



**2025-2026**

**Georgia Department of Education Title I  
Schoolwide/School Improvement Plan**

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**School Information**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>			
<b>School Name: Hartwell Elementary School</b>		<b>District Name: Hart County</b>	
<b>Principal Name: Ashley McNeill, Ed.S.</b>		<b>School Year: 2025-2026</b>	
<b>School Mailing Address: 147 S College Ave. Hartwell, GA 30643</b>			
<b>Telephone: 706-376-4425</b>			
<b>District Title I Director/Coordinator Name: Lamar Scott</b>			
<b>District Title I Director/Coordinator Mailing Address: 284 Campbell Dr. Hartwell, GA 30643</b>			
<b>Email Address: lamar.scott@hart.k12.ga.us</b>			
<b>Telephone: (706) 376-5141</b>			
<b>Principal's Signature:</b>		<b>Date:</b>	
<b>Title I Director's Signature:</b>		<b>Date:</b>	
<b>Superintendent's Signature:</b>		<b>Date:</b>	
<b>Revision Date: 6/4/25</b>	<b>Revision Date:</b>	<b>Revision Date:</b>	

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**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.

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**Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Ashley McNeill, Ed. S.		Principal
Andrea Gibbs, Ed. S.		Assistant Principal
Brett Carey		Teacher/Data Collection
Shuntel Curry		Teacher/Data Collection
Brianna Leverett		Teacher/Data Collection
Wendy Page		Teacher/Data Collection/Minutes
Bridget Hill		Teacher/Governance Team Member
Reuben Johnson		Parent
Kayla Thornton		Parent/Governance Team Member
Bill Leard		Governance Team Member
Brooks Page		Community Stakeholder
Shalisha Lewis		Parent/Governance Team Member/ Community Stakeholder

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**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).**

A. We have developed our schoolwide plan with the involvement of the community and individuals who will carry out the comprehensive schoolwide/school improvement program plan. Teachers were invited to attend the Title I Planning Week to review, provide input, and add additional feedback. Those persons involved were Ashley McNeill (Data Collection/Facilitator), Andrea Gibbs (Data Collection/Facilitator), Shuntel Curry (Data Collection), Brett Carey (Data Collection), Briana Leverett (Data Collection), Wendy Page (Data Collection, Minutes). School Governance team members included Bridget Hill. The School Governance team members, and parent representatives and stakeholders involved, reviewed the gathered data from the Comprehensive Needs Assessment. The team also discussed Title I funds, how funds should be spent to best meet the needs of students and families, and made suggestions to improve our overall school achievement and climate. The planning committee met daily between Monday, June 2, 2025, to Wednesday, June 4, 2025, to develop our School Wide Improvement Plan (SWP), Parental and Family Engagement Plan (PFEP), and our Parent/Student/Teacher Compacts for the 2025-2026 school year. Title One Committee members assisted in collecting 2025 data using the SLDS system, EOG data file, and NWEA MAP data to help drive decision making throughout the creation of these documents. Parents were involved by providing feedback, and were also allowed to help make decisions, to improve school processes at Hartwell Elementary School.

According to 2024 Georgia Department of Education data, Hartwell Elementary School serves grades Pre-K through fifth grades and is one of three elementary schools in the Hart County Charter School System. Hartwell Elementary is home to approximately 594 students, with an ethnicity of 45.18% White, 35.70% African American, 0% American Indian or Alaskan native, 2.05% Asian or Pacific Islander, 6.95% Hispanic, and 10.11% two or more races. Of our student population, 52% are male and 48% are female. Approximately 5% of the student body is enrolled in, and receive, gifted education services and 15.8% receive special education services. The teaching staff consists of 28 homeroom teachers, 14 teachers serving in support roles, and 15 paraprofessionals. The current pupil/teacher ratio is approximately 21:1. The average homeroom class size is 21 students.

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The Hart County System Improvement Team provided the guiding force for strategic planning at both the system and school level. Meetings focused on student data and research-based strategies for school improvement and student achievement. A continuous and progressive focus of the team is improving the school, overall, with a determined emphasis on developing and providing a strong standards-based curriculum. In addition, principals met monthly with the district instructional coaches. The instructional coaches and principals continually collaborate with district leadership regarding teaching and learning.

Hartwell Elementary School developed the Schoolwide Plan with the participation of stakeholders. Staff members, School Governance Team members, Leadership Team members, and parents assisted in developing the plan. These stakeholders also helped carry out the comprehensive schoolwide plan. Members of our School Governance Team were involved in the development of the plan and were updated on the direction and progress of the schoolwide improvement plan. Hartwell parents and other stakeholders were invited to participate in a one-day planning event on June 4, 2025. On this days, the purpose of our schoolwide plan was discussed, our student achievement data was reviewed, as well as, other demographic and attendance data. Ideas for improving student achievement, as well as, providing a more cohesive educational program were discussed and a list of goal areas for Hartwell was established. The group of stakeholders then prioritized a list of action steps and assigned the action steps to the goal areas for our schoolwide improvement plan. Once the goals and action steps were developed, the plan was reviewed by all participants.

B. The following instruments, procedures, or processes were used to obtain this information. Our school improvement process for the 2025-2026 school year began in the Spring of 2025, with data collection in the form of a comprehensive parent survey, a staff professional learning survey, and several brainstorming sessions with data teams, leadership team members, the school governance team, and parent groups. Hartwell Elementary gathered information from many sources to determine schoolwide needs. All staff members, including certified teachers and paraprofessionals, completed a system level Needs Assessment to help identify areas to be included in professional learning activities. Certified staff members also completed a TKES Self-Assessment that identified individual strengths and areas of need. These areas are then addressed in Professional Learning Communities (PLCs) throughout the school year and in individual professional learning plans.

Hartwell Elementary gathered information from parents through the Title I Parent/Family Engagement Survey and surveys after each Title I Parent Training. Parents were invited to attend the Annual Title I Meeting before Curriculum Night in the fall. Title I Parent/Family Engagement week in late spring offered a platform for parents and guardians to offer suggestions concerning the programs at Hartwell and the use of allocated funds.

The School Leadership Team engaged in collaboration sessions. The team discussed and explored additional ideas for professional learning to improve the instructional programs

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at Hartwell. Information gathered from these sources, and combined with 2024-2025 MAP data, 2024-2025 Georgia Milestones data, 2024-2025 GKIDS data, 2024 CCRPI Data collection, and our students' overall academic progress, was used to guide the team's decisions in developing our 2025-2026 plan. Attendance and discipline data was also collected and analyzed. The leadership team met each month and reviewed and adjusted student achievement whereby the school improvement plan is an ongoing process.

Hartwell Elementary gathered information from a variety of sources to determine student needs including CCRPI data, Georgia Milestones Assessment data, Achievement Team data from summative and cumulative assessments, Lexile Scores, and MAP data. All of the information obtained was used to drive our school wide improvement plan and our district plan. A description of these instruments follows:

**College & Career Ready Performance Index (CCRPI)**-An Index has been designed around a comprehensive definition of college and career readiness. This is the level of achievement required in order for a student to enroll in two or four year colleges, universities, and technical colleges without remediation. This means that all students will graduate from high school with both rigorous content knowledge and the ability to apply that knowledge. The CCRPI overall score is made up of three major areas: Achievement, Progress, and Achievement Gap.

**Georgia Milestones Assessment**- The Georgia Milestones assessment measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. This assessment is designed to provide students with critical information about their own achievement and their readiness for their next level of learning (e.g., next grade, the next course, or endeavor/college or career).

**Lexile Scores**-This is a scientific way to match readers with text. Lexile provides a clear way to measure students' progress toward college and career readiness. Based on common core standards, Lexile scores are represented by grade level ranges and Lexile bands (scores).

**Measures of Academic Progress (MAP)**-MAP assessments are computer adaptive achievement tests in Mathematics, Language Usage, and Reading. MAP is a norm-referenced assessment that

measures student growth over time. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on his or her unique learning path. MAP tracks student progress throughout a year and across school years and is linked to software tools (e.g., Exact Path, Study Island), which can assist teachers and administrators in planning instruction.

C. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. MAP data was analyzed by grade level, subject, content, and ethnicity. In reference to math MAP data,

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Measurement & Data was a common area of concern for grades 3-5. For reading, Vocabulary Acquisition and Use was a concern for 3rd grade. Informational Text was a concern for grades 4-5.

For reading, the major strengths highlighted in data were Kindergarten Foundational Skills, First grade Foundational Skills, Literature, and Vocabulary Acquisition and Use, and Second grade Literature. Additionally, Informational Text was a strength in Third Grade, while Literature was a strength in Fourth and Vocabulary Acquisition and Use in Fifth Grade. For math, Kindergarten’s strength was Numerical Reasoning & Patterning and Algebraic Reasoning. First Grade was Geometric and Spatial Reasoning. Second Grade was Measurement and Data. Third and Fourth Grade was Patterning & Algebraic Reasoning. Fifth Grade’s strength was Numerical Reasoning.

In Kindergarten, the major deficit was Vocabulary Acquisition and Use. In First Grade, the weaknesses were Language and Conventions and Informational Text. In Second and Third Grades the major need was Vocabulary Acquisition and Use. Fourth and Fifth Grades’ area of concern was Informational Text. For math in Kindergarten, the need was Measurement and Data Reasoning. In First Grade, the need was Numerical Reasoning and Patterning and Algebraic Reasoning. In Second Grade, the need was Patterning and Algebraic Reasoning. In Grades Third, Fourth, and Fifth, the need was Measurement and Data.

Throughout the upcoming school year, subgroup deficits will be addressed utilizing differentiation to meet their needs. Parents also need resources to support student learning. We will offer tutoring, as well as summer learning opportunities by certified teachers to close the gaps in achievement in specific subgroups. We will also address attendance concerns of students and staff. We will target specific discipline concerns and students who have multiple incidents.

D. Below we’ve listed longitudinal data in each content area and different subgroups.

	Mathematics			% Scoring Levels 2, 3, and 4 on GMA								
	State Target	System All Students	School All Students	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
18-19	63.4%		76%	72%	88%	--	--	--	--	30%	--	*
19-20	No data due to COVID pandemic.											
20-21	N/A		67%	67%	71%	--	--	--	--	54%	--	*
21-22	N/A	75%	60%	45%	--	--	--	--	--	9%	17%	*

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22-23	N/A		47%	42%	-	-	-	-	-	13%	50%	*
23-24	N/A											
24-25	N/A	74.5	61	40.7	76.9	-	-	-	46	26.4	-	54.8

Due to the COVID pandemic and no accountability with CCRPI, there is no data to compare the 2020-2021 data to.

	ELA			% Scoring Levels 2, 3, and 4 on GMAS								
	State Target	System All Students	School All Students	Black	White	Hispanic	Asian	American Indian	Two or More Races	SW D	LE P	Econ Disadv
18-19	61.2%	63.5	63%	50%	81%	--	--	--	--	22%	--	*
19-20	No data due to COVID pandemic.											
20-21	N/A	*	55%	67%	64%	--	--	--	--	32%	--	*
21-22	N/A	68%	59%	45%	--	--	--	--	--	16%	17%	*
22-23	N/A		48%	39%	-	-	-	-	-	16%	25%	*
23-24	N/A		43%	38%	64%	-	-	-	45%	23%	-	45%
24-25	59.4	63.5	52.5%	40	65.9	-	-	-	30	20.6		45.5

Due to the COVID pandemic and no accountability with CCRPI, there is no data to compare the 2020-2021 data to.

