Passing	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
2016-2017	330	63%	40%	73%	67%	--	--	--	26%	--	52%
2017-2018	257	77%	63%	84%	62%	--	--	80%	39%	--	65%
2018-2019	194	78%	71%	85%	68%	--	--	40%	48%	--	72%
2019-2020	*COVID (Did not test)										
2020-2021	270	37%	68%	76%	80%	--	--	--	29%	--	--
2021-2022	271	35%	64%	85%	91%	–	–	–	45%	–	–
2022-2023	258	41%	66%	82%	76%	-	-	57%	22%	57%	-

2023-2024	274	41%	58%	78%	68%	100%	100%	92%	28%	40%	-

*These figures represent all 8th grade students and the students that re-tested. Unable to differentiate the total students tested.



MAP Reading
Goal Performance 2024-25
All Students

	Reading Literature	Reading Informational Text	Vocabulary Acquisition and Use
6th Fall	209	209	210
6th Winter	212	212	212
6th Spring	214	214	214
7th Fall	214	215	215
7th Winter	218	217	217
7th Spring	219	219	218
8th Fall	211	214	215
8th Winter	215	218	219
8th Spring	218	220	221

	MAP Reading By Ethnicity and Domain Goal Performance 2024-25

	Key: **A. Black** **B. White** **C. Hispanic** **D. Multi-Ethnic**											
	Reading Literature				**Reading Informational Text**				**Vocabulary Acquisition and Use**			
	A.	**B.**	**C.**	**D.**	**A.**	**B.**	**C.**	**D.**	**A.**	**B.**	**C.**	**D.**
6th Fall	203	212	206	204	201	212	207	207	202	212	209	208
6th Winter	205	215	209	216	205	214	212	214	204	214	208	213
6th Spring	208	217	211	212	208	217	210	218	209	217	208	215
7th Fall	205	219	209	211	205	219	211	211	206	219	210	210
7th Winter	211	222	211	213	208	221	212	213	210	222	210	213
7th Spring	211	223	210	216	211	224	214	211	211	221	210	213
8th Fall	207	215	211	212	207	216	211	211	210	217	209	214
8th Winter	215	221	215	215	213	220	215	220	215	221	216	221
8th Spring	218	222	219	218	217	221	216	219	217	223	216	223

We analyzed 2024-2025 MAP data. Data was first broken down based on grade level and domain. The aggregated data revealed Reading Literature for 6th grade had a 2.4% gain, 7th grade had a 2.3% gain and 8th grade had a 3.3% gain. Informational Text for 6th grade had a 2.4% gain, 7th grade had a 1.9% gain and 8th grade had a 2.8% gain. Vocabulary Acquisition and Use for 6th grade had a 2.9% gain, 7th grade had a 1.4% gain and 8th grade had a 2.8% gain.
Growth occurred in all domains for 6th, 7th , and 8th grades, whereas 8th grade experienced the highest levels of growth in each domain area.
We then conducted an analysis of the disaggregated data. The school population was broken down to reflect our four largest subgroups: black/African American, white, Hispanic/Latino, and Multi-ethnic.

Data analysis revealed Reading Literature for black/African American 6th grade had a 2.4% gain. 7th grade had a 2.9% gain, and 8th grade had a 5.3% gain. Informational Text for black/African American 6th grade had a 3.5% gain, 7th grade had a 2.9% gain, and 8th grade had a 4.8% gain. Vocabulary Acquisition and Use for black/African American 6th grade had a gain of 3.5%, 7th grade had a gain of 2.4%, and 8th grade had a gain of 3.3%.

Reading Literature for white 6th grade had a 2.4% gain, 7th grade had a 1.8% gain, and 8th grade had a 3.3% gain. Informational Text for 6th grade had a 2.4% gain, 7th grade had a 2.3% gain, and 8th grade had a 2.3% gain. Vocabulary Acquisition and Use 6th grade had a 2.4% gain, 7th grade had a 0.9% gain, and 8th grade had a 2.8% gain.

Reading Literature for Hispanic/Latino 6th grade had a 2.4% gain, 7th grade had a 0.4% gain, and 8th grade had a 3.8% gain. Informational Text for Hispanic/Latino 6th grade had a 1.4% gain, 7th grade had a 1.4% gain, and 8th grade had a 2.4% gain. Vocabulary Acquisition and Use for Hispanic/Latino 6th grade had a 0.5% decrease, 7th grade showed no growth, and 8th grade had a 3.3% gain.

Reading Literature for Multi-Ethnic 6th grade had a 3.9% gain, 7th grade had a 2.4% gain, and 8th grade had a 2.8% gain. Informational Text for 6th grade had a 5.3% gain, 7th grade had a 0% gain, and 8th grade had a 3.8% gain. Vocabulary Acquisition and Use 6th grade had a 3.4% gain, 7th grade had a 1.4% gain, and 8th grade had a 4.2% gain.

Based on the data, all subgroups should demonstrate growth comparable to the aggregated data; however, some 8th grade subgroups showed limited progress between the Fall and Spring MAP in the area of Vocabulary Acquisition and Use.

Each grade level showed some gains in RIT scores from fall administration to spring administration.

- The area of focus for 6th grade will be Vocabulary Acquisition & Usage (Fall RIT 210, Spring RIT 212).
- The area of focus for 7th grade will be Vocabulary Acquisition & Usage (Fall RIT 215, Spring RIT 218).
- The area of focus for 8th grade will be Informational Text (Fall RIT 214, Spring RIT 220) and Vocabulary Acquisition & Usage (Fall RIT 215, Spring RIT 221).

We will identify students for remediation by using a schoolwide tutorial plan to work on areas of need. Students will receive instruction in a small group to help close the achievement gap.

	MAP Math **All Students By Domain** **Goal Performance 2024-25**

	Numerical Reasoning	Patterning & Algebraic Reasoning	Geometric & Spatial Reasoning	Probabilistic Reasoning
6th Fall	216	212	213	211
6th Winter	224	219	216	216
6th Spring	226	223	218	219
7th Fall	224	222	217	219
7th Winter	230	226	219	222
7th Spring	232	229	223	227
8th Fall	229	227	221	223
8th Winter	232	231	225	229
8th Spring	235	233	226	229

	MAP Math By Ethnicity and Domain Goal Performance 2024-2025

	Key: **A. Black** **B. White** **C. Hispanic** **D. Multi-Ethnic**															
	Numerical Reasoning				**Patterning & Algebraic Reasoning: Functional & Graphical Reasoning**				**Geometric & Spatial Reasoning**				**Probabilistic Reasoning: Data & Statistical Reasoning**			
Grade/ Term	**A.**	**B.**	**C.**	**D.**	**A.**	**B.**	**C.**	**D.**	**A.**	**B.**	**C.**	**D.**	**A.**	**B.**	**C.**	**D**
6th Fall	206	219	216	213	205	214	212	205	203	216	213	210	203	214	208	209
6th Winter	213	227	226	219	210	223	218	214	208	219	215	212	206	220	213	215
6th Spring	216	230	224	223	215	226	222	221	208	221	217	217	210	222	216	215
7th Fall	212	228	224	218	213	225	221	219	205	220	215	213	206	223	217	216
7th Winter	218	235	224	226	217	231	222	220	209	223	215	216	208	228	216	220
7th Spring	218	238	227	224	217	234	224	225	211	229	219	219	211	233	224	220
8th Fall	220	231	226	229	220	229	224	222	213	224	218	219	216	226	222	219
8th Winter	224	234	231	235	224	233	230	228	215	228	225	225	222	231	226	225
8th Spring	227	238	231	237	227	235	231	238	217	229	225	223	223	232	224	228

We analyzed 2024-25 MAP data. Data was first broken down based on grade level and domain. The aggregated data revealed domain performance as follows:

Numerical Reasoning:

6th grade had a 4.6% gain,
7th grade had a 3.6% gain, and
8th grade had a 2.6% gain.

Patterning & Algebraic Reasoning

6th grade had a 5.3% gain,
7th grade had a 3.2% gain, and
8th grade had a 2.6% gain.

Geometric & Spatial Reasoning
- 6th grade had a 2.3% gain,
- 7th grade had a 2.8% gain, and
- 8th grade had 2.3% gain.

Probabilistic Reasoning
- 6th grade showed a 3.8% gain,
- 7th grade had a 3.7% gain, and
- 8th grade had a 2.7% gain.

We then conducted an analysis of the disaggregated data. The school population was broken down to reflect our four largest subgroups; black/African American, white, Hispanic/Latino, and Multi-ethnic.

Data analysis of Fall to Spring MAP scores revealed Numerical Reasoning for Black/African Americans 6th grade had a 4.9% gain, 7th grade had a 1.4% gain and 8th grade had a 3.2% gain. The Patterning & Algebraic Reasoning for 6th grade showed a 4.9% gain, 7th grade had a 1.9% gain, and 8th grade had a 3.2% gain. Geometric & Spatial Reasoning for 6th grade had a 2.5% gain, 7th grade had a 2.9% gain, and 8th grade had a 1.9% gain. Probabilistic Reasoning 6th grade had a 3.4% gain, 7th grade had a 2.4% gain and 8th grade had a 2.7% gain.

Data analysis of Fall to Spring MAP scores revealed the following information for the white subgroup: Numerical Reasoning: 6th grade had a 5.0% gain, 7th grade had a 4.4% gain, 8th grade had a 3.0% gain. The Patterning & Algebraic Reasoning: 6th grade had a 5.6% gain, 7th grade had a 4.0% gain, 8th grade had a 2.6% gain. Geometric & Spatial Reasoning: 6th grade had a 2.3% gain, 7th grade had a 4.1% gain, 8th grade had a 2.2% gain. Probabilistic Reasoning: 6th grade had a 3.7% gain, 7th grade had a 4.5% gain, 8th grade had a 2.7% gain.