	Science			% Scoring Levels 2, 3, and 4 on GMA								
	State Target	System All Students	School All Students	Black	White	Hispanic	Asian	American Indian	Two or More Races	SW D	LE P	Econ Disadv
18-19	75.9%		76%	55%	89%	--	--	--	--	44%	--	*
19-20	No data due to COVID pandemic.											
20-21	N/A		61%	46%	75%	--	--	--	--	75%	--	*
21-22	N/A	77%	77%	--	--	--	--	--	--	--	--	*
22-23	N/A		43%	-	-	-	-	-	-	-	-	*

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23-24	N/A		59%	23%	50%	—	—	—	—	19%	—	<b>34%</b>
24-25	56.01	62.1	64.6	51.7	80	—	—	—	—	29	—	<b>57.7</b>



## Grade Report

Grade K

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	86
Mean RIT Score	163.6
Standard Deviation	14.7
District Grade-Level Mean RIT	162.3
Students At or Above District Grade-Level Mean RIT	48
Grade-Level Mean RIT	154.8
Students At or Above Grade-Level Mean RIT	69

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	10	12%	2	2%	12	14%	21	24%	41	48%	162-164-165	14.7

### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
 Test Invalidation Reasons: \*\*\*\*1 The test duration was too short to provide a valid result. \*\*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*\*3 The overall RIT score for this test is below the valid range.  
 \*\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*\*5 The standard error for this test is above acceptable limits. \*\*\*\*6 The test has been identified as invalid. \*\*\*\*7 High level of rapid guessing has invalidated test.  
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
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## Grade Report

Grade K

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	86
Mean RIT Score	155.6
Standard Deviation	12.2
District Grade-Level Mean RIT	155
Students At or Above District Grade-Level Mean RIT	48
Grade-Level Mean RIT	150.9
Students At or Above Grade-Level Mean RIT	60

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	9	10%	11	13%	18	21%	25	29%	23	27%	154-156-157	12.2

### Explanatory Notes

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## Grade Report

Grade 1

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

**Math: Math K-12**

Summary	
Total Number of Students With Valid Growth Scores	82
Mean RIT Score	179.3
Standard Deviation	17.4
District Grade-Level Mean RIT	178.8
Students At or Above District Grade-Level Mean RIT	43
Grade-Level Mean RIT	174.5
Students At or Above Grade-Level Mean RIT	52

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	14	17%	8	10%	15	18%	16	20%	29	35%	177-179-181	17.4

**Explanatory Notes**

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 Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.  
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## Grade Report

Grade 1

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	83
Mean RIT Score	169.6
Standard Deviation	15.8
District Grade-Level Mean RIT	171.4
Students At or Above District Grade-Level Mean RIT	40
Grade-Level Mean RIT	169.7
Students At or Above Grade-Level Mean RIT	43

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	19	23%	13	16%	15	18%	18	22%	18	22%	168-170-171	15.8

### Explanatory Notes

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## Grade Report

**Grade 2**

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

**Math: Math K-12**

Summary	
Total Number of Students With Valid Growth Scores	89
Mean RIT Score	183.1
Standard Deviation	13
District Grade-Level Mean RIT	186.7
Students At or Above District Grade-Level Mean RIT	34
Grade-Level Mean RIT	187.8
Students At or Above Grade-Level Mean RIT	33

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	27	30%	22	25%	17	19%	15	17%	8	9%	182-183-184	13

**Explanatory Notes**

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## Grade Report

Grade 2

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	89
Mean RIT Score	178.2
Standard Deviation	15.3
District Grade-Level Mean RIT	180.1
Students At or Above District Grade-Level Mean RIT	40
Grade-Level Mean RIT	184.3
Students At or Above Grade-Level Mean RIT	33

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	37	42%	12	13%	11	12%	20	22%	9	10%	177-178-180	15.3

### Explanatory Notes

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# Georgia Department of Education Title I Schoolwide/School Improvement Plan



## Grade Report

**Grade 3**

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

**Math: Math K-12**

Summary	
Total Number of Students With Valid Growth Scores	94
Mean RIT Score	196.7
Standard Deviation	13
District Grade-Level Mean RIT	198.3
Students At or Above District Grade-Level Mean RIT	43
Grade-Level Mean RIT	199.6
Students At or Above Grade-Level Mean RIT	40

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	22	23%	21	22%	22	23%	19	20%	10	11%	195-197-198	13

**Explanatory Notes**

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## Grade Report

**Grade 3**

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	94
Mean RIT Score	192.2
Standard Deviation	18.8
District Grade-Level Mean RIT	195
Students At or Above District Grade-Level Mean RIT	42
Grade-Level Mean RIT	196.3
Students At or Above Grade-Level Mean RIT	39

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	27	29%	19	20%	16	17%	15	16%	17	18%	190-192-194	18.8

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## Grade Report

**Grade 4**

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms,  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

**Math: Math K-12**

Summary	
Total Number of Students With Valid Growth Scores	79
Mean RIT Score	205.8
Standard Deviation	14
District Grade-Level Mean RIT	210.3
Students At or Above District Grade-Level Mean RIT	34
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	36

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	19	24%	13	16%	24	30%	18	23%	5	6%	204-206-207	14

**Explanatory Notes**

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## Grade Report

**Grade 4**

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	79
Mean RIT Score	202.4
Standard Deviation	18.1
District Grade-Level Mean RIT	204.8
Students At or Above District Grade-Level Mean RIT	37
Grade-Level Mean RIT	204.2
Students At or Above Grade-Level Mean RIT	37

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Language Arts: Reading	15	19%	17	22%	15	19%	20	25%	12	15%	200-202-204	18.1

### Explanatory Notes

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## Grade Report

**Grade 5**

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

**Math: Math K-12**

Summary	
Total Number of Students With Valid Growth Scores	87
Mean RIT Score	212
Standard Deviation	14.1
District Grade-Level Mean RIT	214.9
Students At or Above District Grade-Level Mean RIT	38
Grade-Level Mean RIT	217.4
Students At or Above Grade-Level Mean RIT	30

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	23	26%	24	28%	19	22%	13	15%	8	9%	210-212-213	14.1

**Explanatory Notes**

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## Grade Report

Grade 5

**Term:** Spring 2024-2025  
**District:** Hart County  
**School:** Hartwell Elementary School

**Norms Reference Data:** 2020 Norms.  
**Weeks of Instruction:** 28 (Spring 2025)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	87
Mean RIT Score	210.2
Standard Deviation	13.7
District Grade-Level Mean RIT	210.5
Students At or Above District Grade-Level Mean RIT	46
Grade-Level Mean RIT	210.5
Students At or Above Grade-Level Mean RIT	46

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	15	17%	15	17%	24	28%	17	20%	16	18%	209-210-212	13.7

### Explanatory Notes

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## MAP Strengths and Weakness by Grade Level

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<b>Grade Level</b>	<b>Strength in Math</b>	<b>Weakness in Math</b>	<b>Strength in Reading</b>	<b>Weakness in Reading</b>
<b>K</b>	<b>Numerical Reasoning &amp; Patterning</b>  <b>Algebraic Reasoning</b>	<b>Measurement &amp; Data Reasoning</b>	<b>Foundational Skills</b>	<b>Vocabulary Acquisition &amp; Use</b>
<b>1st</b>	<b>Geometric &amp; Spatial Reasoning</b>	<b>Numerical Reasoning</b>  <b>Patterning &amp; Algebraic Reasoning</b>	<b>Foundational Skills</b>  <b>Literature</b>  <b>Vocabulary Acquisition and Use</b>	<b>Language and Conventions</b>  <b>Informational Text</b>
<b>2nd</b>	<b>Measurement &amp; Data</b>	<b>Patterning &amp; Algebraic Reasoning</b>	<b>Literature</b>	<b>Vocabulary Acquisition and Use</b>
<b>3rd</b>	<b>Patterning &amp; Algebraic Reasoning</b>	<b>Measurement &amp; Data</b>	<b>Informational Text</b>	<b>Vocabulary Acquisition and Use</b>
<b>4th</b>	<b>Patterning &amp; Algebraic Reasoning</b>	<b>Measurement &amp; Data</b>	<b>Literature</b>	<b>Informational Text</b>
<b>5th</b>	<b>Numerical Reasoning</b>	<b>Measurement &amp; Data</b>	<b>Vocabulary Acquisition and Use</b>	<b>Informational Text</b>

**Summary of Current MAP findings:**

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	Math Spring Norms	All Math	Black Math	White Math	Other Math	SWD Math	Reading Spring Norms	All Reading	Black Reading	White Reading	Other Reading	SWD Reading
K	157.11	163.6	159.6	168.9	165	169	153.09	155.6	153.35	159.4	151.6	160.6
1	176.40	179.3	173.14	182.9	183.06	165	171.40	169.6	165.6	172.8	171.4	152.5
2	189.42	183.1	180.6	186.43	182.17	176.6	185.57	178.2	175.74	180.07	179.2	173.36
3	201.08	196.7	195.4	199.9	190.9	194.5	197.12	196.7	193.3	194.8	184.3	188.1
4	210.51	206	198.28	210.58	208.94	195.71	204.83	202.4	196.4	207.5	206.06	190.8
5	218.75	212	206.4	215.6	212.7	203.1	210.98	210.2	205.5	212.9	210.9	204.8

According to the MAP data from Spring 2025, in most cases, we were below the norm for math grades 2-5. In reading we were below the norm, or within 2 RIT points from the norm in grades 1-5. Kindergarten students scored above the norm in math and reading. First grade students were above the norm in math. Second through fifth grade students were within two RIT points from the norms in reading, while white students in fourth and fifth grades scored above the reading norm. Overall, we are closing gaps in reading with an exception of second grade.

**GKIDS 2.0 DATA**

GKIDS 2.0							
English/ Language Arts	2019-2020 % Meets/ Exceeds	2020-2021 % Meets/ Exceeds	2021-2022 % Meets/ Exceeds	2022-2023 % Meets/ Exceeds	2023-2024 %Meets/E xceeds	2024-2025 %Meets/E xceeds	
Phonemic Awareness	*No data due to COVID pandemic.	50%	55%	72%	70%	Not Required	
Phonics	*No data due to COVID pandemic.	53%	66%	72%	69%		
High- Frequency Words	*No data due to COVID pandemic.	52%	54%	52%	67%		
Comprehension	*No data due to COVID pandemic.	43%	48%	55%	52%		

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Conventions of Writing	*No data due to COVID pandemic.	39%	57%	59%	58%
Spelling	*No data due to COVID pandemic.	44%	45%	61%	69%
Communication of Ideas	*No data due to COVID pandemic.	38%	48%	76%	67%
<b>ELA Total</b>	**No data due to COVID pandemic.	46%	53%	83%	65%

Due to the COVID pandemic and no accountability with CCRPI, there is no data to compare the 2020-2021 data to.

<b>GKIDS 2.0</b>						
<b>Mathematics</b>	<b>2019-2020 % Meets/ Exceeds</b>	<b>2020-2021 % Meets/ Exceeds</b>	<b>2021-2022 % Meets/ Exceeds</b>	<b>2022- 2023 % Meets/ Exceeds</b>	<b>2023- 2024 %Meets/ Exceeds</b>	<b>2024- 2025 %Meets/ Exceeds</b>
Shapes	*No data due to COVID pandemic.	56%	68%	88%	83%	82%
Counting - Number	*No data due to COVID pandemic.	65%	75%	91%	80%	85%
Counting - Objects	*No data due to COVID pandemic.	54%	75%	89%	80%	87%
Compare	*No data due to COVID pandemic.	47%	75%	92%	87%	85%
Addition and Subtraction	**No data due to COVID pandemic.	48%	71%	86%	77%	75%
<b>Math Total</b>	*No data due to COVID pandemic.	54%	73%	89%	81%	83%

<b>GKIDS 2.0</b>						
<b>Science</b>	<b>2019-2020 % Meets/ Exceeds</b>	<b>2020- 2021 % Meets/ Meets/</b>	<b>2021- 2022 % Meets/ Meets/</b>	<b>2022- 2023 % Meets/ Meets/</b>	<b>2023- 2024 % Meets/ Meets/</b>	<b>2024- 2025</b>

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		Exceeds	Exceeds	Exceeds	Exceeds	
Physical Attributes	*No data due to COVID pandemic.	56%	80%	88%	78%	Not required
Motion	*No data due to COVID pandemic.	44%	74%	91%	84%	
Life Science	*No data due to COVID pandemic.	56%	82%	78%	87%	
Space Science	*No data due to COVID pandemic.	60%	72%	90%	81%	
Earth Materials	**No data due to COVID pandemic.	47%	71%	90%	75%	
<b>Science Total</b>	*No data due to COVID pandemic.	53%	76%	87%	81%	

Due to the COVID pandemic and no accountability with CCRPI, there is no data to compare the 2020-2021 data to.

<b>GKIDS 2.0</b>						
<b>Social Studies</b>	<b>2019-2020 % Meets/ Exceeds</b>	<b>2020-2021 % Meets/ Exceeds</b>	<b>2021- 2022 % Meets/ Exceeds</b>	<b>2022- 2023 % Meets/ Exceeds</b>	<b>2023- 2024 % Meets/ Exceeds</b>	<b>2024- 2025</b>
Historical Understandings	*No data due to COVID pandemic.	43%	79%	79%	76%	Not required
Geographic Understandings	*No data due to COVID pandemic.	61%	78%	85%	78%	
Civic Understandings	*No data due to COVID pandemic.	62%	78%	84%	89%	
Economic Understandings	*No data due to COVID pandemic.	67%	81%	87%	82%	
<b>Social Studies Total</b>	*No data due to COVID pandemic.	58%	79%	84%	81%	

Due to the COVID pandemic and no accountability with CCRPI, there is no data to compare the 2020-2021 data to.

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b. We have identified additional areas that also impact student achievement through use of surveys and review of quantifiable data (i.e. attendance and discipline data) that will help the school understand what improvement needs to be made in these areas. For example, we reviewed the school attendance and analyzed the percentage of students who missed 1-5 days, 6-10 days, and more than 10 days for the past five school years.

School Year	0 Absences	1-5 Absences	6-9 Absences	>10 Absences
2018-2019	12.8%	35.5%	27.8%	23.9%
2019-2020	*No data due to COVID pandemic.			
2020-2021	9%	37%	28%	26%
2021-2022	21%	56.2%	14.9%	7.9%
2022-2023	3%	26%	33%	43%
2023-2024	4%	25%	26%	49%
2024-2025	.3%	51.2%	33.3%	15.2%

Between the 2023–2024 and 2024–2025 school years, there was a notable shift in student attendance patterns. The percentage of students with **0 absences** dropped significantly from **4% to 0.3%**. However, the proportion of students with **1–5 absences** increased from **25% to 51.2%**, suggesting more students had some, but fewer, absences. The percentage of students with **6–9 absences** rose slightly from **26% to 33.3%**. Most notably, there was a sharp **decrease** in the percentage of students with **more than 10 absences**, which dropped from **49% in 2023–2024 to 15.2% in 2024–2025**. This indicates a significant overall improvement in attendance during the 2024–2025 school year. Attendance and tardiness causes gaps in student learning and communicates an overall lack of priority placed on education. We also analyzed teacher attendance and found that teachers averaged 3.5 days out of the classroom for **sick or personal days**. This is an improvement in staff attendance in comparison to last year’s average attendance of 9.4.

We also analyzed discipline data and noticed that there were a total of 280 incidents involving 105 students. Out of 105 students, 44% had 2 or more write ups. The students who are consistently being written up need interventions in behavior that include monitoring, mentoring, and counseling support.

# HES Behavior Data

Data Source: Infinite Campus & SWIS (5/28/2025)

**105**  
Total Students

**280**  
Total Resolutions

Resolutions by Race		
<b>White</b>	51/105	49%
<b>Black or African American</b>	47/105	45%
<b>Multiracial</b>	3/105	2.5%
<b>Hispanic/Latino</b>	4/105	3.5%

Resolutions by Grade Level		
<b>Pre-K</b>	1/280	2%
<b>Kindergarten</b>	37/280	13%
<b>1st Grade</b>	46/280	16%
<b>2nd Grade</b>	48/280	17%
<b>3rd Grade</b>	62/280	22%
<b>4th Grade</b>	37/280	13%
<b>5th Grade</b>	49/280	17%

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 to the state academic content standards [the Georgia Standards of Excellence (GSE)] and the state student academic achievement standards including:

- Economically disadvantaged students . . . 100% (due to CEP)(2024-2025 data) of our students are on Free/Reduced lunch. In the past, our economically disadvantaged students have performed low in all areas. The 2024 EOG data shows that this subgroup did not meet the state targets in ELA, however they met the target in Science. 2025 data and targets have not been released. This will continue to be a subgroup that we will focus on increasing student achievement.
- Students from major racial and ethnic groups . . . The 2025 data has not yet been released by the state so state targets are not established.
- Students with disabilities . . . The 2025 data has not yet been released by the state so state targets are not established.

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<u>X indicates not meeting standards</u>	<u>Math</u>	<u>ELA</u>	<u>Science</u>
<b><u>SWD</u></b>	N/A	x	x
<b><u>ED</u></b>	N/A	x	
<b><u>Black</u></b>	N/A	x	x
<b><u>White</u></b>	N/A		
<b><u>All</u></b>	N/A	x	

F. The data has helped us reach conclusions regarding achievement and other related data.

- For reading, the major strengths highlighted in data were Kindergarten Foundational Skills, First grade Foundational Skills, Literature, and Vocabulary Acquisition and Use, and Second grade Literature. Additionally, Informational Text was a strength in Third Grade, while Literature was a strength in Fourth and Vocabulary Acquisition and Use in Fifth Grade. For math, Kindergarten’s strength was Numerical Reasoning & Patterning and Algebraic Reasoning. First Grade was Geometric and Spatial Reasoning. Second Grade was Measurement and Data. Third and Fourth Grade was Patterning & Algebraic Reasoning. Fifth Grade’s strength was Numerical Reasoning. (MAP)
- In Kindergarten, the major deficit was Vocabulary Acquisition and Use. In First Grade, the weaknesses were Language and Conventions and Informational Text. In Second and Third Grades the major need was Vocabulary Acquisition and Use. Fourth and Fifth Grades’ area of concern was Informational Text. For math in Kindergarten, the need was Measurement and Data Reasoning. In First Grade, the need was Numerical Reasoning and Patterning and Algebraic Reasoning. In Second Grade, the need was Patterning and Algebraic Reasoning. In Grades Third, Fourth, and Fifth, the need was Measurement and Data. (MAP)
- The needs we will address are Vocabulary Acquisition and Use and Measurement and Data in the upper grades. Subgroup deficits will be addressed utilizing differentiation to meet their needs. Parents also need resources to support their student’s learning. We will offer tutoring by certified teachers to close the gaps in achievement as well as

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in specific subgroups. We will also address attendance concerns of students and staff. We will target specific discipline concerns and students who have multiple incidents.

The ROOT CAUSES that we discovered for each of the needs are listed below:

1. The need to improve Tier I instruction
2. Inconsistency in instructional practices across grade levels
3. The need to strengthen Tier 2 and 3 interventions and progress monitoring
4. A need for stronger collaboration and mentoring and modeling in ELA and Math to strengthen core reading and math skills and strategies and to teach students how to write and solve real-world math problems
5. Insufficient use of data from classroom assessments to address remediation and acceleration
6. Lack of opportunity for SPED support staff to participate in content specific training
7. Generational and situational poverty, along with the lack of teacher awareness and how to effectively address the needs of these students
8. Continuation of absenteeism/early dismissal/tardiness
9. Staff attendance

G. The measurable goals and benchmarks we have established to address the needs are:

The state targets established for the upcoming Georgia Milestones and Student Growth Measures assessment will be the goals for each of our noted subgroups and all students in ELA. Georgia Milestone data has not yet been released; however, the following plan will remain in place.

1. All students and each subgroup will increase 3% of their 2024-2025 score on the Georgia Milestones.
2. ED and SWDs will increase 3% of their 2024-2025 score on the Georgia Milestones.
3. Percentages of students who have missed more than five days will decrease from 49% to 25%. It will be reviewed with all staff in August and monitored during leadership each month.
4. Percentage of teachers who have missed more than one day per month will be reviewed at the beginning of the year then monitored throughout the year.
5. 44% percent of students who had discipline referrals also had recurring write-ups will reduce to 25% through the use of mentors, interventions, and counseling including referrals to outside agencies as needed to. We will also utilize the social worker and resource officer to provide instruction and support related to behavior topics.
6. Participation in parent-teacher conferences will be at least 75% during October conferences. This will be reviewed during leadership following this date.

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

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**The school identified evidenced based strategies that have been effective in addressing ELA, math, and writing best practices and incorporating project-and problem-based learning.**

- A. 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 ESSA.
- a.) The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standards include:
- i) Continuing teaching procedures and strategies for literacy providing a Balanced Literacy Approach in all classrooms. This BLA will be based on Reader's and Writer's Workshop, as well as phonics instruction.
  - ii) Small Group tutoring for students in grades K-5 who are "at risk". Tutoring is available in reading and math, beginning in the fall and continuing through the spring. The tutoring service is contracted with certified individuals.
  - iii) Early Intervention Program (EIP) serves students who show poor classroom performance in reading and/or math and qualify based on state and district expectations.
  - iv) Provide professional development opportunities for special education support staff who provide supportive instruction in Science and Social Studies.
  - v) Individual instruction is used as a means to re-teach a particular skill to a student. This is done during intervention time by classroom teachers at the same time as small group tutoring.
  - vi) Extensive training in math strategies and applications for teachers serving students at all grade levels; daily fluency instruction utilizing kits, number talks, etc.
  - vii) Acceleration/Remediation block is provided each day to all students. During this block, students are provided individualized instructional programming based on their individual needs/academic performance. Students are also using Study Island, Reflex Math, and other computerized reading and math computer based programs for a portion of time during the week.
  - viii) Positive Behavior Intervention Strategies will be utilized to reduce the misbehaviors and increase attendance throughout the school. A team has been developed and have met to create resources for the school to use to build consistency throughout the school.
  - ix) Measurements of Academic Progress (MAP) assessments will be given in August, December, and March/April. Results will be utilized to individualize instruction and support for students, especially during intervention. Also, data from MAP is utilized in individualizing learning paths within Study Island and ExactPath, which provides practice on skills that are specific to their needs.

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- x) Technology resources such as IXL, Reflex Math, and Frax Math, Lexia, and Study Island will be utilized to support instruction and enhance learning.

**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)

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

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**A. IXL Math and ELA- Moderate Evidence Based Research**

Through research, IXL schools score as much as 15 percentile points higher in math and 17 percentile points higher in language arts on state assessments. Validity research shows that IXL's Diagnostic is an accurate measure of student achievement and a strong predictor of performance on standardized assessments including NWEA MAP, Star, FSA, PSSA, SOL, MCAS, ILEARN, and SC READY. ELLs, SPED students, Title I schools, and urban and rural schools experience similar or even greater gains with IXL.

IXL Math offers thousands of hyper specific "micro-skills" aligned to K-12 state standards, ranging from foundational skills focused on teaching young learners how to count to advanced skills where students solve complex problems (see Bashkov et al., 2021). Skill practice is designed to be an independent activity, so students can work on IXL as part of their assigned homework or live in the classroom along with their peers. Using information from in-skill practice and its diagnostic assessment, IXL provides each student with personalized next steps at the right level of rigor. Thus, the IXL Math intervention is both student- and teacher-driven and can take many forms; however, all IXL usage is captured and summarized in three main usage indicators: time spent, questions answered, skills proficient.