Data analysis of Fall to Spring MAP scores revealed the following information for the Hispanic/Latino subgroup: Numerical Reasoning: 6th grade had a 3.7% gain, 7th grade had a 1.3% gain, 8th grade had a 2.2% gain. The Patterning & Algebraic Reasoning: 6th grade had a 4.7% gain, 7th grade had a 1.4% gain, 8th grade had a 3.1% gain. Geometric & Spatial Reasoning: 6th grade had a 1.9% gain, 7th grade had a 1.9% gain, 8th grade had a 1.8% gain. Probabilistic Reasoning: 6th grade had a 3.8% gain, 7th grade had a 3.2% gain, 8th grade had a 0.9% gain.

Data analysis of Fall to Spring MAP scores revealed the following information for the Multi-ethnic subgroup: Numerical Reasoning: 6th grade had a 4.7% gain, 7th grade had a 2.8% gain, 8th grade had a 3.5% gain. The Patterning & Algebraic Reasoning: 6th grade had a 7.8% gain, 7th grade had a 2.7% gain, 8th grade had a 7.2% gain. Geometric & Spatial Reasoning: 6th grade had a 3.3% gain, 7th grade had a 2.8% gain, 8th grade had a 1.8% gain. Probabilistic Reasoning: 6th grade had a 2.9% gain, 7th grade had a 1.9% gain, 8th grade had a 4.1% gain.

Focus areas based on RIT scores will be as follows:
- 6th grade: Geometric & Spatial Reasoning (Fall RIT 213, Spring RIT 218)
- 7th Grade: Geometric & Spatial Reasoning (Fall RIT 217, Spring RIT 223)

- 8th Grade: Geometric & Spatial Reasoning (Fall RIT 221, Spring RIT 226)

We will target students by area of need by using a school wide remediation plan to work on areas of need. Students will receive instruction in a small group to help close the achievement gap.

b. The current CCRPI data shows growth in each of the content areas. HCMS's Current Content Mastery Score is 70.4 which is 4.5 points below the state score of 74.9. In the area of Progress the current score is 83.5 which is 1.2 points higher than the state average. In Closing Gaps, HCMS scored 32.6 which is 35.7 points below the state average of 68.3 HCMS's Readiness Score is 82.3 which is 0.5 points below the state score of 82.8. HCMS's Literacy Score in the area of Readiness is 66.33% at or above grade-level. The data indicates that Literacy continues to be an area needing improvement.

We looked at the Spring Parental/Family Engagement Survey in which Mothers were the primary respondents and indicated their students participated in the student service program. 35.71% of respondents participated in Family Involvement Activities, with the majority of responses indicating that parents were given the opportunity to do so. The most commonly cited reason for lack of attendance was a lack of awareness or not being informed. 50% of respondents would like to see the 1% of parent involvement funds to be spent on technology resources, while 35.71% expressed interest in using the funds for grade-to-grade transition camps for parents and students.

Respondents were asked what specific informational programs they would like to see. The top requests were: Career Pathways (75%), Study Skills, Math Skills, and Technology Assistance (58.33%). 46.67% of respondents stated the school did well in creating a welcoming environment for parents. 57.14% of the respondents indicated they never worked with other parents to plan and carry out school activities. 100% stated they would not be willing to help with staff training on ways to better work with parents and families.

➢ We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the State Academic Content Standards [the Georgia Standards of Excellence (GSE)] and the State student academic achievement standards.

We will continue to build vocabulary across the content areas through research based instructional strategies and by linking MAP data to Study Island. The Study Island Program can prescribe a path to work on vocabulary development.

Lucy Calkins Reading Units will be utilized as well for building literacy, vocabulary and reading/writing skills along with the Lucy Calkins Writing Workshop model.

IXL will also be used to address the achievement gap in math.

STEMScope is a project based science computer program which will increase writing and literacy across the curriculum.

Social Studies will use Study Island and Progress Learning to implement writing and reading across the curriculum. To meet the needs of these deficiencies, we will utilize a strategic tutorial plan that focuses on these student's individual needs.

Academic instructional coaches in English Language Arts, Physical Science, and Math will assist in improving writing across the curriculum, modeling strategies, and implementing research-based instructional strategies.

Remediation will occur for students based upon data collected by teachers throughout the school year during HARTbreak or after school.

Increase instruction in writing skills and its process through Lucy Calkins Writing Workshop model in all ELA classrooms.

Special Education teachers will work with General Education teachers to make English Language Arts, Math, Social Studies, and Physical Science content more comprehensive for students with disabilities by using co-taught models. MAP data will be linked to Study Island for a prescriptive plan.

MAP data, student conferences, and Multi-Tiered Systems of Support (MTSS) will be used to design and give assessments to target students that are deficient in these areas. (ELA, Math, Science, and Social Studies).

➢ There were not enough students with limited English proficiency, Migratory or McKinney Vento (Homeless) students in the tested grade levels to create a subgroup. Supplemental services are provided by the Migrant Education Program.

➢ The data has helped us reach <u>conclusions</u> regarding achievement or other related data.

➢ The major <u>strengths</u> we found in our program were:

6th grade: ELA-Reading Literature
Math-Numerical Reasoning

7th Grade: ELA-Reading Literature
Math- Numerical Reasoning

8th Grade: ELA-Reading Literature
Math-Numerical Reasoning
Science-Chemistry: Atomic and Nuclear Theory and the Periodic Table
Social Studies- Geography

- The major <u>needs</u> we discovered were:

  6th Grade: ELA-Vocabulary Acquisition and Use
  Math-Probabilistic Reasoning

  7th Grade: ELA-Vocabulary Acquisition and Use
  Math-Geometric & Spatial Reasoning

  8th Grade: ELA-Reading Literature
  Math-Geometric & Spatial Reasoning
  Science-Chemistry: Chemical Reactions and Properties of Matter
  Social Studies-History

- Based on the needs assessment results, we will target literacy and writing across the curriculum. All ELA classes will use the Lucy Calkins Writing Workshop model and Book Clubs. The ELA Academic Coach will provide professional development and support throughout the school year. Lucy Calkins teaches the skills involved in reading and writing with high student expectations and achievable goals. Students will be encouraged to read independently using high-interest books and quick reads.

- To further promote reading and writing across the curriculum in other content areas: Social Studies will utilize various online resources to blend Social Studies and English/Language Arts through vocabulary, reading for information, essay writing, and writing prompts building literacy in the classroom.

  STEMScopes is an educational tool that will be used by Science. STEMScopes is a project based learning tool that incorporates literacy and writing.

  IXL and Study Island will be used to create individualized instruction to target student's specific needs in Math and ELA. MAP data will be used to create flexible tutor groups.

  All classes will have access to NEWSELA. NEWSELA will provide leveled current events, reading and writing practice.

  Additionally, the Science, ELA, and Math academic instructional coaches will assist with improving writing across the curriculum, model strategies, and assist with implementing research-based instructional strategies.

  In addition to focusing on academic strategies to increase student success, we are continuing to implement a behavior program called Positive Behavioral Interventions and Supports (PBIS). This program focuses on positive reinforcement. Through this program, we will address the problem of tardiness and attendance by rewarding students for being in attendance and on time. This program seeks to reduce the number of behavior referrals and incentivize positive behavior in all areas of the school.

  Also, we will increase family engagement by planning student focused curriculum nights in coordination with the technical and fine arts departments of our school.

We will need additional supplemental materials to fully implement new learning models such as STEMscopes and Lucy Calkins Workshop Model.

➢ The ROOT CAUSE(s) that we discovered for each of the needs were
(1) a lack of consistent implementation of research based best practices for classroom instruction,
(2) inconsistent use and consistency of co-teaching models,
(3) a need for more data driven differentiated instruction to meet the needs of underachieving, low achieving, and special needs students,
(4) a lack of focus on college and career readiness, why education is important to be successful in life.
(5) inconsistency of student attendance making it difficult to establish routine and relationships to support academic success

➢ The measurable goals/benchmarks we have established to address the needs were:

- The ELA goal for the Georgia Milestones Assessment for 6th grade is to increase from 41% of Proficient and Distinguished learners to 43%.
- The ELA goal for the Georgia Milestones Assessment for 7th grade is to increase from 39% of Proficient and Distinguished learners to 41%.
- Eighth grade ELA goal is to increase 41% of Proficient and Distinguished learners to 43%.
- Goals for all subgroups with a performance flag of yellow or red will move up a minimum of one performance flag.
- The Math goal for the Georgia Milestones Assessment for 6th grade is to increase from 37% of Proficient and Distinguished learners to 39%.
- The Math goal for the Georgia Milestones Assessment for 7th grade is to increase from 37% of Proficient and Distinguished learners to 39%.
- The Math goal for the Georgia Milestones Assessment for 8th grade is to increase from 53% of Proficient and Distinguished learners to 55%.
- The Science goal for the Georgia Milestones End-of-Course Assessment for 8th grade is to increase from 35% of Proficient and Distinguished learners to 37%. (Note: 8th Grade Science Georgia Milestone Assessment is no longer administered beginning with the 2018-2019 School Year. All 8th Grade students take Physical Science for high school credit, therefore the End of Course Test is administered.)
- The Social Studies goal for the Georgia Milestones Assessment for 8th grade is to increase from 46% of Proficient and Distinguished learners to 48%.
- All subgroups with a performance flag of yellow or red will move up a minimum of one performance flag.
- All students will show growth of at least 3 percentile points from the fall administration of MAP to the spring administration.
- The HCMS parent participation rate goal is 35%. (Parental participation is estimated based on the number of students vs. average number of parents that attend Title I events.)
- Our current data indicates an attendance rate of 92.43% according to data generated

through School Status.

2. Schoolwide reform strategies that: Sec. 1114(b) (7) (A) (i-iii)

The school identified evidenced based strategies that have been effective in addressing literacy and writing across the curriculum. These include IXL, Newsela, STEMScopes, Writing Workshop, Scholastic Scope, Book Clubs, Instructional Coaches, Targeted Remediation,and Study Island.

a.i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards.

Note: this section also addresses the Every Student Succeeds Act (ESSA)

4. a. Requirements to include in the Schoolwide Plan: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)

- **Flocabulary** will be used as an instructional resource to enhance reading instruction across the curriculum.
- **IXL** will serve as a resource for teachers to help effectively address gaps in student's knowledge. Teachers will use specific math insights to directly assist students. The Analytics component will help teachers refine instructional strategies in order to teach at the right level of rigor and complexity.
- **Newsela** will be used as a tool to increase student's nonfiction reading practice by up-to-date, high-interest articles to meet students at their instructional level.
- **STEMScopes** will be used in science classes to increase writing and literacy through projects based learning.
- **Instructional Coaches -** The Science, Math, and ELA academic instructional coaches will assist with improving writing across the curriculum, model strategies, and assist with implementing research-based instructional strategies.
- **Padlet** is a real-time collaborative web platform in which teachers and students can upload, organize, and share content to virtual bulletin boards
- **Screencastify** is a resource for teachers to record lessons and share with students which enables them to review content of the class as needed for new materials, missed material or remediation.
- **Study Island** is a resource for teachers to assess student's preparation on state standards, customize classroom assessments, and flexible practice for students. Also, teachers will use this program to drive instructional practices because it offers real-time progress monitoring to teach student outcomes.

- **EdPuzzle** is a resource that allows students to review concepts and learn new material through the use of video and questioning. This allows students to work at their pace while also keeping them engaged in the learning process. It allows for immediate feedback and the chance to review concepts that were previously taught.
- **Gimkit** is a resource for teachers to use that allows for review of material taught and to help students become more engaged through the use of gamification and rewards. This allows students to review concepts for mastery in an engaging, self-paced environment.
- **Magic School AI** is a resource for teachers to use in order to help students with improving their writing and to engage students through the use of Artificial Intelligence.
- **Mapping Ga History** is a resource that will allow students to visually see the events taking place in Georgia history on a map. This will allow for better engagement and understanding of the concepts presented.
- **Progress Learning** is a resource for teachers to pull questions related to the state standards with varying Depths of Knowledge(DOK) in order to increase student achievement in content areas. Students are able to practice questions at different levels in order to increase rigor in instruction.
- **Scholastic Scope** is a resource for teachers to use for reading comprehension and differentiate learning experiences to meet students at their particular reading levels. Students are exposed to various topics and writing styles in order to increase comprehension.
- **Intervention Teachers** in Reading and Math are essential to provide experiences for students in the MTSS program in order to meet them at their instructional levels.

a. ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; Note: this section also addresses ESSA

4. a. Requirements to include in the Schoolwide Plan: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)

*Response**:***

Flocabulary-Strong Evidenced Based Research

Flocabulary has a vast body of independent evidenced based research.

Research & Results Student Achievement

Flocabulary is proven to raise scores on state reading tests. Improving Scores on State Tests:

https://www.flocabulary.com/results/

Dr. Roger Farr, former president of the International Reading Association, conducted a study in 2008 and 2009 which determined that The Word Up Project, Flocabulary's multisensory vocabulary program, raised state test scores for middle school students. A total of 1255 students participated in the study in six states.

The results of a 2008-2009 independently conducted study of The Word Up Project show that middle school students who used the program for 7 months had higher scores on their state's reading tests.

Summary of the Results of Phase 2 of The Word Up Project Instructional Efficacy Study

By the Educational Research Institute of America Flocabulary, an educational publisher, contracted with the Educational Research Institute of America (ERIA) to conduct an instructional validation study of its grades 3 to 8 language arts program, THE WORD UP PROJECT, in eight school sites across the country.

Flocabulary sought to determine the extent to which THE WORD UP PROJECT, a program designed to support students vocabulary development, reading comprehension, and critical thinking skills, improves students language arts skills as measured by state language arts tests.

The study included eight different schools in six different states Alabama, California, Massachusetts, New York, Pennsylvania and Texas. All of the students in the study were enrolled in grades 6, 7, or 8. Students began using THE WORD UP PROJECT in September of 2008 and continued until May of 2009. A pretest and posttest designed to measure vocabulary development was administered to students prior to and upon their completion of the program. In addition, student scores on each state's end-of-year language arts test were provided by each school for students using THE WORD UP PROJECT, as well as for a control group in each school.

The results from eight schools provide significant evidence that students who used THE WORD UP PROJECT receive higher scores on state reading and language arts scores than students who did not use the program. The lack of adequate control groups in three of the schools limits the conclusion. However, in those five schools in which adequate control groups were provided, THE WORD UP PROJECT students scored higher in three of the schools and scored the same in the other two despite the fact that in those schools the control group seemed to be a slightly higher academic achievement group.

In the three schools in which there was a strong prior academic achievement level for the control group, adjustments were made in the selection of the control group. Under those conditions, THE WORD UP PROJECT schools scored significantly higher in two of the three schools and in the third school the scores were even.

Raising state test scores is difficult to achieve. These results suggest strongly that THE WORD UP PROJECT can play a significant role in raising state language arts/reading scores.

Read the full report including data for schools in Texas, New York, Pennsylvania, California, Massachusetts, and Alabama. Or read the research base of The Word Up Project to learn more about effective methods of increasing literacy. The research report is by Roger Farr, Ed.D., Jenny Conner, Ph.D. and the Educational Research Institute of America.

https://www.flocabulary.com/results-achievement-state-tests/

Additional independent studies can be accessed on the following links:

Vocabulary study- https://www.flocabulary.com/results-achievement-vocabulary/

After-school use study- https://www.flocabulary.com/results-achievement-afterschool/

IXL- Moderate Evidence Based Research

After practicing on IXL Math for one school year, 5th grade students demonstrated larger gains on the NWEA MAP test than students who did not use IXL Math. In a 2017 study, Van Ruler compared NWEA MAP test score growth for two different cohorts of 5th grade students at a school in northwest Iowa. Van Ruler compared the MAP performance of the treatment group to the control group and the national norm of all 5th grade students who took the MAP test in the U.S. From fall to spring, students in the treatment group improved their overall math score by 5.64 percent, compared to 4.20 percent for the control group and 5.08 percent for the national norm. Sixty-five percent of students in the treatment group reached or exceeded normative growth on the MAP test, while only 41 percent of students in the control group met this standard. The analysis of subgroups showed that English language learners and students in special education programs made the most improvement compared to the control group.

Van Ruler, D. (2017). *Blended Learning and Math Growth: Investigating the Role of IXL Math in the Growth of 5th Grade Students' Math Fluency Scores* (master's thesis). Dordt College, Sioux Center, Iowa.

With the support of IXL Math and intervention groups, 4th grade students in a Title I school outperformed their peers and exceeded the district average. A two-year observational study conducted by James (2016) examined how IXL Math and intervention groups helped students improve their math performance on the Smarter Balanced assessment (SBA). At the end of the first year, 74 percent of students in the study group met or exceeded grade-level standards on the SBA. In comparison, only 49 percent of students from the other Title I elementary schools in the same district met or exceeded standards. Only 62 percent of students across all elementary schools in the district met or exceeded standards. The percentage of students exceeding standards in the study group was also much higher than the district's other Title I schools and the district average.

James, L. (2016). Mathematics Awareness through Technology, Teamwork, Engagement, and Rigor. *Journal of Curriculum and Teaching*, 5(2), 55.

NEWSELA- Promising Evidence Based Research

At nearly all grades, students are required to develop research skills across content areas with a strong focus on nonfiction, including literary nonfiction; essays; biographies and autobiographies; journals and technical manuals; and charts, graphs, and maps (Gewertz, 2012). Research advocates for educators to teach students how to read informational texts to ensure academic excellence by the time they reach intermediate grades (Duke, Bennett-Armistead, & Roberts, 2003; Fisher, 1996; Hadaway, Vardell, & Young, 2002). "Newsela is an online literacy platform that helps students **develop their nonfiction reading skills** through **high-interest content** available at multiple reading levels. The platform provides thousands of pieces of high-quality, article-length nonfiction **content in English and Spanish** with accompanying **reading and writing assessments** at each of **five levels** spanning **grades 2-12**."
Sixty six percent of students are not reading proficiently at their grade level (NAEP, 2015).

Research has shown that texts used for instruction that can be read with at least 95% accuracy produce greater gains than more difficult texts (Allington, McCuiston, & Billen, 2014). There is an equally large body of research that suggests that teaching students with only texts that match their reading level can result in a scenario where the student never really catches up. It is evident that there is a need for balance between providing students with texts that are at their "independent reading level" (defined as 99% word recognition accuracy and 90% comprehension) and texts that are at the "frustration level reading" (defined as word recognition of 90% or less and comprehension of 50% or below) to help readers truly succeed. *Newsela's* instructional design is rooted in its flexible leveling. With *Newsela*, teachers have the flexibility to use both of these vital approaches to reading instruction by providing students with texts at grade level and also by providing textual adaptations that allow students to read independently. Research says, when students are immersed in a set of texts around a common theme, they will not only reach a deep understanding of the content provided by those texts, but will also learn and practice the English language arts skills—reading, writing, listening, speaking, and language—necessary to gain and communicate that learning (Cappiello & Dawes 2013).

According to Ravitch (2003), in many classes everyone reads the same stories, but student choice can be a highly motivating factor. Self-selected reading activities appear to be approximately twice as powerful as teacher-directed reading activities at generating reading development (Guthrie & Humenick, 2004; Lindsay, 2010). Students are more likely to read purposefully if they can choose texts that reflect their interest (Guthrie, et al., 2004). The added benefits of free reading done outside of school include student growth in vocabulary, reading comprehension, verbal fluency, and knowledge of general information (Anderson, Wilson, & Fielding, 1988; Greaney, 1980; Guthrie & Greaney, 1991; Taylor, Frye, & Maruyama, 1990).

Research also shows that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen, 1993; Cunningham & Stanovich, 1991; Stanovich & Cunningham, 1993).