The intervention duration was up to three years, lasting from the fall of 2016 to the spring of 2019. However, given the assignment and analysis were at the school level, there was no strict intervention intensity cutoff at the individual student level; a student would be considered an IXL user if they answered at least one question on IXL. Instead, a school was considered a treatment school if at least 10% of its students used IXL Math during any of the three school years on average. For example, if 50% of students at a given school used IXL Math during two of the three school years, then the school was still considered a treatment school, as the average user percentage over the three-year period was greater than the 10% threshold. This specific cutoff was chosen in order to exclude from the analysis schools whose students had access to IXL Math but did not use the product, as well as to accommodate a wide range of product usage across schools. Altogether, 45 schools used IXL Math in any one year in the 2016-2019 period, 41 schools used it in any two ESSA Research Report 5 years, and 93 schools used the product in all three years. One- and two-year treatment schools started using IXL later than three-year schools, but had similar levels of weekly IXL usage in the latest invention year (2018-19). Descriptive statistics on IXL Math usage for the treatment group averaged across students and schools are presented in Table 1. The comparison group comprised schools that did not adopt IXL Math at all during any of the three school years

**B. NWEA MAP:** In this study, students' academic achievement in math and reading was assessed using the math and reading sections of the NWEA MAP, respectively. MAP is a collection of computer-based adaptive assessments administered to students in grades Pre-K to 12. Students below 2nd grade take the MAP Growth K-2, students in grades 2 to 5 take the MAP Growth 2-5, and students at or above 6th grade take the MAP Growth 6+. MAP is administered to students three times throughout the school year: August, January, and May. The August 2018 MAP tests were used as the pretest and the January 2019 MAP tests were

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used as the posttest in this study. Each MAP test reports a RIT score, which is a Rasch Unit scale score that measures student performance, regardless of age or grade level. The RIT scale scores typically range between 150 and 300. The higher the RIT score, the higher the achievement a student has shown in the subject. In MAP math and reading tests, RIT scores are also reported in different goal areas to show students' relative strengths and areas of concern. Table 3 shows the goal areas for the MAP math and reading tests.

**Table 3.** MAP Tests Goal Area Names

Test name	Goal area	Math	Reading
MAP Growth K-2	Goal 1	Number Sense	Reading Foundations
	Goal 2	Algebraic Reasoning and Algebra	Comprehension, Critical Reading, and Research
	Goal 3	Geometry and Measurement	Vocabulary
	Goal 4	Data and Probability	Writing and Language
MAP Growth 2-5, MAP Growth 6+	Goal 1	Number and Operations	Reading Process: Read and Comprehend Texts
	Goal 2	Algebraic Reasoning and Algebra	Critical Reading: Interpret and Evaluate Texts
	Goal 3	Geometry and Measurement	Vocabulary
	Goal 4	Data and Probability	N/A

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**Table 5. IXL Usage for Students at the 25th, 50th, and 75th Percentiles**

Usage measure	IXL Math			IXL ELA		
	25th	50th	75th	25th	50th	75th
Time spent (in minutes)	78	221	505	54	164	424
Questions answered	160	460	962	106	345	856
Skills practiced	6	15	32	3	10	24
Skills proficient	4	12	27	2	8	20
Skills mastered	2	7	18	1	4	12

*Note: the duration of the IXL usage in this table is from 08/01/2018 to 12/31/2018 (approximately 17 school weeks).*

Test name Goal area Math Reading MAP Growth K-2 Goal 1 Number Sense Reading Foundations Goal 2 Algebraic Reasoning and Algebra Comprehension, Critical Reading, and Research Goal 3 Geometry and Measurement Vocabulary Goal 4 Data and Probability Writing and Language MAP Growth 2-5, MAP Growth 6+ Goal 1 Number and Operations Reading Process: Read and Comprehend Texts Goal 2 Algebraic Reasoning and Algebra Critical Reading: Interpret and Evaluate Texts Goal 3 Geometry and Measurement Vocabulary Goal 4 Data and Probability N/A Table 3. MAP Tests Goal Area Names To measure student growth, MAP reports Met Projected Growth and Conditional Growth Index (CGI). Met Projected Growth indicates whether students met growth projections (Yes) or fell short (No). CGI shows how much individual growth deviates from the student growth norms. CGI is expressed in standard deviation units and can be used to compare students across grades and achievement levels. A CGI of zero means a student showed gains that were equivalent to the growth norms. A CGI of 1.0 indicates that a student’s growth was one standard deviation above the norm, which would represent a high level of growth. By contrast, a CGI of -1.0 indicates that a student’s growth was one standard deviation below the norm. This study used Met Projected Growth and CGI from fall to winter to measure students’ growth during the fall semester of the 2018-2019 school year.

Table 5 shows IXL usage for students at the 25th, 50th, and 75th percentiles from 08/01/2018 to 12/31/2018. An average student (at the 50th percentile) spent 221 minutes on IXL Math and 164 minutes on IXL ELA, which is approximately 13 minutes per week<sup>2</sup> on IXL Math and 10 minutes per week on IXL ELA. On average, students answered approximately 27 questions per week on IXL Math and 20 questions per week on IXL ELA. The majority of the students (75%) achieved mastery of less than one skill per week on IXL Math and IXL ELA, on average.

References:

[https://www.ixl.com/materials/us/research/IXL\\_Math\\_3-Year\\_QED\\_ESSA\\_Tier\\_2.pdf](https://www.ixl.com/materials/us/research/IXL_Math_3-Year_QED_ESSA_Tier_2.pdf)

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<https://www.ixl.com/research/ESSA-Research-Report.pdf>

**C. Frax Math – Strong Evidence Based Research**

The following summarizes a review of studies on the difficulties with fractions by two leading researchers in the study of learning fractions in: [Putting Fractions Together](#). Braithwaite, D. W., & Siegler, R. S. (2020, March 19). *Journal of Educational Psychology*.

Whole number bias Numerous studies show that many students tend to think of fractions as two separate whole numbers rather than as a single number. This is called whole number bias and it leads to fundamental errors in comparing fractions, understanding fraction equivalence, and fraction arithmetic. It's what causes students to claim that  $2/9 > 1/2$  because  $2 > 1$  and  $9 > 2$ , that  $9/18$  is larger than  $1/2$ , or that  $3/5 + 1/4 = 4/9$ . These and other difficulties with understanding individual fractions are why 50% of U.S. eighth graders were unable to put  $5/9$ ,  $2/7$ , and  $1/2$  in order from least to greatest on a major national assessment.

The centrality of magnitude Vital to understanding fractions and fraction arithmetic is the ability to represent or reason about *fraction magnitude* (size). The previous examples of errors caused by whole number bias, such as  $2/9 > 1/2$  or  $9/18$  is larger than  $1/2$ , are all also errors in understanding fraction magnitude. And an inaccurate understanding of individual fraction size hinders performance on fraction arithmetic by robbing the student of the ability to recognize unreasonable answers. For example, in one recent study, U.S. middle school students asked to estimate sums of pairs of fractions on a number line were no more accurate than if they had simply marked the midpoint on the line for each answer. Even worse, a majority of answers were smaller than the student's own estimates of one or both of the numbers being summed. These results illustrate that when students don't understand fraction magnitude, they are unable to do even the most basic reasoning about addition, the simplest of arithmetic operations.

**The Integrated Theory of Numerical Development**

The Integrated Theory of Numerical Development holds that "numerical development involves increasingly precise representation of the magnitudes of increasing ranges and types of numbers, including whole numbers, fractions, and decimals." One of the most important predictions of the theory is that understanding numerical magnitudes is closely related to understanding arithmetic. This prediction has been supported by multiple studies showing a strong correlation between understanding magnitude and arithmetic for both whole numbers and fractions. It has been further supported by experimental studies showing that interventions with a strong focus on fraction magnitude improve fraction arithmetic performance compared to traditional methods, even as less instructional time is focused on the learning and practicing of arithmetic.

ExploreLearning Frax—a better way to learn fractions

Frax delivers the latest research-proven instructional strategies in an adaptive game-based learning format to create a better way to learn fractions.

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A few of the key factors in Frax that make a difference:

1. In Frax, fractions are numbers first. Each has a specific magnitude (size) and position on the number line alongside whole numbers and other fractions. Students work extensively with length models and number lines to interpret, represent, compare, order, and estimate fractions. In doing so they overcome whole number bias and develop a strong understanding of fraction magnitude.
2. Frax demystifies fraction arithmetic. When students understand fractions as numbers they also better understand the arithmetic. They learn how to make sense of fractions operations and can draw connections to their work with whole numbers (e.g. the sum of two fractions must be larger than each individual fraction and therefore the sum of  $1/2 + 1/3$  can't be  $2/5$ ).
3. Frax is adaptive and individualized so that students of all ability levels have early and ongoing success. In addition, the Frax online learning system consistently rewards students for both their effort and progress. Students come to understand that if they are willing to put in the work, they really can succeed in learning fractions.
4. Frax is game-based and challenges students to perform a variety of tasks that build their fractions skills in a wide range of engaging scenarios. The math games are supported by brief, just-in-time instruction, allowing students to learn largely by doing rather than by watching and listening.

**D. 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.

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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 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/>

### **E. 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

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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\\_FCATA\\_WP.pdf](http://www.edmentum.com/sites/edmentum.com/files/resource/media/0612-34_SI_FCATA_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>

### **F. Exact Path- Promising Evidence Based Research**

A national sample of 26 schools within 13 districts were recruited for the field test of the Exact Path assessments and learning paths. The districts were from California, Minnesota, Wisconsin, Idaho, Pennsylvania, New Jersey, Michigan, Florida, and Arizona. This sample

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consisted of 6,577 unique students in kindergarten through 6th grade who took diagnostic assessments across the 2016–17 academic year and who were placed in learning progressions in midyear.

This paper presents the results of a year-long study of Edmentum’s Exact Path learning platform from a nationwide field test of the K–6 beta product during the 2016–17 school year. Results indicate that use of Edmentum’s Exact Path learning platform is positively associated with student achievement outcomes in math, reading, and language arts. Statistically significant effects were found linking the amount of time spent on the Exact Path learning platform and end-of-year diagnostic scores. The evidence presented here for Exact Path meets the standards for “promising evidence” as an assessment and as an intervention, as laid out by ESSA (U.S. Department of Education, 2016).

Exact Path Research Brief: Effectiveness Study by: Jeff McLeod, PhD Edmentum, Inc. Bloomington, Minnesota (2017).

U.S. Department of Education. (2016). Non-regulatory guidance: Using evidence to strengthen education investments. Retrieved from

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

[http://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL\\_0.pdf](http://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf)

### **G. PebbleGo- Promising Evidence Based Research**

PebbleGo and Multimodal Literacy--The benefits of multimodal learning

A recent study performed by the Metiri Group, integrating the work of Richard Mayer and Roxanne Moreno, stated that students retain information better through words and pictures rather than through words alone. Students learn better when the corresponding words and pictures are presented near each other, and again if those words and pictures are presented simultaneously. (Mayer, Moreno, 2003). Using computers when learning allows the brain to take in data using the words, sounds, and images at a pace appropriate for the level of learning. This enables the student to learn in their preferred mode (some learn best through seeing, others through hearing) and at their most beneficial tempo.

The National Science Teachers Association encourages teachers to gain full knowledge of the software students use in learning, know how to incorporate the computer into instructional strategies, use computers and software ethically and use computers in a variety of ways. Both the National Science Teachers Association (NSTA) and the American Association of School Librarians (AASL) believe that computers should have a major role in the teaching and learning of science and informational research. It is imperative that the software engage the student in meaningful interactive dialogue and creatively employ graphics, sound and

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simulations to promote acquisition of facts... and enhancing understanding. (NSTA website). Capstone Press, a nationally recognized content-area publisher, is proud to introduce the only database available for the youngest of researchers. Designed to give the emergent reader the opportunity to acquire knowledge by using and developing their multimodal literacy, PebbleGo™ integrates content curriculum, early literacy skills, and information literacy skills.

<https://mail.google.com/mail/u/0/#search/pebblego/163b175902cb1a6f?projector=1&messagePartId=0.1>

### **H. 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, Laksmi, & 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., Laksmi, 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.

### **I. Tutoring – During and After-School – Strong Evidence**

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Tutoring will be provided after school. Students needing tutoring will be identified using the tutoring rubric that includes information from Georgia Milestones, Lexile Levels, and MAP percentile scores. Data from the 2022-2023 school year helped shape decisions about certified teacher effectiveness.

Data will be reviewed and tutors will be evaluated using observations and review of data during each MAP window.

<https://www.evidenceforessa.org/programs/reading>

**J. Instructional Coaches – Teacher Support and Professional Development – Moderate Evidence**

Instructional coaches are utilized to support teachers and student learning. They analyze student data as well as teacher feedback on surveys to identify areas of need. Coaches model instructional and assessment strategies in the classroom.