Padlet-Moderate Evidence Based Research

In 21st century learning classrooms, students are expected to use educational and instructional technologies to synthesize newly acquired knowledge, collaborate with their peers, solve problems, and make decisions in order to be successful in our current global community. Advancements in technology have helped students to acquire more knowledge and provided the ability to learn at their own pace. It has changed the teaching method by encouraging educators to promote technology integrated teaching modules. Padlet© is an e-learning tool that creates a virtual bulletin board that fosters collaboration between students (https://padlet.com/features). Padlet© provides a free, multimedia friendly wall that supports full-class participation and evaluation in real-time (Fadhilawati, Laksmita, & Mansur, 2020). Padlet© also offers students a platform for teachers and students to share their writing. Padlet© could also be an "exit ticket" or an interactive classroom assessment tool for teachers, rather he or she uses the traditional method in the classroom, for example, writing by using paper and pen.

Researchers noted that students who used Padlet scored better grades in comparison to control groups (Lestari & Kurniawan, 2018). The findings showed participants understood what they have practiced during the Padlet assessment and cultivated learning. Participants also noted that learning through padlet was fun and engaging, and many found it valuable to be able to collaborate with other learners. Student achievement was increased after applying Padlet©. padlet made the students eager to learn writing procedure text, made them happy to learn writing procedure text, made them interested to the lesson, made them feel comfortable to share their writing of procedure text in Padlet, and made them develop idea of writing easily.Padlet© successfully captured learning objectives as well as managed to assess the 4C competencies of 21st Century Learning Skills: creative, critical thinking, collaboration, and communication.

Fadhilawati, D., Laksmita, D., & Mansur, M. (2020). Using Padlet to Increase The Students' Procedure Text Writing Achievement. *Exposure Journal*, *9*(02), 158-172.

Lestari, P. Y., & Kurniawan, E. H. (2018). Padlet as media to improve writing mastery of English department students of Uniska 2015-2016. *Engl. FRANCA Acad. J. Engl. Lang. Educ. STAIN Curup, vol*, *2*(1), 12.

Screencastify-Promising Evidence Based

Screencastify is a software through which teachers can record both webcam and screen videos up to 5 minutes in its free version. It helps educators in annotation, trimming videos and exporting videos as an MP4, animated GIF, MP3 (Das, 2021). Quantitative results indicated that teachers and students found face-to-face conferences and Screencastify conferences to be

equally effective and easy to use. The qualitative results identified several advantages for each type of conferencing method (Henry, Hinshaw, Al-Bataineh, & Bataineh, 2020). Researchers discovered feedback delivered through screencasts provided more in-depth explanations and created a more personal experience than traditional written comments. The Writer's Workshop instructional model consists of creating a writing environment that encourages students to engage in the writing process with the support of their peers and their teacher (Henry, et. al., 2020).

Many studies concluded that finding enough time for adequate feedback to occur was a problem. If teachers could find timesaving means of providing quality feedback during a writing conference, it would benefit student achievement. It is possible that technology can be used in such a way as to help alleviate the time-consuming nature of conferencing. Data showed 71% of teachers had a positive perception of the effectiveness of this type of writing workshop conference using Screencastify. Moreover, 72% of teachers had a positive perception of the ease of using Screencastify. Several teachers felt that the feedback they provided on Screencasting was generally more thought out and thorough. Since the Screencasting was conducted outside of the language arts classroom, teachers found they were able to conduct more conferences overall. Teachers also felt they could be animated and positive in their screencasts which would help the students feel that the feedback was more positive.

Students felt that the feedback the teachers provided was better feedback and they understood how to use the feedback. Students elaborated by sharing that they felt like the teachers weren't as rushed on the screencast and that the information they provided was more detailed. In addition, they preferred seeing their own document and having the teacher use the pointer to show exactly where they were providing the feedback. The ability to put on headphones and be the only person to hear the feedback from the teacher was also preferred. Several students shared that they enjoyed hearing their teacher's comments and the tone in the teacher's voice as they were providing the comments. They felt the tone was positive and helpful. The tone and privacy of the comments made the students feel less intimidated to receive the feedback on their writing.

Das, P. (2021) Digital education platforms in the era of crisis. *International Journal of Electrical Engineering and Technology. (12)*2. DOI: 10.34218/IJEET.12.2.2021.004

Henry, E., Hinshaw, R., Al-Bataineh, A., & Bataineh, M. (2020) Exploring teacher and student perceptions on the use of digital conferencing tools when providing feedback in writing workshop. *The Turkish Online Journal of Educational Technology*

STEMScopes- Promising Evidence Based Research

RESEARCH STUDY STEMSCOPES DISTRICTS OUTPERFORM NON-STEMSCOPES DISTRICTS FOR 3 YEARS IN A ROW TEXAS SCIENCE ASSESSMENT 5TH GRADE Published September 5, 2017

Comparing STAAR™ Passing Rates for STEMscopes and Non-STEMscopes Districts for 387,292 Students in the State of Texas OVERVIEW AND KEY FINDINGS The following

report includes results comparing districts that use STEMscopes and districts that do not use STEMscopes on the science component of the 2016-2017 State of Texas Assessment of Academic Readiness (STAAR™). The state of Texas creates benchmarks for proficiency in science and identifies students as not proficient, approaching grade-level proficiency, meeting grade-level proficiency, and mastering grade-level proficiency. The percent of students in each of these categories is used to determine the district's achievement in science. The percentage of students who approach grade-level performance is used by the state as the district passing rate. The key findings of the study include:
• Using the STEMscopes curriculum increased passing rates by 2% on the 5th grade STAAR.
• Subgroups (e.g., Latino students and economically disadvantaged students) make significant gains vs. counterparts not using STEMscopes on the 5th grade STAAR.
• These findings have been consistent for three consecutive school years.

https://stemscopes.com/resources/case_studies/cs_stemscopes_tx_staar_case_study_2017_09.pdf

CASE STUDY CHARLOTTE COUNTY PUBLIC SCHOOLS PORT CHARLOTTE, FLORIDA
Published June 7, 2017

Findings from Charlotte County, Florida 2015-2016 with Charlotte County Public Schools (CCPS) and a Math-Science Partnership (MSP) grant that gave elementary school teachers STEMscopes curriculum and materials had profound impacts on teacher growth and proficiency rates in STEM-teaching domains. As part of the MSP grant, a STEM lab teacher from each elementary campus participated in a train-the-trainer model of professional development conducted by ALI. Florida Gulf Coast University evaluated the project and found teachers felt that the professional development they received by ALI improved their knowledge and skills in STEM. Additionally, student achievement in science was examined using the 5th grade results from the Florida Statewide Science Assessment. The proficiency rate increased to 57% (up 7% from 2014-2015) in the 2015-2016 school year when the grant project was conducted. "With STEMscopes, our STEM teachers now feel like experts in standards-based learning in science," said Leonard. "They have a deeper knowledge of the content and the standards as well as inquiry-based instructional strategies, which will have a long-lasting impact on their effectiveness with students."

Lucy Calkins Writing and Reading Workshop - Strong Evidence Based Research

Instructional Coach– Workshop model

Lucy Calkins - There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade. More recently, in her article, Independent Reading and School

Achievement, Cullinan (2000) reviewed the research on the effects of independent reading for the purpose of informing policy makers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.

Instructional Coaches-Moderate Evidence Based Research

Further, Fletcher & Vaughn (2009) discuss the importance of providing long-term support in order to allow educators to reflect and problem solve in collaborative groups. Teachers at Woodland Middle meet weekly with highly qualified, experienced contracted Instructional Coaches to review lesson plans, unit plan and frameworks, determine common assessments, plan for formative assessment, analyze student work, and continually monitor improvement strategies and at-risk students.

According to educational experts (Marzano, Reeves, Darling-Hammond, etc), collaborative planning by teachers is critical for rigorous, effective instruction and student learning. These Instructional Coaches split up the content areas into their areas of expertise-Language Arts/Social Studies and Math/Science. Using the recommendations by Fuchs, Mock, Morgan, and Young (2003); Marry and Klingner (2006); and the regulations of IDEA 2004, we are implementing the Collaborative Instructional Planning and Intervention framework. Educators must have focused instructional planning with qualified Instructional Coaches on a weekly basis to evaluate the curriculum, consider how it ensures that all students have optimal learning opportunities (Haager & Klingner, 2005), and how it provides universal access so that students meet high-quality, evidence-based academic standards. Having focused collaborative instructional planning with qualified Instructional Coaches and the intervention framework can provide a highly effective and genuine process for ensuring general education curricula access to all, while addressing the needs of students who are academically at risk. Data surrounding the efficacy of this framework were evaluated over a 2-year period (Rinaldi & Stuart, in press) in an urban school. Educators who implemented the framework indicated that it was effective because they were given time to problem solve issues about the implementation of instructional interventions while having a framework to inform Instruction. Specifically, team members felt that they were highly effective in addressing individualized education program goals and in reporting academic progress to their peers in measurable ways through graphs and student work samples.

Study Island- Strong Evidence Based Research

An investigation regarding the relationship between Study Island achievement and Florida's end-of-year test scores for students in grades 3 through 8 occurred in this study. Across grade levels and subjects, high correlations were found between student performance on Study Island standards mastery and the Florida Comprehensive Assessment Test in both math and ELA.

These results provide quantitative evidence that Study Island content is aligned to state standards across a variety of states and settings.
The evidence presented here supports the use of Study Island both to help students prepare for high-stakes assessments and as a formative assessment tool to measure student progress toward end-of-year achievement. With Study Island, students and teachers can be prepared for increased rigor and high levels of achievement.

Bernard, B.T. (2013). Student achievement and the use of the program Study Island (Unpublished doctoral dissertation). University of Minnesota, Minneapolis.

Dube, P. J. (2011). Attempting to improve standardized test results using Study Island's Web-based mastery program (Unpublished master's thesis). Michigan Technological University, Houghton.

Ostroski, T. C. (2012). The impact of Study Island as a formative assessment tool (Unpublished doctoral dissertation). Baker University, Baldwin City, KS.

http://www.edmentum.com/sites/edmentum.com/files/resource/media/0612-34_SI_FCAT_WP.pdf
RTI procedures and the Study Island program provide effective solutions to meet these needs. Study Island gives educators access to both a comprehensive assessment package and a flexible instructional practice system within a single program. Study Island aligns well with the widely used models of RTI, either alone or in combination, and functions efficiently in a multi-tiered service delivery system. Additionally, the versatility and customizable nature of the Study Island program can overcome many of the disadvantages associated with RTI implementation, making its use both suitable and desirable in any RTI environment.

A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program. Magnolia Consulting, LLC. February 13, 2009

https://www.studyisland.com/sites/studyisland.com/files/content/research/pdfs/Study%20Island%20RTI%20Research%20Report.pdf

EdPuzzle- Promising Evidence Based Research

Edpuzzle promotes active engagement, which research consistently shows improves learning outcomes. According to *Prince (2004)*, active learning strategies lead to greater retention and deeper understanding than passive learning.

- Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93(3), 223–231.

In a 2020 study by Mahmoudi and Grami, students using Edpuzzle demonstrated significantly higher engagement and performance in English language learning due to the interactive nature of video lessons.

- Mahmoudi, L., & Grami, G. M. A. (2020). The impact of Edpuzzle on EFL students' listening comprehension and engagement. *CALL-EJ*, 21(1), 1–19.

A 2019 study by Bishara (Educational Technology Research and Development) found that students who used Edpuzzle-scaffolded videos in science classes had higher achievement and retention scores compared to those who watched standard videos.

- Bishara, S. (2019). The effect of video learning with Edpuzzle on high school students' academic achievement in biology. *Educational Technology Research and Development*.

Research supports that self-paced, differentiated learning environments enhance student confidence and success, especially for diverse learning needs (*Zimmerman, 2002* on self-regulated learning). Edpuzzle allows self-paced video instruction, enabling students to pause, rewatch, and engage at their own pace—key features for universal design for learning (UDL).

- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.

Black & Wiliam (1998) emphasize that formative assessment is one of the most effective ways to improve student learning. Edpuzzle provides immediate feedback through in-video quizzes and teacher dashboards that track understanding.

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.

Gimkit- Promising Evidence Based Research

- Reading Skill Development
    - A May 2025 study in the *Indonesian Journal of Educational Development* examined ninth-grade students using Gimkit during reading instruction. Students who played Gimkit showed an average increase of 16.8 points in combined reading fluency, comprehension, and vocabulary scores.
    - https://ojs.mahadewa.ac.id/index.php/ijed/article/view/4569

- Gimkit's design, which blends currency, power-ups, leaderboards, and team modes, embodies gamification principles proven to boost student motivation and participation.
- Gimkit provides immediate feedback after each question. This rapid reinforcement helps students quickly recognize and correct mistakes. Teachers also receive analytics on question performance, enabling targeted, data-informed instruction.
- Game modes like "Team Play" and strategic mechanics (e.g. currency spending, sabotage choices) encourage strategic thinking, peer discussion, and collaborative problem-solving—skills beyond mere recall.

Magic School AI- Promising Evidence Based Research

Magic School AI Includes a combination of educational technology, game-based learning, and

specialized Artificial Intelligence research. Below are some key areas of evidence-based research relevant to Magic School Inc.

1. Game-Based Learning

Theory: Game-based learning incorporates elements of games to create an engaging and interactive learning experience.

Research Findings: Studies have shown that game-based learning can improve motivation, engagement, and retention of information in students.

Example: A study published in the Journal of Educational Psychology found that game-based learning environments significantly improved student engagement and knowledge retention compared to traditional methods.

2. Adaptive Learning Technologies

Theory: Adaptive learning technologies use algorithms to adjust the content and difficulty of material based on individual student performance.

Research Findings: Adaptive learning has been shown to personalize the learning experience effectively, catering to the individual needs of students and improving learning outcomes.

Example: A study in the International Journal of Artificial Intelligence in Education highlighted the benefits of adaptive learning systems in providing customized educational experiences that cater to the learning pace and style of each student.

3. Artificial Intelligence in Education (AIED)

Theory: AI can be used to create intelligent tutoring systems that provide personalized feedback, simulate one-on-one tutoring experiences, and facilitate collaborative learning.

Research Findings: AI in education can enhance learning by providing personalized feedback, automating administrative tasks, and offering new ways of interacting with educational content.

Example: Research published in Computers & Education has demonstrated that intelligent tutoring systems can improve student performance and provide support tailored to individual learning needs.

4. Fantasy and Imagination in Learning

Theory: Incorporating fantasy and imaginative elements can make learning more engaging and stimulate creative thinking.
Research Findings: Studies have shown that incorporating fantasy elements into educational content can enhance motivation and creativity.
Example: Research in the Journal of Learning Sciences found that imaginative contexts in learning activities can increase student engagement and foster creative problem-solving skills.

5. Virtual and Augmented Reality (VR/AR)
Theory: VR and AR technologies create immersive learning experiences that can make abstract concepts more concrete and engaging.
Research Findings: VR and AR have been shown to improve understanding and retention of complex concepts by providing interactive and immersive learning environments.
Example: A study in the British Journal of Educational Technology demonstrated that VR and AR can significantly enhance students' understanding of complex scientific concepts by providing interactive and visually rich experiences.

Conclusion
Developing an AI for a magic school involves leveraging evidence-based research in game-based learning, adaptive learning technologies, AI in education, imaginative learning, and VR/AR. By integrating these elements, you can create an engaging, personalized, and effective educational experience for students.

References:
Hamari, J., Shernoff, D. J., Rowe, E., Coller, B., Asbell-Clarke, J., & Edwards, T. (2016). Challenging games help students learn: An empirical study on engagement, flow and immersion in game-based learning. Computers in Human Behavior, 54, 170-179. https://doi.org/10.1016/j.chb.2015.07.045

Beck, J. E., & Gong, Y. (2013). Wheel-spinning: Students who fail to master a skill. In Artificial Intelligence in Education (pp. 431-440). Springer. https://doi.org/10.1007/978-3-642-39112-5_44A

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). Intelligence unleashed: An argument for AI in education. Pearson Education. Retrieved from https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/about-pearson/innovation/open-ideas/Intelligence-Unleashed-Publication.pdf

Fantasy and Imagination in Learning

Thomas, D., & Brown, J. S. (2011). A new culture of learning: Cultivating the imagination for a world of constant change. CreateSpace.

Merchant, Z., Goetz, E. T., Cifuentes, L., Keeney-Kennicutt, W., & Davis, T. J. (2014). Effectiveness of virtual reality-based instruction on students; learning outcomes in K-12 and higher education: A meta-analysis. Computers & Education, 70, 29-40. https://doi.org/10.1016/j.compedu.2013.07.033

Mapping GA History- Promising Evidence Based Research

Research supports that when students actively map places and events, they deepen their understanding of how geography shapes history. In one study, 7th-grade students used an interactive mapping platform alongside text and interviews. They demonstrated increased spatial reasoning, critical thinking, and collaborative learning outcomes through a six-session mapping unit embedded in a broader history project.

https://www.researchgate.net/publication/266911046_Exploring_Teachers%27_Use_of_Resources_to_Integrate_Geography_and_History

Mapping Georgia History intentionally connects chronological events with geographic context. Students locate key people, places, and events on map activities, which helps them detect patterns, cause-and-effect relationships, and continuity over time—techniques shown to support content retention and deeper comprehension.

Developed specifically for Georgia's social studies curriculum, each unit bridges historical content with geographic skills, and includes source analysis, infographics, and guided writing and discussion prompts.

Evaluation studies (like those involving Nystrom GeoHistoGrams, activity maps, and atlases) show that teachers rated mapping tools as especially effective for content connection, spatial thinking, and stimulating higher-level questioning among students.

Activities promote critical thinking, information literacy, writing and communication skills, especially through primary-source analysis in mapping contexts.

Progress Learning- Moderate Evidence Based Research

Norman Webb's Depth of Knowledge (DOK) levels are utilized in designing quality, rigorous instruction. To prepare students for assessments and provide practice at each learning level, Progress Learning creates content using the DOK framework (Ericson, 2023). Progress Learning uses DOK terms when designing rigorous questions that engage students. A library of questions, instructional games, and activities that are standards-based at each DOK level is provided through Progress Learning (Ericson, 2023).

By using DOK levels to guide student learning, teachers can move from assessing behavioral objectives to assessing students' cognitive engagement (Sizemore, 2015). Sizemore (2015) conducted a study examining the effects of DOK levels on student achievement and found that when there is an increase in cognitive complexity, student engagement also increases. The study also found that as teachers increase the cognitive complexity of thinking through DOK levels, student engagement increases from 89% at the DOK 1 level to 95% at the DOK 3 level. This study found that students challenged with complex work make more significant academic gains and are more apt to be engaged in the classroom.

Ericson, C. (2023). What Is DOK, and how does progress learning build content around it? *Progress Learning Blog*. https://progresslearning.com/news-blog/what-is-dok-and-how-does-progress-learning-build-content-around-it/

Sizemore, J. (2015). Intentional depth of knowledge and its effects on K-12 student engagement. *Graduate Theses, Dissertations, and Capstones*. https://scholarworks.bellarmine.edu/tdc/19

Scholastic Scope - Strong Evidence Based Research

- **Increased Engagement and Motivation:** Studies like one by Mellon (1990) suggest that middle schoolers who rarely read for pleasure might be more receptive to periodicals [4]. Magazines offer high-interest content, shorter, manageable pieces, and a variety of formats, making them more engaging than traditional textbooks [2].

- **Improved Reading Comprehension and Skills:** Research by Gabriel et al. (2012) highlights the role of background knowledge and vocabulary in magazine comprehension [Scholastic Magazines + research report]. Educational magazines can provide exposure to diverse topics, fostering background knowledge, and often include glossaries or context clues to support vocabulary development. Additionally, close reading practices using magazine articles can enhance comprehension and critical thinking skills as shown in research by Morrow & Young (1997) [1, 3].