<https://www.evidenceforessa.org/programs/reading/elementary/content-focused-coaching-whole-class>

**K. Attendance Incentives – Strong Evidence**

School will implement a school wide attendance incentive program to improve both student and teacher/staff attendance. Attendance percentages will be monitored and discussed monthly during leadership meetings.

[https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2017/RDR10a\\_Attendance\\_June.asp](https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2017/RDR10a_Attendance_June.asp)

**L. 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

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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*

### **M. Summer School – Strong Evidence Based**

Summer school will be provided for 5 weeks during the summer to help prevent summer learning loss. Students needing summer school will be identified using measures that include information from Georgia Milestones, Lexile Levels, and MAP percentile scores. Data from last year helped shape decisions about certified teacher effectiveness. Data will be reviewed and summer school teachers will be evaluated using observations and review of MAP data from Spring to Fall. Summer learning loss is cumulative; over time, it contributes substantially to the gap in academic achievement between lower- and higher-income students.

Summer counts: Making summer programs part of the learning equation, 2011

<https://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

### **N. 7 Mindsets – Strong Evidence Based Research**

The 7 Mindsets are based on a 3- year study designed to uncover why so many people seek to have a life of meaning and purpose, happiness and success, yet many don't reach their full potential. The research proved the key to discovering your ultimate life is in the power of the mind. There are 7 Mindsets, or ways of thinking, common to the world's most happy

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and successful people. They are rooted in emotion and affect relationships and quality of life. The 7 Mindsets have been designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making. SELEQUITY™ is the mindsets-based approach to SEL immersed in the principles of JEDI (justice, equity, diversity, inclusion) and social justice to be the most comprehensive solution available in PK-12 education. It is the culmination of decades of research and practical application with students and educators around the world.

Retrieved 14 June 2021, from  
<https://7mindsets.com/>

### **O. PBIS – Strong Evidence Based Research**

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. The tiered process is as followed:

- Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
- Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.
- At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

Retrieved 14 June 2021, from  
<https://www.pbis.org/>

### **P. Heggerty – Promising Evidence-based Research**

The Heggerty curriculum is backed by research and the science of reading.

The National Reading Panel found that phonemic awareness instruction helped children of all levels improve their reading, including:

- Normally developing readers
- Children at risk for future reading problems
- Disabled readers
- Preschoolers, kindergartners, and 1st graders
- 2nd through 6th graders (most of whom were disabled readers)
- Children across various SES levels
- Children learning to read English as well as other languages

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Studies have shown that phonemic awareness is a foundational skill, essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.

Phonological awareness difficulties represent the most common source of word-level reading difficulties. First grade Phonological awareness continues to develop in typical readers beyond first grade. Reading problems can be prevented if all students are trained in letter-sound skills and phonological awareness, starting in Kindergarten.

Hulme, Bowyer-Crane, Carroll, Duff, & Snowling, 2012; Melby-Lervag, Hulme, & Halaas Lyster, 2012; Vellutino et al., 2004

Kilpatrick, 2012a; Lipka et al., 2006; Wagner, Torgesen, Rashotte, & Pearson, 2013

Equipped for Reading Success, Kilpatrick 2016

<https://hegerty.org/research/>

**Q. Secret Stories – Promising Evidence Based Research**

The Power of Secret Stories: Constructing Mental Patterns during the Reading-Writing Process Krisell, Meredith; Counsell, Shelly Dimensions of Early Childhood, v45 n1 p24-29 2017

The brain is a complex organ with an intellectual capacity that is unique to humans. For educators, it is wise to study the brain's many attributes and how it functions to help guide, inform, and improve teaching practice. Learners' brains are particularly sensitive to certain kinds of stimuli--that is social, physical, cognitive, and emotional stimuli. Brain development and cognition is further enhanced with continuous exposure to high quality learning activities and methods, particularly those that help children use mental patterns to make sense of their learning. Children's young brains take in information in a totally different way than adult brains. Secret Stories, a new, innovative way to teach children the grammar rules of English in a way that is tailored to their growing minds, is presented in this article.

Descriptors: Writing Processes, Reading Processes, Cognitive Processes, Grammar, English Instruction, Cognitive Psychology, Brain, Visual Perception, Imagery, Emergent Literacy, Early Childhood Education, Educational Practices, Teaching Methods Southern Early Childhood Association. PO Box 8109 Jacksonville, AR 72078. Tel: 501-221-1648. e-mail: info@seca.info; Web site: [https:// www.seca.info/dimensions](https://www.seca.info/dimensions)

**R. Heggerty Decodables - Promising Evidence Based Research**

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A study was done to determine how phonics instruction combined with the use of decodable text can impact fluency development with struggling readers. For six weeks, four third grade participants met daily for 20 minutes. Each session consisted of a mini-lesson on a specific phonics concept that was then reinforced with a decodable text. There were also weekly fluency lessons to assist further with fluency development. All participants made gains in words correct per minute at a higher rate than expected when compared to grade level norms and growth over a time. Student engagement and motivation to read was also higher. The results in this study showed support for the use of explicit phonics instruction in combination with the use of appropriate decodable texts to help fluency development with struggling readers.

Bitney, M. (2021). *The Impact of Explicit Phonics Instruction and Decodable Text on Fluency with Third-Grade Students*.

**S. Merge EDU - Promising Evidence Based Research**

The soft foam Merge Cube features unusual patterns on each of its six sides. When one of the sides is scanned with a compatible app, the Merge Cube enables an interactive AR experience. Moving and rotating the Cube in the hand can shift the AR object in every possible way. The Merge Cube requires apps to be used on either iOS® or Android devices. It can be used with or without a set of VR goggles, depending on how many free hands are needed to manipulate it. Howard Gardner's theory of multiple intelligences (MIs) states that MIs appear with varying degrees in each person. His book *Intelligence Reframed* lists these MIs as verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalistic, with existential/spiritual added later. The theory of MIs holds that human beings use, learn, and understand information in different ways and to varying degrees (Gardner, 1999). The Merge Cube incorporates multisensory learning experiences through which students can engage with digital content intuitively by using their visual, auditory, kinesthetic, and tactile senses. Spatial intelligence is fostered through the manipulation and inspection of digital 3D objects. Integration with free online software such Paint 3D and Tinkercad enables 3D creation and printing. Using these tools, students can hold 3D designs in their hands or preview their creations before 3D printing, allowing faster design iteration and easier collaboration (46 Digital Worlds and Transformative Learning: Google Expeditions, Google Arts and Culture, and the Merge Cube Cowin (Learn Science-Master STEM, 2020). The Merge Miniverse features free content on topics from dinosaurs to active volcanoes and from waking up in a space station to experiencing a museum remotely in 3D (Miniverse Categories, 2021). Merge experiences provide students with opportunities to learn about earth science; life cycles and traits; ocean animals; space systems; the structure and properties of matter, energy, waves, light, and sound; and more. Such virtual learning simulations are designed to replace or amplify real-world learning environments by allowing users to manipulate objects and parameters in a virtual environment (Makransky, 2019). Using the Merge cube, students can view and manipulate a virtual solar system on a classroom table or visualize the process of photosynthesis from a variety of perspectives. One of these science experiences is INCELL VR,

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an action/racing game that explores the microworld of a carefully recreated human cell while unlocking technology that can stop the spread of a virus (Minverse Categories, 2021).

Cowin, J. B. (2020). Digital Worlds and Transformative Learning: Google Expeditions, Google Arts and Culture, and the Merge Cube. *International Research and Review, Journal of Phi Beta Delta Honor Society for International Scholars*, 10(1).

<https://files.eric.ed.gov/fulltext/EJ1293151.pdf>

### **T. Tynker - Promising Evidence Based Research**

Tynker is an online platform that easily and successfully teaches students how to code through the activities they already love: games and stories. Students learn the fundamentals of programming and design through Tynker's intuitive visual programming language without the frustrations of traditional syntax.

<https://www.tynker.com/school/>

Coding is the process of “assigning codes” that allow a machine or a person to act or move (McLennan, 2017). Children frequently experience automated systems with coding-based systems in their daily lives. Due to rapid changes in technology, children are being exposed to these systems more and more, and this exposure naturally promotes their interest in how things perform or move automatically. According to the Partnership for the 21st Century, P21 (2009) skills framework, all students must learn essential skills, including information literacy, media literacy, and information, communications and technology (ICT) literacy, in order to successfully and actively participate in a digital society. Digital literacy is one of the key skills for people living in the twenty-first century (P21, 2009). As digital literacy is imperative, computer science has become a required curriculum in many states (e.g., Idaho, Ohio, Utah, Virginia, Wisconsin, etc., Lestch 2018) to help all students understand the functions of digital literacy, including coding and programming. Coding is a comparatively new literacy but has become an essential tool for reading, interpreting data, and communicating with others in a digital society (Bers 2018a, b). To respond to the changing society, teachers of young children in the twenty-first century need to know how to introduce this new literacy of coding in the early years (Campbell and Walsh, 2017). All students must become digitally literate to be ready for the twenty-first century (Ananiadou and Claro 2009). It is important to purposefully and systematically help children become familiar with digital literacy from their early years as they develop early emergent skills. Coding is everywhere in children’s lives. The concern is not whether we are exposing children to coding but how to expose them to coding in a developmentally appropriate manner and in a way that will get them to playfully engage in coding. It is vital to implement unplugged coding with concrete hands-on practices that enable children to manipulate codes. In addition, the intentional use of coding-associated terms in children’s daily lives will help them recognize and understand the terms with accurate meanings of commands (directions and sequences). Connecting coding with children’s daily routine or daily tasks provides meaningful learning contexts.

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Lee, J., & Junoh, J. (2019). Implementing unplugged coding activities in early childhood classrooms. *Early Childhood Education Journal*, 47(6), 709–716.

<https://doi.org/10.1007/s10643-019-00967-z>

Tynker's goal is to provide every child with a solid foundation in STEM (Science, Technology, Engineering, and Math) thinking abilities to prepare them for 21st century degrees and careers.

### **U. Lexia Learning- Strong Evidence Based Research**

Equitable learning begins with inclusive and individualized instruction that works for all students. At Lexia, we continually evaluate the efficacy of our products to ensure they have the greatest possible impact on student learning. Lexia is committed to a program of research that helps them meet the shifting needs of a dynamic industry. This helps build customers' confidence in selecting the right instruction or professional learning solutions to meet their goals. Lexia's mission is to create opportunity for every student through the power of literacy education so they hold themselves to the highest standards of efficacy research. Lexia's commitment to gold standard outcome studies and peer reviewed efficacy research is at the forefront of their industry. Lexia products are backed by a diverse and comprehensive body of evidence to help educators take the guesswork out of selecting the right instruction or professional learning solution. Lexia's wide range of research makes it easier for schools and districts to ensure Lexia's programs are assisting students in an ever-changing education climate. Lexia confirms their research is meeting our high-efficacy standards by placing an emphasis on peer-reviewed, published research studies, independent, third-party evaluations, reviews by research organizations, and internal research and reports.

*Research efficacy: Lexia. All for Literacy. Because Literacy Can and Should Be for All. (2023, April 3). <https://www.lexialearning.com/research/>*

### **V. Math Manipulatives-Strong Evidence Based Research**

Over the past four decades, studies done at all different grade levels and in several different countries indicate that mathematics achievement increases when manipulatives are put to good use (Canny, 1984; Clements and Battista, 1990; Clements, 1999; Dienes, 1960; Driscoll, 1981; Fennema, 1972, 1973; Skemp, 1987; Sugiyama, 1987; Suydam, 1984). Additional research shows that use of manipulatives over the long-term provides more benefits than short-term use does (Sowell, 1989).