- **Differentiation and Catering to Various Reading Levels:** Magazines offer a range of text lengths and complexities. This, as noted by Olson, Gee, & Forester (1989), allows

teachers to differentiate instruction and cater to different reading levels within a classroom [1]. Students can be challenged with articles appropriate for their abilities.

- **Exposure to Different Writing Styles and Media Literacy:** Magazines present information in various formats, like news articles, features, and reviews. This, according to research by Hall & Coles (1999), allows students to encounter diverse writing styles and how authors tailor communication for specific purposes [1]. Additionally, magazines often incorporate visuals and graphics, which can be a valuable tool for developing media literacy skills

- **Digital Integration and Engagement:** A 2021 study by Xu & Byrne explored how integrating digital magazines with print versions can enhance student engagement [1]. Their findings suggest that multimedia elements and interactive features can improve motivation and knowledge retention in middle school language arts classes.
- **Multiliteracy Skills:** Research by Jewitt et al. (2020) highlights the potential of magazines to develop multiliteracy skills, encompassing more than reading and writing [2]. Analyzing visuals, infographics, and advertisements found in magazines can be valuable activities in this regard.

STEAM- "Learning activities where students practice using integrated skills to solve problems allow for deeper and more meaningful student learning. (Wai et al., 2010). Kristy Meyrick's (2011) research concludes that STEM education improves students' learning. She states that STEM education "reduces performance gaps among particular ethnicities and socio-economically disadvantaged students by refining student skills. Moreover, learning activities are designed to focus on student engagement, knowledge acquisition, literary analysis, synthesis, and critical thinking skills that will impact the depth of student learning."

Reading and Writing across the curriculum-The National Council of Teachers of English (2011) produced an article about writing across the curriculum that indicates writing across the curriculum is a key component to learning. They also suggest that students who can read with comprehension and write about a given subject learn material in more depth than those who do not

Assessments- CARLA (The Center for Advanced Research on Language Acquisition) conducted a study regarding the use of rubrics as a component of writing instruction. They found rubrics to be integral tools in improving student writing. They state, "Rubrics help teachers move away from subjective grading by allowing them and others, including students themselves, to assess work based on consistent, often agreed upon, and objective criteria. Learners receive specific feedback about their areas of strength and weakness and about how to improve their performance." (2013).

Differentiated Instruction-Solid research validates a number of practices that provide the foundation of differentiation. These practices include using effective classroom management

procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's *zone of proximal development* (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).

Moreover, a growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

Tieso (2005) studied 31 math teachers and 645 students and found that differentiated instruction was effective for keeping high-ability students challenged in heterogeneous classrooms. In this study, pre-assessments prior to a three-week unit on statistics and probability indicated that high-performing students brought greater levels of prior knowledge to the start of the unit. Those students who were taught using a differentiated curriculum that supplemented the textbook curriculum and were placed in various groups according to their performance level demonstrated significantly higher achievement on the post-test than did high-performing students who were taught using the textbook curriculum and whole-class instruction. She concluded that revising and differentiating the curriculum, along with creating purposeful flexible grouping, may significantly improve students' mathematics achievement, especially for gifted students.

Lawrence-Brown (2004) confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms. Building on Vaughn, Bos, and Schumm's (2000) basic, three-level planning pyramid and Tomlinson and Kalbfleisch's (1998) work on differentiated classrooms, Lawrence-Brown explains how a teacher might address some students' individualized education plan goals by adapting the classroom curriculum to include manipulatives, visual aids, charts, audiotapes, and explicit expectations, while also offering an enriched curriculum to gifted students.

Baumgartner, Lipowski, and Rush (2003) studied a program to improve reading achievement among elementary and middle school students using differentiated instructional strategies, including flexible grouping, student choice of learning tasks, self-selected reading time, and access to a variety of texts. In all three of the classrooms in the study, the targeted students improved their decoding, phonemic, and comprehension skills. Student attitudes about reading and their own abilities also improved.

Educational Leadership (2010) http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx

Intervention Teachers- MTSS

- **Math**

RTI and Mathematics Instruction One major methodological and practical aspect regarding RTI is the use of research or evidence-based interventions to meet students' educational needs (Kratochwill, Volpiansky, Clements, & Ball, 2007). Research-based instruction is a cornerstone of effective intervention for students who are at-risk (Denton, Vaughn, & Fletcher, 2003). It includes instructional practices for which original data have been collected to determine their effectiveness, and scientifically-based, rigorous research designs have been utilized to evaluate the practices (State Education Research Center, n.d.). For math intervention to be successful in an RTI framework, comprehensive supplemental math interventions have to incorporate computation fluency, problem solving, and the use of visual representational all together (Fuchs et al., 2005; Fuchs, Fuchs, & Hollenbeck, 2007; Gersten et al, 2009). Gersten et al (2009) made eight recommendations for math interventions in an RTI model that were as follows: (a) provide screening to all students to identify those at risk for potential mathematics difficulties and provide interventions for those at-risk, (b) instructional materials for students receiving interventions should focus intensely on in depth treatment of whole numbers in kindergarten through Grade 5 and on rational numbers in Grades 4 through 8 (c) intervention should be explicit and systematic, (d) interventions should include instruction on solving word problems that is based on common underlying structures, (e) intervention materials should include opportunities for students to work with visual representations of mathematical ideas and teachers should be proficient in the use of visual representations, (f) interventions at all grade levels should devote about ten minutes in each session to building fluent retrieval of basic arithmetic facts, (g) progress of students receiving supplemental instruction should be monitored, and (h) interventions should include motivational strategies. All recommendations had strong or moderate evidence to support the practice except three (interventions focusing on intensive in depth treatment of whole numbers, progress monitoring, and motivational strategies). The recommendation of interventions that provide intensive instruction of whole numbers is important for many reasons. It does not take long to realize that along with increased competency in basic addition or subtraction facts, children develop or fail to develop number sense (Gersten & Chard, 1999). Number sense is a developing construct that refers to children's fluidity and flexibility with numbers, the sense of what numbers mean, and the *Corresponding Author: Vanessa Hinton, vmh0002@tigermail.auburn.edu IJEMST (International Journal of Education in Mathematics, Science and Technology) 191 ability to perform mental mathematics and look at the world and make comparisons (Berch, 1998). Number sense leads to the automatic use of math information and is the key ingredient to solve basic arithmetic computations (Gersten & Chard, 1999). Griffin, Case, and Siegler (1994) suggest number sense is a necessary ingredient for learning formal arithmetic in the early elementary grades.

Therefore, the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points (2006) suggested heavy emphasis on instruction in whole numbers for young elementary students. This position was strengthened by the 2008 report of the National Mathematics Advisory Panel (NMAP), which provided detailed benchmarks and again emphasized indepth coverage of key topics involving whole numbers as crucial for all students. Milgram and Wu (2005) suggest an intervention curriculum for at-risk students should not be oversimplified and that in-depth coverage of key concepts involving whole numbers is critical for success in mathematics.
Retrieved from: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED548038.pdf

- **Reading**

Identifying best practices
Evidence-based instruction (EBI) is the idea that classroom practices should be based on the best available scientific evidence, rather than personal judgment, tradition, social media trends, or other influences. EBI are practices consistently associated with positive learning outcomes. Evidence-based means that at least one peer-reviewed, high-quality study (hopefully more!) suggests using a specific method, tool, or practice.

Success in a MTSS framework hinges on Tier 1 instruction or high-quality general classroom instruction (Marchand-Martella, Ruby, & Martella, 2007). EBI in the general classroom should provide systematic, explicit, and cumulative instruction in whole-class and targeted small groups for reading. EBI should consider assessed needs of students and target areas of reading identified for best practice:

oral language
concepts of print
alphabet knowledge
phonemic awareness
phonics and spelling
fluency
morphology
vocabulary
reading comprehension
writing

Grade-level teams may work together to create planning templates for allocating time and topics in whole and small-group instruction. Using collaborative planning allows grade-level teams to coordinate EBI and determine if instruction is working (Coyne et al, 2016)

Many schools adopt a core reading program to support EBI, since these programs include a scope and sequence, assist with vertical planning across grade levels, and provide suggestions for differentiating for students who are below and above grade level (Leonard, Coyne, Oldham, Burns, & Gillis, 2019). See the next section: Tier 1 Instruction.
For students with reading difficulties in Tiers 2 and 3, Gersten et al (2017) recommend devoting time to decoding and word-level study. The authors examined 20 studies of 11 different types of reading interventions and found the strongest effects for interventions that targeted word and pseudoword reading. For students in grades 2 and 3, there were some positive effects on reading comprehension and passage fluency. Surprisingly, most of the interventions were 1-on-1 and provided support for the intervention provider. Gersten et al (2017) noted that these practices (1:1 and ongoing support) were not typical of most schools.

Retrieved from: https://www.readingrockets.org/classroom/evidence-based-instruction/what-is-evidence-based-instruction

a.iii. 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 through activities which <u>may</u> include:

a. **counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;**
b. **preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high school);**
c. **implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);**
d. **professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;**
e. **strategies for assisting preschool children in the transition from early**

childhood education.