With long-term use of manipulatives in mathematics, educators have found that students make gains in the following general areas (Heddens; Picciotto, 1998; Sebesta and Martin, 2004):

- verbalizing mathematical thinking
- discussing mathematical ideas and concepts
- relating real-world situations to mathematical symbolism
- working collaboratively
- thinking divergently to find a variety of ways to solve problems

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- expressing problems and solutions using a variety of mathematical symbols
- making presentations
- taking ownership of their learning experiences
- gaining confidence in their abilities to find solutions to mathematical problems using methods that they come up with themselves without relying on directions from the teacher

Studies have shown that students using manipulatives in specific mathematical subjects are more likely to achieve success than students who don't have the opportunity to work with manipulatives. Following are some specific areas in which research shows manipulatives are especially helpful:

**Counting** Some children need to use manipulatives to learn to count (Clements, 1999).

**Place Value** Using manipulatives increases students' understanding of place value (Phillips, 1989).

**Computation** Students learning computational skills tend to master and retain these skills more fully when manipulatives are used as part of their instruction (Carroll and Porter, 1997)

**Problem Solving** Using manipulatives has been shown to help students reduce errors and increase their scores on tests that require them to solve problems (Carroll and Porter, 1997; Clements, 1999; Krach, 1998).

**Fractions** Students who have appropriate manipulatives to help them learn fractions outperform students who rely only on textbooks when tested on these concepts (Jordan, Miller, and Mercer, 1998; Sebesta and Martin, 2004).

**Ratios:** Students who have appropriate manipulatives to help them learn fractions also have significantly improved achievement when tested on ratios when compared to students who do not have exposure to these manipulatives (Jordan, Miller, and Mercer, 1998).

**Algebraic Abilities** Algebraic abilities include the ability to represent algebraic expressions, to interpret such expressions, to make connections between concepts when solving linear equations, and to communicate algebraic concepts. Research indicates that students who used manipulatives in their mathematics classes have higher algebraic abilities than those who did not use manipulatives (Chappell and Strutchens, 2001).

Manipulatives have also been shown to provide a strong foundation for students mastering the following mathematical concepts (The Access Center, October 1, 2004):

- number relations
- measurement
- decimals

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- number bases
- percentages
- probability
- statistics

Well-known math educator Marilyn Burns considers manipulatives essential for teaching math to students of all levels. She finds that manipulatives help make math concepts accessible to almost all learners, while at the same time offering ample opportunities to challenge students who catch on quickly to the concepts being taught. Research indicates that using manipulatives is especially useful for teaching low achievers, students with learning disabilities, and English language learners (Marsh and Cooke, 1996; Ruzic and O’Connell, 2001).

Research also indicates that using manipulatives helps improve the environment in math classrooms. When students work with manipulatives and then are given a chance to reflect on their experiences, not only is mathematical learning enhanced, math anxiety is greatly reduced (Cain-Caston, 1996; Heuser, 2000). Exploring manipulatives, especially self-directed exploration, provides an exciting classroom environment and promotes in students a positive attitude toward learning (Heuser, 1999; Moch, 2001). Among the benefits several researchers found for using manipulatives was that they helped make learning fun (Moch, 2001; Smith et. al, 1999).

*Research efficacy: Hand2Mind.* <https://www.hand2mind.com/resources/benefits-of-manipulatives>

### **W. Lucky Little Learners - Moderate Evidence Based Research for Hartwell Elementary**

After utilizing Lucky Little Learners (<https://luckylittlelearners.com/>) for one year through a personally purchased license, first grade students demonstrated larger gains on the NWEA MAP test than students who were in classrooms where the resource was not utilized. In this particular classroom, nearly 86% of projected MAP Math growth was achieved with 16 out of 21 students scoring at a proficient or distinguished level. In a 2018 MAP study, Nordengren compared instructional strategies to high-growth. Nordengren quoted research conducted by Suddan and stated, “proponents of differentiated instruction argue that students with different backgrounds, academic experiences, and proficiencies require different teaching strategies and different content to succeed.” Students receiving instruction on their ability level in the moment reflected greater gains. Utilization of small group resources within the Lucky Little Learners Supplemental resource allows for teachers in first grade to meet those needs as they will expose students to a variety of differentiated, small group activities. Nordengren quotes in his research, “Differentiating how students access and engage with content can even be necessary to make sure all students are actively engaged in learning

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instead of sitting as passive participants,' (McTighe & Brown, 2005).”

Nordengren continues to back small group instruction by stating, “Small-group and individual activities can provide students with additional practice, enable the use of digital learning tools, and allow teachers to meet with students one-on-one. Dynamically mixing whole-group, small-group, and individual activities depending on the lesson and students’ learning needs helps high-growth teachers strike the right differentiation balance: providing formative information on where students are, creating opportunities for more small-group attention, and leveraging technology to provide additional opportunities for retrieval practice.” Nordengren specifically notes the importance of connecting standards to gain the most instructional time and to support student understanding and mastery in a more effective way. Number talks and math problems presented in real-world application based format are included in Lucky Little Learners. Because of this, students engaged with Lucky Little Learners would reflect Nordengren’s research and instructional strategy push for teaching multiple standards at once. He states, “high-growth teachers think carefully about how to ensure equal coverage across essential standards.”

Therefore, the Elementary Instructional Coach is recommending the purchase of this supplemental digital resource for all first grade teachers to utilize with all first grade students. Lucky Little Learners is a supplemental math resource developed to present math to students by using many above-mentioned research-based practices.

Nordengren, C. (2018). *The Transformative Ten: Instructional Strategies Learned from High-Growth Schools*. [https://www.nwea.org/resource-center/white-paper/69846/The-transformative-ten-instructional-strategies-learned-from-high-growth-schools\\_NWEA\\_white-paper.pdf/](https://www.nwea.org/resource-center/white-paper/69846/The-transformative-ten-instructional-strategies-learned-from-high-growth-schools_NWEA_white-paper.pdf/)

Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7, 935–947. <https://doi.org/10/bwpm8w>

### **X. Learning A-Z/Reading A-Z-Strong Evidence Based Research**

Reading A-Z pays close attention to the National Reading Panel's recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative.

In 2000, the National Reading Panel published its research-based findings on the reading strategies and instructional practices that demonstrated the best results for reading achievement in developing readers. The panel reviewed several hundred key studies that met its criteria for sound scientific research on reading. Of those studies, a subset of qualifying

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studies was further evaluated through a meta-analysis. The results are organized around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The findings are intended to help educators and publishers understand and address the best methods of instruction and develop the most effective instructional resources. The hopeful outcome is improved reading performance on the part of all children.

This document and references addresses each of the five areas of reading instruction identified by the National Reading Panel. It identifies specific Reading A-Z resources designed to support effective instruction. It also covers other areas cited by research that fall outside the parameters of the five key areas.

[https://www.readinga-z.com/updates/reading\\_az\\_white\\_paper.pdf](https://www.readinga-z.com/updates/reading_az_white_paper.pdf)

### **Y. Learning A-Z/Raz Kids- Strong Evidence Based Research**

Raz-Kids delivers a combination of teacher-led instruction, independent practice, formative assessment, and detailed reporting to help improve the literacy skills of every student, at every level. With more than 50,000 resources available in printable, projectable, online, and mobile formats, Raz-Plus strengthens the connection between what is being taught and what students are practicing.

#### Evidence of Effectiveness for Raz-Plus

Raz-Plus demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented experimental study.

The following study meets ESSA's standards for strong evidence:

- This study employed a randomized control trial design across multiple sites.
- The study results show that the treatment had a positive and statistically significant impact on relevant outcomes.

#### Evidence Summary

The study by Ho and Smrekar included 662 students from 39 classrooms in grades K-5 in rural elementary schools that serve predominantly low-income, minority student populations. The 21 teachers randomly assigned to the treatment group used Raz-Plus with their students an average 60-90 minutes per week, in three to five sessions, during a 13-week implementation.

At the end of the study, students in the treatment group (using Raz-Plus) had higher average reading achievement scores than students in the control group, as measured by the STAR Reading and STAR Early Literacy assessments. Students in the treatment group also reported higher interest in both academic and recreational reading than students in the control group at the end of the study.

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### Effects on Reading Achievement

The STAR assessment was used for both pre- and post-assessments of student reading skills. The mean difference between groups was statistically significant ( $p < 0.05$ ) with a small effect size ( $ES = 0.14$ ).

### Effects on Attitude Toward Reading

The Elementary Reading Attitude Survey (ERAS) was used for both pre- and post-assessments of student interest in academic and recreational reading. The ERAS was only administered to students between grades three and five.

The mean differences in student interest were statistically significant with a large effect size ( $p < 0.05$ ,  $ES = 0.63$  for academic reading, and  $p < 0.05$ ,  $ES = 0.57$  for recreational reading).

Ho, H., & Smrekar, M. (under review). Implementation and efficacy study of a blended learning literacy program for students from kindergarten to fifth grade. Educational Technology Research and Development. Article reports research by McREL International.

### **Z: Intervention Teachers- MTSS- Moderate Evidence Based Research**

**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

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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](mailto: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

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- 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>

### **AA. Writing Workshop Model & Reading Workshop Model: Strong Evidence Based Research**

Overview: The writing workshop model emphasizes the process of writing through a structured yet flexible approach that includes mini-lessons, independent writing time, and sharing sessions. This model allows students to develop their writing skills in a supportive, student-centered environment.

Key Components:

1. Mini-Lesson: A short, focused lesson on a specific aspect of writing.
2. Independent Writing: Students write independently, applying the skills taught.
3. Conferences: Teachers confer with students individually or in small groups.
4. Sharing: Students share their writing with peers or the whole class.

Research Findings:

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- Student Engagement: The writing workshop model increases student engagement by providing choice and ownership over writing topics (Atwell, 1998).
- Improved Writing Skills: Students show significant improvement in their writing abilities, particularly in terms of creativity, voice, and coherence (Graves, 1983).
- Differentiation: The model supports differentiated instruction, allowing teachers to meet the diverse needs of students (Calkins, 2003).

### Implementation Strategies:

- Classroom Environment: Create a supportive, resource-rich environment that encourages writing.
- Regular Feedback: Provide ongoing, constructive feedback through conferences and peer reviews.
- Professional Development: Teachers should receive continuous training and support to effectively implement the workshop model.

### Reading Workshop Model

Overview: The reading workshop model focuses on developing reading skills and fostering a love for reading through a structured approach that includes mini-lessons, independent reading time, and sharing sessions. It promotes student choice and independent reading.

### Key Components:

1. Mini-Lesson: A brief lesson on a specific reading strategy or skill.
2. Independent Reading: Students read self-selected books independently.
3. Conferences: Teachers confer with students individually or in small groups about their reading.
4. Sharing: Students discuss their reading experiences with peers or the whole class.

### Research Findings:

- Increased Reading Achievement: Students participating in reading workshops demonstrate improved reading comprehension and fluency (Fountas & Pinnell, 1996).
- Engagement and Motivation: The model increases students' motivation to read by allowing them to choose their reading materials (Miller, 2002).
- Development of Lifelong Readers: Reading workshops help cultivate a lifelong love of reading (Routman, 2003).

### BB: Calkins- Strong Evidence Based Research

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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 policymakers, 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.

### CC. Houghton Mifflin Into Reading-Moderate Evidence Based Research

#### Houghton Mifflin Harcourt Into Reading Curriculum -

Cobblestone Applied Research & Evaluation, Inc. conducted a quasi-experimental design (QED) study to determine the potential impact of the *Into Reading* program on student reading outcomes. The purpose of this ESSA Tier 3 Promising Evidence study was to answer one key research question: Do schools using *Into Reading* outperform comparable schools that use another ELA program?

Using variables from a range of relevant data sources, the Cobblestone research team used propensity score matching to find appropriate matches of *Into Reading* (treatment) and non-*Into Reading* (control) school sites across the state of Texas, yielding a final sample of 316 schools (140 treatment and 176 control). Utilizing statistical controls for selection bias, outcome analyses were conducted to assess potential differences between treatment and control conditions on the STAAR® reading test. See Table 1 for the mean comparison of key demographic variables of the sample.

The analyses examined (a) the differences between Grade 3 students' pretest scaled reading scores (2020–2021) at the school-level, and their posttest scores (2021–2022, Grade 4); and (b) the differences between Grade 4 pretest scaled reading scores (2020-2021) at the school-level, and their posttest scores (2021–2022, Grade 5). Both comparisons indicated that *Into Reading* (treatment) schools had slightly higher average scaled scores.