Response:

a. Counseling services are provided to individual students for grief counseling and any other concerns. Individual counseling is an on-demand service to provide immediate intervention for students. Counselors provide monthly classroom guidance on bullying awareness, organization, college and career readiness, and other social issues as needed. Counselors also meet with small groups weekly. Students also have the opportunity to participate in a variety of connections classes such as: agriculture, engineering, art, family and consumer science, band, physical education, and chorus. Connections classes allow students to participate in project-based learning using a multi-disciplinary approach. Students are also able to participate in clubs and multiple after school activities such as band, academic bowl, and sports. At risk students are provided mentors in cooperation with Communities in Schools.

b. Preparation for and awareness of opportunities in careers and higher education are provided through classroom guidance, career day advanced classes, all students are enrolled in 9th grade Physical Science in 8th grade. Some 8th grade students are enrolled in 9th grade Honors Literature and Composition and Coordinate Algebra, and YouScience.

c. Student support teams attend IEP meetings and 504 meetings to discuss student progress and any needed modifications to the IEP or 504. Student support teams meet weekly to discuss student progress and SPED teachers make everyone aware of any modifications and provide needed support to implement accommodations listed.

d. Areas of strengths and weaknesses within our school have been identified through the use of Georgia Milestone data, Map data, CCRPI data, and teacher surveys. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we have set aside Title I funds so that teachers can work with a consultant on research based instructional strategies to increase writing and literacy skills. Lucy Calkins program, presented by the instructional coach who will work with ELA teachers throughout the year and through professional development at the Teacher's College Institute. Additionally, we will utilize instructional coaches in ELA, math, and social students to provide professional learning opportunities. Also, teachers will participate in continuing education through STEAM conferences.

We will provide instruction by certified teachers who meet the standards established by the Hart County Charter System.

Opportunities and openings are listed on the school system website as well as Teach Georgia. Hart County Schools is an EOE (Equal Opportunity Employer).

- ➢ Opportunities for teachers to add to their certification through RESA led and PSC approved endorsement programs.

- ➢ Hart County Charter System works collaboratively with colleges to provide cohort and online opportunities for teachers to seek advanced degrees.
- ➢ System provides on-site professional learning opportunities for all teachers throughout the year.
- ➢ Hart County Middle School works with local colleges and universities by allowing student teachers and practicum students to work alongside grade-level teachers in their preparation as future educators.
- ➢ Newly hired teachers and veteran teachers new to the school are given additional training during a New Teacher Orientation as well as paired with mentors for continued support throughout the year.
- ➢ When positions become available, an interview team of highly qualified teachers and School Governance Team members assist the administrators in determining the right candidate for the open position. This practice allows teachers to serve in leadership roles and gives all stakeholders a voice in the hiring process.

e. No preschool students transition into middle school.

- Address how the school will determine if such needs have been met; and
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

- *Response:* Common assessments, formative assessments, progress monitoring, and summative assessments will help determine if the needs have been met.
- Weekly collaborative meetings where teachers review data from unit assessments, formative assessments, and state mandated tests. Attention will be given to the performance of targeted populations. Data will help form flexible groups and indicate who needs additional support/extended day tutoring.
- Data from assessments will be used to analyze student performance and develop instructional interventions.
- Progress monitoring data will be kept for students not making progress.
- Students who are not making progress on instructional interventions will be supported through the RTI process.

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. Is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of ESSA, in which case such school may continue to operate such program, but shall develop amendments to existing plan during the first year of assistance after the date to reflect the provisions of this section;

b. Is developed with the involvement of parents and other members of the community to be served and individuals who carry out such plan, including teachers, principals, other school leaders, paraprofessionals, administrators, the local LEA, to the extent feasible, tribes, & tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistances providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the schools;

c. Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards;
   i. Address the regular monitoring & implementation of, and the results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement
   ii. Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been farther from achieving the standards.

d. Is available to the local educational agency, parents, and the public, and the information contained in such a plan shall be in understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Response:

a. The Hart County Middle School developed the schoolwide plan. The schoolwide plan was initially developed during a one -year period. This schoolwide plan was updated upon completion of the 2024-2025 school year for implementation during the 2025-2026 school year.

b. We have developed our Schoolwide Plan with the involvement of the community to be served and individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Jacqueline Brock, Trae Jones, Tonya Bridges, Tee King, Joshua McCurley, Heather Page, Lisa Wells, Nancy Rivera, Steve Franco Rivera, Alma Lidia Rangel, Jorge Acuna, and Ashley Acuna Rangel. Teachers and administrators met daily June 2 through June 4, 2025. The team members that were involved reviewed the Schoolwide Plan for the 2024-2025 school year and made changes to meet the needs of the 2025-2026 school year based on parent, teacher, and paraprofessional surveys, MAP Data, CCRPI scores, Georgia Milestones, and teacher, parent, and community member input. Dr. Brock led the discussions, provided reports and data, and made the changes to the Schoolwide Plan. Joshua McCurley kept minutes throughout the meetings each day and made changes to the compacts. All participants

reviewed and analyzed MAP data to identify the areas of weakness for the school so that this information could be used to plan professional development/needed resources. All staff and parents were invited to attend the planning meetings as well as give feedback throughout the school year through parent meetings, the parent engagement survey, parent event evaluations, and leadership meetings.

c. The schoolwide plan remains effective for the duration of the school's participation in Title I, Part A. The plan is revised and approved annually with periodic monitoring throughout the year to gauge the effectiveness of the plan. If revisions are necessary prior to the end of the current school year, the plan is revised and submitted to the Title I Director for district level approval.

i. Throughout the school year, the SWP will be used for student growth and achievement in all academic areas by allowing teachers to have a guide for resources available to them for instruction in the classroom. Throughout the school year the SWP will be monitored by stakeholders having access to view and provide feedback. Also throughout the school year, data from MAP testing and classroom assessments will be analyzed at both the classroom and schoolwide levels in order to measure effectiveness of instruction at HCMS. At the conclusion of the school year, data from state testing and end-of-year MAP testing will be analyzed to determine areas of strength and weakness and compare those to the previous year.

ii. The effectiveness of the SWP will be measured both throughout the school year and at the conclusion of the school year by analyzing data from classroom assessments, school level assessments (such as MAP), and state testing (End of Grade and End of Course Testing). This data will be analyzed by both classroom teachers and administrators at HCMS and then ultimately compared to previous years and surrounding schools, if applicable.

d. The Schoolwide Plan will be available to the LEA, parents, and the public (internet, newspaper, newsletters). We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by communicating effectively in simple, parent-friendly terms. (Home-language surveys are completed for each new student upon enrollment. Translated copies of information are sent when available.) We will share information related to school and parent programs, meetings, and other activities in a variety of ways, including:

- School Status
- Automated Phone Calls
- School Sign
- School Website
- School Facebook
- Title I Flyers
- Newspaper

- Parent-Teacher Conferences (October and March) – A translator may be provided for parent conferences at least twice a year and upon request for parents with limited English proficiency. Teachers and administrators work closely with parents with disabilities to accommodate their special needs. Transportation and support may be provided by the school Social Worker/Migrant Coordinator.

At this time Hart County Middle School does not have a significant percentage of parents whose primary language is not English. In the future if a significant percentage of parents speak a primary language other than English, the schoolwide plan will be translated into that language.

4. ESSA Requirements to include in the Schoolwide Plan:

a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)

b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec 1112(b)(7), and Sec, 1112€(3)(C) for parents of English Learners

c. If a middle school or high school, describe how the school will implement strategies to facilitate effective transitions for students from elementary to middle school and middle school to high school, and from high school to postsecondary education including, if applicable –
   i. through coordination with institutions of higher learning, employers, and other local partners; and
   ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills. Sec.1112(b)(10)

Response:
a**.** Evidence-based interventions are addressed in section 2.a.i of this plan.
b. We will use and implement effective parent and family engagement strategies under Section 116, Section 1112(b)(7) and Section 1112(3)(c) for parents of English Learners as follows:
We have developed a Parent and Family Engagement Plan included in our appendices that includes strategies to increase parental engagement such as family literacy services;

(1) **Annual Title 1 Meeting August 25, 2025 6:00 pm - 6:30 pm** - An overview of the following will be provided: School Wide Plan, Parent/Family Engagement Plan & Student/Teacher/Parent Compacts. Title 1 requirements will be explained. (Transition services available upon request) **Redelivery:** August 26, 2025 7:30 am to 8:00 am.

(2) **Curriculum Night August 25, 2025 6:30 pm - 7:30 pm -** Parents will receive training from teachers (ELA, Math, and Social Studies) on our instructional programs which include Lucy Calkins, STEMscopes, IXL, and Progress Learning. Interpreters may be provided upon request. Materials will be provided in Spanish as well as English. **Redelivery: August 26, 2025 -7:30 am to 8:00 am** in the HCMS Media Center.

(3) **September 15, 2025 - Digital & Social Media for Middle School Parents - 5:30 - 7:00 pm -** Parents can learn everything they need to know about digital citizenship, social media safety, and how to monitor their child's phone/activity online. This will be located at the HCCSS' Agriscience Center and presented by Chris Fuller, Pioneer RESA Technology Director.

(4) **Parent Conferences October 16, 2025 1:30 pm - 7:30 pm** - Parents will meet with teachers to discuss student progress.

(5) **Literacy Night November 10, 2025 6:00 pm - 7:30 pm** - Parents will receive their child's MAP scores which will include Lexile level. Teachers will provide parents with information to access books on the child's Lexile level. Interpreters may be provided as requested. Materials may be provided in Spanish as well as English.

(6) **HC Parent Advisory Council (PAC) Meeting November 10, 2025 7:00 - 7:30 pm-** A meeting where parents of migrant students gather to provide input, guidance, and support for the Migrant Education Program (MEP). These meetings aim to foster collaboration between parents, school staff, and program coordinators to improve the MEP.

(7) **January 20, 2026 - HCMS Community Connects Night 5:00 pm - 6:30 pm** Families will have the opportunity to make a connection with our school counselors, learn about PBIS & Social Empowerment, and Infinite Campus access for Middle School families.

(8) **Parent Conferences March 24, 2026 1:30 pm - 7:30 pm** - Parents will meet with teachers to discuss student progress.

(9) **District STEAM/PBL Showcase April 2, 2026 6:00 pm - 7:30 pm**- Parents will have the opportunity to see how PBL and STEAM is being utilized throughout the county. Students will present their learning alongside their peers in order to showcase this district initiative.

(10) **Spring Parent Input Meeting April 17, 2026-** Parents will be given the opportunity to provide information about the Title I program in order to identify needs for the school.

We provided ALL parents with the opportunity to participate in the planning process of the comprehensive schoolwide program plan by inviting families via flyers that were sent home with students, the school sign, the school website, social media, and a system call out to our school families.