The examination of the Grade 4 (2021–2022) STAAR posttest school-level scaled reading scores across conditions, controlling for Grade 3 pretest (2020–2021) scores, revealed that the *Into Reading* (treatment) schools had statistically significant higher average scaled scores at posttest ( $F[1, 184] = 4.81, p = .03$ ; see Table 2] compared to students in the non-

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*Into Reading* (control) schools. These findings suggest that the *Into Reading* program significantly improved students' reading skills in comparison to other programs.

The *Into Reading* QED study was designed to determine the potential impact of the *Into Reading* program on student reading outcomes. Based on the results, the findings suggest that the *Into Reading* program significantly improved students' reading skills in comparison to other programs. The study meets the ESSA Tier 3 Promising evidence standards (i.e., well-designed, well-implemented correlational study, with statistically controls for selection bias; and no strong negative findings from experimental or quasi-experimental studies).

DD. Guided Phonics and Beyond Curriculum Science of Reading- Strong Evidence Based Research

Tara West's Guided Phonics + Beyond is a comprehensive phonics curriculum rooted in the Science of Reading (SOR) principles. It is designed to support educators in delivering systematic and explicit phonics instruction, covering a wide range of essential literacy skills. Here are some key features and components of the program:

1. **Structured Units:** The curriculum is divided into six units, each focusing on different phonics skills. These units progress from basic letter sounds and phonemic awareness to more complex skills such as digraphs, blends, silent e words, r-controlled vowels, and vowel teams ([Little Minds at Work](#)) ([Little Minds at Work](#)).
2. **Comprehensive Materials:** Each unit includes a variety of materials to support teaching and learning. These include editable lesson plans, sound and mouth articulation cards, instructional mats, decodable readers, fluency strips, and handwriting mats. These resources are designed to engage students in multiple ways, supporting both whole-group and small-group instruction ([Little Minds at Work](#)).
3. **Phonological Awareness:** The program emphasizes phonological awareness with built-in routines that follow an "I do, we do, you do" model. This approach ensures that students receive guided practice before moving to independent work ([Little Minds at Work](#)).
4. **Multisensory Learning:** The curriculum incorporates multisensory techniques, which are crucial for effective phonics instruction. These include visual aids, tactile activities, and oral phonological awareness routines to help students internalize the sounds and patterns of English ([Little Minds at Work](#)).

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5. **Assessment and Tracking:** Guided Phonics + Beyond includes assessment tools and trackers to monitor student progress. This allows educators to tailor instruction to meet the needs of individual students, ensuring that they build confidence and mastery before moving on to more challenging material ([Little Minds at Work](#)).
6. **Teacher Support:** Tara West provides extensive support for educators using the curriculum. This includes professional development courses, community collaboration opportunities, and direct access to West for questions and guidance. These resources help teachers implement the program effectively and stay updated with best practices in phonics instruction ([Little Minds at Work](#)) ([Little Minds at Work](#)).

Overall, Guided Phonics + Beyond is designed to provide a thorough, engaging, and effective approach to phonics instruction, leveraging the latest research in literacy education to support student success. For more detailed information and resources, you can visit the [Little Minds at Work website](#) ([Little Minds at Work](#)).

#### **EE. Accelerated Reader- Strong Evidence Based Research**

**Accelerated Reader (AR) by Renaissance Learning is a widely used program aimed at improving students' reading skills and motivation through personalized reading practice and frequent assessments. Several studies and reviews highlight its effectiveness and the conditions under which it works best.**

1. **Positive Impact on Reading Achievement:** Accelerated Reader is designed to motivate students to read more and improve their reading skills through personalized reading goals and immediate feedback. Research shows that it can be particularly effective for certain groups of students. For example, a study by the Education Endowment Foundation found that low-income pupils showed significant improvement in their reading age when using AR, gaining five additional months in reading age over 22 weeks ([Renaissance Learning](#)).
2. **Targeted Interventions:** Accelerated Reader seems to work best as a targeted intervention for struggling readers. The EEF's evaluation found that while the general student population did not show additional progress compared to control groups, students eligible for free school meals who used AR made one month of additional progress in reading in some cases ([EEF](#)).
3. **Enhanced Engagement and Motivation:** AR is effective in improving students' attitudes towards reading. According to a report by the National Literacy Trust, students using AR

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tend to enjoy reading more, engage in it more frequently, and have more positive attitudes towards reading compared to their peers who do not use the program ([Renaissance Learning](#)).

- 4. Implementation Fidelity:** The success of AR can depend on how well it is implemented. Schools that integrate AR thoroughly into their reading curriculum and provide consistent support and encouragement to students tend to see better results. The EEF study noted that while many schools saw no significant difference in reading progress, those with higher implementation fidelity did observe more positive impacts ([EEF Renaissance Research](#)).
- 5. Evidence-Based Design:** AR's design is rooted in research. It has been certified by Digital Promise for its research-based instructional design, indicating that it aligns well with current educational research on how students learn best ([Renaissance Research](#)).

Overall, while Accelerated Reader is not a one-size-fits-all solution, it shows promise, especially for targeted interventions and improving students' engagement and attitudes towards reading. For optimal results, schools should focus on thorough implementation and consider the specific needs of their student populations.

## **FF. Amira - Strong Evidence Based Research**

### **1. Alignment with the Science of Reading**

Amira Learning is built upon decades of research in reading science, supporting all five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program's micro-interventions are aligned with Scarborough's Reading Rope model, ensuring that instruction targets critical components of skilled reading.

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### **2. ESSA Evidence Level**

Amira Learning has demonstrated strong levels of evidence under the Every Student Succeeds Act (ESSA) criteria, indicating its effectiveness in improving student reading outcomes.

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### **3. Efficacy Studies**

- Utah Study (2022–2023): An evaluation involving 5,434 elementary students across multiple sites in Utah found that Amira Learning had a moderate evidence level of

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effectiveness. The study utilized the Acadience Reading assessment to measure outcomes. [hnhco.com+1hnhco.com+1](#)

- Savannah-Chatham County Public School System (2020–2021): This study observed that increased usage of Amira Learning was positively associated with literacy development in first and second graders. Notably, Hispanic and Black students showed greater benefits per additional week of Amira usage compared to their peers. [hnhco.com](#)

**Key Findings**

- Effect Size: One study reported an effect size of approximately 0.70 for English-speaking students using Amira Learning, indicating a substantial impact on reading growth. [hnhco.com](#)
- Usage and Growth: Students who engaged with Amira Learning more frequently exhibited twice the weekly reading growth compared to those with less frequent usage. [hnhco.com+1hnhco.com+1](#)
- Efficiency: Amira's dyslexia screener delivers a valid assessment of students' dyslexia risk in less than 20 minutes, allowing for timely identification and intervention. [hnhco.com+1hnhco.com+1](#)

**GG. We Will Write- Moderate Evidence Based Research**

The purpose of the writing program is to create an inclusive, dynamic learning environment where students can develop their writing skills with confidence and curiosity. By incorporating anonymous team competitions, the program removes the pressure of individual judgment, encouraging students to participate more freely and without fear of failure. This structure boosts engagement by fostering a sense of camaraderie and healthy competition while reducing anxiety often associated with traditional classroom settings. ([We Will Write](#))

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In addition, peer assessment and structured reflection play a vital role in promoting social learning. Students not only gain insights by evaluating the work of others but also deepen their own understanding through collaborative dialogue and constructive feedback. This process empowers learners to think critically about writing and to view revision as a communal, iterative process. ([We Will Write](#))

Finally, teacher-led analysis complements student-driven activities by offering expert guidance in a playful and interactive format. Through facilitated discussions, students connect theoretical concepts to practical writing decisions, uncovering deeper insights and reinforcing their learning. Altogether, the program is designed to build writing confidence, critical thinking, and a supportive community of learners. ([We Will Write](#))

**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 may 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.**

A. Counselor will provide routine classroom guidance for all grade levels as well as individual/small group counseling sessions based on student needs.

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- Through classroom guidance and small group counseling, counselor, school social worker, school resource officer, and school staff as a whole will review and implement strategies to address attendance and behavior concerns.

B. The classroom guidance will also include college and career awareness and preparation.

C. Multi Tiered Systems of Support will continue to be implemented to address the behavior and academic concerns using early intervention. This program will monitor student progress and effectiveness of interventions used. Students who qualify for a 504 plan and/or an IEP will have up-to-date plans and progress towards goals will be monitored at least annually.

D. Professional development for teachers, paraprofessionals, and staff members will be provided based on the needs identified in the comprehensive needs assessment.

- Social Studies and Science support especially for SpEd students in grades 3-5.
- ELA and math curriculum, serving students with disabilities, technology resources (MAP, ExactPath, Google Classroom, Safari Montage, BrainPOP, Reflex Math, SLDS, Flipgrid, Study Island).

E. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

- Kindergarten students and parents are asked to come for a day before the start of school to take a glimpse into the kindergarten curriculum and learn hands-on strategies to use at home. Parents will be given tools to help bridge the connection between school and home in reading and math. Flyers will be sent to private day cares, public preschools (Head Start), community services (i.e. YMCA, Hydra, Newspapers, and/or churches) to inform parents of events.
- Hartwell Elementary provides a Kindergarten Orientation specifically for incoming Kindergarten students and parents at the beginning of the school year. The faculty and staff work together to answer any questions or concerns parents have to ensure that all students feel safe and secure and part of the Hartwell Elementary school program.
- As the school year progresses, the Pre-Kindergarten classes are encouraged to participate in more of the school activities. Families Being Involved (FBI) time is offered throughout the year to encourage parents to visit the school, work with their child, and get to know their child's teachers.
- Fifth grade students are given several opportunities to aid in the transition to the middle school, including an on-site visit during school hours to view daily operations, parent meeting held in the evening to inform families of school expectations, and a summer "6th Grade Transition Camp" to assist in the transition from elementary to middle school.
- New students will be given grade-level compacts upon registration.

- **Address how the school will determine if such needs have been met; and**

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- **are consistent with, and are designed to implement, the state and local improvement plans, if any.**

- A. Common Assessments
- B. MAP
- C. Study Island
- D. Exact Path
- E. Reflex Math
- F. Frax Math
- G. IXL
- H. Georgia Milestones
- I. Lexia Core5
- J. Achievement Teams/Data: Achievement teams meet to monitor student progress and develop flexible groups based on the data.
- K. Attendance reports will be run monthly and reviewed at the leadership meetings.
- L. Discipline reports will be run monthly and reviewed at PBIS team meetings as well as leadership meetings.
- M. Monthly collaborative meetings where teachers and administration review data from unit assessments, universal screeners, 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.
- N. Data from assessments will be used to analyze student performance and develop
- O. Instructional interventions.
- P. Progress monitoring data will be kept for students not making progress.
- Q. 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 school wide 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

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on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards;

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

- A. Hartwell Elementary School developed the school wide plan during the 2023-2024 school year and updated prior to the 2024-2025 school year. Development committee will meet throughout the 2024-2025 school year to monitor the progress of the plan and updates/changes will be made in the summer following the 2024-2025 school year.
- B. We have developed our school wide plan with the involvement of the community to be served and individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were Ashley McNeill (Principal), Andrea Gibbs (Assistant Principal), Shuntel Curry (Data Collection), Brett Carey (Data Collection), Wendy Page (Data Collection/Minutes), and Brianna Leverett (Data Collection). School governance team members included Britney Morrison and Kelsey Allen. Parents were Kayla Thornton and Brittany Starrett. The ways they were involved were reviewing the data that had been gathered by the teachers through the comprehensive needs assessment, discussing Title I funds, how they should be spent to best meet the needs of our families, and make suggestions to improve our overall school achievement and climate. The planning committee met daily between Monday, June 3, 2024 and Friday, June 7, 2024 to develop our School Wide Improvement Plan (SWP), Parental and Family Engagement Plan (PFEP), and our Parent/Student/Teacher Compacts for the 2024-2025 school year. Committee members assisted in collecting 2023-2024 data using the SLDS system and 2023-2024 Data using EOG data file, and MAP data to help drive decision making throughout the creation of the documents. Parents were involved by providing feedback and were also allowed to help make decisions to improve school processes at Hartwell Elementary School. Parents were invited by text message (SchoolStatus), email, and social media to attend the Title I Planning Week to review and provide input and additional feedback.
- C. The school wide 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. This review will take place at leadership meetings during the months of August, October, January, and March.