- Parents will receive individual student test results for all assessments. MAP scores will be sent home with students and explained during Curriculum Night in August and when picking up report cards. For state tests, individual student results are sent to the local school where the results are given to the parents in hard copy with explanation. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parent-Teacher conferences will be utilized to review and explain assessment data and student achievement. MTSS meetings provide opportunities for at-risk-students and parents to discuss their student's achievement with teachers and other professionals. Between conferences, teachers communicate with parents on a regular basis through phone calls, emails, and student agendas.

  State Assessment (GA Milestones) will be sent home with students along with an interpretation guide and specific information about what the scores mean and how each student has improved from the previous years. Milestone scores are sent home to parents with spring report cards. Parents are notified through automatic phone dialer calls to alert parents the day before important information is coming home. In addition, reports are placed in student's permanent records which are accessible to parents upon request.

  Common Assessments and Results of Diagnostic Screeners, given to all students, are provided to parents via parent teacher conferences as well as through goal setting documentation that is discussed with each student. Information about current performance and goals for the next assessment are provided.

Parents are provided information about the assessment during parent engagement activities as well.

- The Hart County Middle Schoolwide Plan is available to parents and the public in the following ways: posted on school website, copy at the LEA, and copy in the media center.
- Parent compacts can be located in the Parental Engagement Notebook
- The Parent and Family Engagement Plan checklist can be located in the Parental

Involvement Notebook

c. Following are our plans for assisting students in the transition between programs. We have written plans for students entering middle school and moving to high school as well as entering from private schools, home schools, or other public schools throughout the school year. These plans include a transition specialist for *students with disabilities,* a written plan for *students with disabilities* at every grade level (IEP intake meeting), information about Georgia Futures, and the Student Support Team to assist in a smooth transition for *students with disabilities.*

A meet the teacher transition camp for 6th graders is scheduled before school starts to allow all parents and students a chance to learn rules, procedures, layout of the school, chrome book usage, etc… to ease the student's apprehensions about starting a new school before the actual first day of school arrives.

For students transitioning from HCMS to HCHS, information sessions are provided for rising 9th grade students to discuss available courses and requirements for graduation. Learning pathways, STEAM, advanced courses and electives are discussed. Students transitioning to 9th grade are taken to the high school for a tour and provided information about academic classes and career pathways. The high school guidance counselors as well as school administrators visit HCMS to schedule the rising 9th graders. Hart County Middle School counselors work with the high school to provide information and guidance sessions about high school courses.

Students enrolling during the school year from private schools, home schools, or other public schools first meet with the counselor to create a schedule and are then provided a peer guide for the first few days. Students withdrawing during the school year are provided a withdrawal form that teachers sign-off on clearance of books and any school fees (Media Specialist, Lunch or Clubs).

5. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

A. Teachers are included in decisions regarding the use of academic assessments through the use of Data Teams during each unit of instruction. Grade Level Departments develop unit plans that have embedded common and summative assessments. The assessments are analyzed by teachers and shared with administration. Based on assessment results, teachers and the administration provide targeted specific instruction for students who are identified as having the greatest need. This instruction takes place in the classroom, during connections, HARTbreak, as well as during targeted instruction when available.

Parents are made aware of the progress of students and are invited to the school to learn strategies as well as participate in tutorial sessions to gain a better understanding of the topic.

Teachers will analyze MAP data to plan for remediation or acceleration. Teachers meet with administrators and discuss trends, goals, or needs after viewing Growth Reports in SLDS for Georgia Milestones. Teachers also discuss assessment data during vertical planning and use the information to drive their instruction. Strategies are discussed during these meetings. Teachers form their groups from the data to provide differentiated instruction.

6. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include after school help offered by classroom teachers, on-going purposeful grouping, and differentiation based on data from both formal and informal assessments. Specific software programs such as IXL and Study Island, which does have a path to link to MAP scores, are also used to address both weaknesses and strengths of weekly data. Tutoring will be made available to assist students who are not achieving satisfactory results during HARTbreak or after school.

The subgroups for students with disabilities, as well as Black students did not meet the state performance target for science. Both subgroups also did not meet the state performance target for math. We feel that this is attributed to limited background experiences and the need for more vocabulary development. We plan to build vocabulary across the content areas through research based instructional strategies and by

linking MAP data to Study Island. The Study Island Program can prescribe a learning path to work on vocabulary development.

The Hispanic subgroup did not meet the state performance target in ELA, Math, Science, and Social Studies.

The SWD subgroup did not make progress nor did they meet the state performance targets for Math, Science, or Social Studies. They did however meet the state performance target in English Language Arts. We feel that these groups' lower performance is based on limited vocabulary development and background experiences. Study Island is linked to MAP data to address individual needs. Remediation will be offered after school and/or HartBreak to provide opportunities to build vocabulary and enhance student learning.

The white subgroup met the state performance targets for ELA. This subgroup did not make progress nor did they meet state performance targets for Science or Social Studies. We believe this group performed lower in these areas due to varied learning styles which will be addressed by teachers routinely utilizing differentiated instructional strategies. The Science, ELA, and Math instructional coaches will assist with Social Studies instruction, model strategies, and assist with implementing research-based strategies.

7. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

The following chart represents the integration of federal, state, and local services and programs.

Funding Source	Resources provided
FTE	Teachers, paraprofessionals, other instructional materials and supplies, software, and transportation
Title I	Instructional materials, technology, supplies, leveled reading books, chromebook chargers, iPads, professional development training, professional development resources/books for teachers, Project Based Learning Materials/resources, software (Study Island,

	STEMscopes, IXL, NewsELA, Padlet, Screencastify, Flocabulary, MagicSchool AI, Gimkit, EdPuzzle, Progress Learning, Scholastic Scope), Instructional Coaches (Math/ ELA/Science), Science lab safety equipment (goggles and sterilization cabinets with transport carts), Science lab consumables, Mapping GA History Materials, Manipulatives, Paper, Bookshelves, Mobile Book Carts, robotics equipment, tutoring services (including after school and summer school), Reading/Math Interventionists
Title II	Professional Learning Opportunities
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software
SPLOST	Chromebooks, Teacher Laptops, iPads
Carl D Perkins	N/A

8. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Parents will receive individual student test results for all assessments. MAP scores will be sent home with students and explained during Curriculum Night in August and when picking up report cards in January. For state tests, individual student results are sent to the local school where the results are given to the parents in hard copy with explanation. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parent-Teacher conferences will be utilized to review and explain assessment data and student achievement. SST meetings are another opportunity for parents to discuss their student's achievement with teachers and other professionals. In addition to conferences, teachers communicate with parents on a regular basis through phone calls, e-mails, and student agendas.

State Assessment (GA Milestones) will be sent home with students along with an interpretation guide and specific information about what the scores mean and how each student has improved from the previous years. Scores are placed in progress reports or report cards to ensure that information is sent home, the school makes automatic phone dialer calls to all parents the day before and the day that reports are sent home. In addition, reports are placed in student's permanent records which are accessible to parents upon request.

Common Assessments and Results of Diagnostic Screeners given to all students are provided to parents via parent teacher conferences as well as through goal setting documentation that is discussed with each student. Information about current performance, performance related to others and goals for next assessment are provided.

Parents are provided information about the assessment during parent engagement activities as well.

9. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program.

Response: The state of Georgia collects and disaggregates achievement and assessment data on students in Georgia through the state testing program. Georgia Milestone reports are disaggregated by the state and returned to the school system.

Computer programs such as Study Island and IXL will be useful in collection and disaggregation of data on the achievement and assessment results of students. The purpose of this work is to create a foundational research base to support the design features and instructional elements of the Study Island program. This supporting research is presented in the following sections:

- Continuously updated content that is developed from specific Georgia Standards of Excellence
- Diagnostic, formative, and summative results
- Assessment feedback loops
- Ongoing and distributed skill practice
- Time and support for writing practice
- Accommodations for ELL and special needs populations
- Motivational components
- College and career readiness resources for high school students
- A variety of instructional formats
- Dynamic and generative content
- Online learning
- Professional development resources for teachers
- Parental Engagement

10. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: State assessment reports such as Georgia Milestones, are disaggregated by the state and returned to the school system. The Georgia Department of Education assures the validity and reliability of these assessments. Training is provided to all teachers on the use of the State Longitudinal Data System (SLDS) to analyze provided data, guide instruction, and lesson creation.

Study Island

The purpose of this work is to create a foundational research base to support the design features and instructional elements of the Study Island program. This supporting research is presented in the following sections:

- Continuously updated content that is developed from specific Georgia Performance Standards
- Diagnostic, formative, and summative results
- Assessment feedback loops
- Ongoing and distributed skill practice
- Time and support for writing practice
- Accommodations for ELL and special needs populations
- Motivational components
- College and career readiness resources for high school students
- A variety of instructional format
- Online learning
- Dynamic and generative content
- Professional development resources for teachers
- Parental involvement

11. Provisions for public reporting of disaggregated data.

Response: The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (www.gadoe.org). It is also included in the ESEA report which is found on the school website. This report includes trends in data and highlights programs that schools are implementing to increase student achievement. The most recent version is included with this Schoolwide Plan.

State Assessment (GA Milestones) results will be sent home with students with an interpretation guide and specific information about what the scores mean and how each student has improved from the previous years. Scores are placed in progress reports or report cards to ensure that information is sent home, the school makes automatic phone dialer calls to all parents the day before and the day that reports are sent home. In addition, reports are placed in student's permanent records which are accessible to parents upon request.

District Assessment (MAP) will be given to all students three times a year to measure growth, project proficiency, and assess mastery of skills. This assessment will be used to inform teacher instruction as well as goal setting with each student. Goal setting will include: Information about current performance, performance related to others, and goals for the next assessment. Parents are provided information about the MAP during parent involvement activities as well.

12. Plan is subject to the school improvement provisions

Response:
This plan is subject to the provisions of the Every Student Succeeds Act of 2015.