- 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.

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At Hartwell Elementary we will implement the SWP by ensuring that all LEAS, parents, and the public (internet, newspaper, newsletter) are aware of the important information included in our SWP. Also, we will have the plan available for anyone who is interested. We will monitor what is happening throughout the year through observations, assessment data, achievement teams, TKES observations, and parent feedback, school leadership meetings, and school governance meetings. We will assess the effectiveness of our plan during the next Title I Planning following the school year of 2024-2025.

- 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.

We will measure the effectiveness of our SWP by observations, assessment data, achievement teams, TKES observations, and parent feedback, school leadership meetings, and school governance meetings. To ensure that our students who are farther behind, we will use all interventions with validity and utilize our intervention specialist to monitor progress of the students throughout the year.

- D. Hartwell Elementary makes the comprehensible school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- The SWP, PFEP, and Compacts are posted on the school website and available in the school office.
  - Availability of the plan for review will be advertised in the local newspaper as well as the school newsletters, callouts, and text messages.
  - The Parent and Family Engagement Notebook containing the SWP, PFEP, and Compacts are available in the office as well as shown at all Parent and Family Engagement Activities with an opportunity for review and feedback.
- E. At the current time Hartwell Elementary does not have a significant percentage of parents whose primary language is a language other than English. If in the future a significant percentage of parents speak a primary language that is not English, this school wide plan will be translated into that language.

**4. ESSA Requirements to include in the School wide 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

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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)

**a. Evidenced 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: All parents were invited to participate in the Title I planning week through text message (SchoolStatus), email, and social media reminders. The school wide plan, Parent and Family Engagement Plan, and compacts are available to parents prior to the final approval date for review and revision. It was announced on Facebook, as well as SchoolStatus messages for parents and community members to review.

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)
- Describes how the school will provide individual student academic assessment results, including an interpretation of those results
- Hartwell Elementary provides ongoing assessment of student achievement and assessment results are disseminated to parents through progress reports and report cards. Progress reports are sent home every 4 ½ weeks and report cards go home every 9 weeks.
- Daily student progress information is available to parents through the ‘Parent Portal’ on our school website through Infinite Campus.
- School Status and student agendas are an important part of parent-school communication. Teachers and parents can use School Status and agendas for written communication, to send homework, grades, and work to parents, and as a tool for everyday use.
- PBIS Rewards is used throughout the school to communicate with parents regarding behavior, academics, and school events.
- For students assessed through GAA (Georgia Alternate Assessment), a brochure is given to parents prior to the administration of the assessment to explain why and how it is administered. After results are in, parents receive a detailed report of the results with explanation of each domain and scoring procedures.
- Standard communication through School Status, phone calls, notes home, as well as monthly newsletters and emails are also utilized to keep parents informed and involved.
- MAP reports are sent home after each testing session with an explanation of how to read and utilize this report.
- Georgia Milestone data will be shared with parents once this is received.
- Teacher-Student and Teacher-Student-Parent conferences will take place throughout the year to share progress and set goals.

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- Makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- The SWP, PFEP, and Compacts are posted on the school website and available in the school office and at the Hart County District office.
- The grade-level specific compacts can be found in the Parent and Family Engagement notebook and will be given to new students upon registration.
- Parent and Family Engagement Plan checklist included and can be found in the Parent and Family Engagement Notebook.

### **Save the Dates!**

Hartwell Elementary School will host the following events to build the capacity for strong parent and family engagement to support a partnership among the school, parents, and the community to improve student academic achievement.

#### **July 28, 2025, from 8:00 am – 2:00 pm Kindergarten Camp**

- Teachers will show parents how to support their children's reading and math skills at home. Additionally, they will provide instructional materials, technology resources, and helpful links for subject areas.

#### **August 1, 2025, from 4:00-6:00 pm Meet the Teacher**

- Join us to meet your child's teacher(s) and learn everything you need to know for the first day of school! Pre-K and Kindergarten sessions are from 5:00-6:00 pm, while Grades 1-5 can drop in between 4:00-6:00 pm.

#### **August 26, 2025, from 6:00-6:30 pm Title I Annual Meeting**

#### **August 27, 2025, 8:00 am Redelivery**

- An overview of the following documents will be provided: School-Wide Title I Plan, Parent and Family Engagement Plan, & Student/Parent/Teacher Compact. Title I requirements will also be explained.

#### **August 26, 2025, from 6:30-7:00 and 7:00-7:30 pm Curriculum Night (2 sessions)**

- Parents will receive information about the curriculum, academic assessments, and expected proficiency levels through teacher-created presentations. Teachers will demonstrate sample test questions and classroom activities, including Reflex Math, Study Island, IXL, and Lexia Core5. Additionally, parents will learn how to monitor their child's progress using standards-based report cards and Infinite Campus.

#### **September 16, 2025, from 5:30-7:00 pm Digital & Social Media for Elementary Parents**

- 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 Directory.

#### **October 16, 2025, & March 24, 2026, Early Release/Parent Conference from 1:30-7:30 pm**

- Parents will conference with their child's teacher about their progress, review MAP test data, and discuss Teacher/Parent/Student Compacts. The teacher will model subject specific instructional strategies during this time. Conferences will be scheduled from **1:30 to 7:30 pm**.

#### **February 13, 2026, at 8:00, ELA and Social Studies Workshop**

- Parents will be provided with the updated ELA standards and resources to use at home to support their child in ELA and Social Studies.

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**March 26, 2026, from 8:00- 9:00 am Spring Parent Input Meeting & Georgia Milestone Informational Meeting with Annual PAC Information**

- Parents will have the opportunity to provide their input on our school-wide Plan, Teacher/Parent/Student Compact, Title I Parent and Family Engagement Plan, and how to build our staff capacity for the 2026-2027 school year. Parents will also receive information regarding Georgia Milestone testing. **Courtney Hart will be providing Parent Advisory Council information.**

**April 2, 2026, from 6:00 - 7:30 pm, STEAM (Math/ Science) Showcase**

- As a Title I initiative, students will work to apply math and science concepts through Project-Based Learning (PBL). At this showcase, parents will learn information about PBL and have an opportunity to be the audience and view students' projects within the district.

**June 2026 Title 1 Parent/Family Engagement Planning Week**

c. Following are our plans for assisting students in the transition between programs.

- Kindergarten students and parents are asked to come for a day before the start of school to take a glimpse into the kindergarten curriculum and learn hands-on strategies to use at home. Parents will be given tools to help bridge the connection between school and home in reading and math. Flyers will be sent to private day cares, public preschools (Head Start), community services (i.e. YMCA, Hydra, Newspapers, and/or churches) to inform parents of events.
- Hartwell Elementary provides a Kindergarten Orientation specifically for incoming Kindergarten students and parents at the beginning of the school year. The faculty and staff work together to answer any questions or concerns parents have to ensure that all students feel safe and secure and part of the Hartwell Elementary school program.
- As the school year progresses the Pre-Kindergarten classes are encouraged to participate in more of the school activities.
- 5<sup>th</sup> grade students are given several opportunities to aid in the transition to middle school, including an on-site visit during school hours to view daily operations, parent meetings held in the evening to inform families of school expectations, and a summer "Bulldog Transition Camp" to assist in the transition from elementary to middle school.
- New students will be given grade-level compacts upon registration.

**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.**

A. We include teachers in decisions regarding use of academic assessments. These include shared decision making through our leadership team, disaggregation of student data including achievement and school profile data with our achievement teams, grade level and professional learning meetings, identification of individual, class and grade

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level strengths and weaknesses and modification of instruction through differentiation and tier services. In this manner Hartwell Elementary ensures the improvement of the academic performance of individual students and the overall instructional program.

- B. Our local school governance team meets to share dialogue regarding our school goals, test results, and program planning. The school governance team includes administrators, local community partners, parents, and staff members. Previous years' GMAS data is reviewed by 3rd, 4th, and 5th grade teachers. Common assessments are utilized by all grade levels. MAP reports will be analyzed by grade-level teachers, leadership team, and administration to identify successful strategies.

**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.**

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. Students in need of additional assistance are identified through Georgia Milestones Assessment given each April, MAP given in August, November/December, and March/April, Achievement Teams which meet at least monthly, and teacher observation that takes place on an ongoing basis. Those activities given for these students are:

- Small group tutoring for students in grades K-5. Tutoring is available in reading and math, beginning in the fall and continuing through the spring. The tutoring services are contracted with certified individuals and will be offered during after school.
- Early Intervention Program serves students who qualify based on the multiple selection criteria and served using the reduced class model.
- Individual instruction is used as a means to re-teach a particular skill to a student.
- Intervention/Acceleration block is provided each day to all students. During this block, students are provided individualized instructional programming based on their individual needs/academic performance.
- Reading incentives – led by the media specialist and supported by all reading/ELA teachers to encourage interest in reading.
- Co-Teaching is utilized to assist in closing the gap in achievement between the general population and students with disabilities. The general ed teacher and special ed teacher in each co-teaching situation collaborate in analyzing data and working to differentiate instruction to meet the needs of all learners.
- Resource classes are provided for SPED students to receive instruction on skills that will help them reach their IEP goals.
- Read 180 and System 44 will be utilized by SWD to individualize support and instruction to help close the gap and meet the needs of all learners.

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- MTSS will be implemented and evaluated through progress monitoring and monthly meetings to analyze student progress and intervention effectiveness.
- Scheduled time within the day for Reader’s and Writer’s Workshop including the use of Houghton Mifflin to assist with teacher/student conferences.
- Study Island and ExactPath are used in the K-5 instructional classrooms to support instruction on individualized levels based on MAP scores.

**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 staff, instructional materials and supplies, software, transportation
Title I	Instructional materials- High-interest/low-level books, leveled readers Supplies- Project/problem based learning activities, manipulatives for parent use, reader’s folder, bags for books Instructional software- IXL, NewsELA, Exact Path, Study Island, Reflex Math, Lexia, and Freckle for reading and math with tutoring opportunities
Title II	Professional Learning Opportunities (Houghton Mifflin)
Title III	Specifically for ELL students – instructional materials, supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software
SPLOST	Technology (Update teacher laptops, Chromebooks, and Ipads)
Carl D Perkins	N/A

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

*Response:*

- A. Hartwell Elementary provides ongoing assessment of student achievement and assessment results are disseminated to parents through progress reports and report cards. Progress reports are sent home every 4 ½ weeks and report cards go home every 9 weeks.
- B. Daily student progress information is available to parents through the ‘Parent Portal’ on our school website through Infinite Campus.
- C. School Status and student agendas are an important part of parent-school communication. Teachers and parents can use School Status and the agenda for

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written communication, to send homework, grades, and work to parents, and as a tool for everyday use.

- D. PBIS Rewards will be used throughout the school to communicate with parents regarding behavior, academics, and school events.
- E. For students assessed through GAA (Georgia Alternate Assessment), a brochure is given to parents prior to the administration of the assessment to explain why and how it is administered. After results are in, parents receive a detailed report of the results with explanation of each domain and scoring procedures.
- F. Standard communication through School Status, phone calls, notes home, as well as monthly newsletters and emails are also utilized to keep parents informed and involved.
- G. MAP reports are sent home after each testing session with an explanation of how to read and utilize this report.
- H. Georgia Milestone data will be shared with parents once this is received by mail and parent conferences. A meeting will be held at school and available online explaining how to interpret scores.
- I. Teacher-Student-Parent conferences will take place throughout the year to share progress and set goals.

**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  
Hartwell Elementary teachers participate in the following to enable them to ensure that data is collected and disaggregated

- A. In-service/professional learning during pre-planning and additional days throughout the school year as well as flexible professional learning times.
- B. Professional Learning Communities to discuss data from standardized assessment as well as training in differentiation and other methods to remediate and enhance once the data is assessed.
- C. Teacher training in how CCRPI designations are determined and the factors regarding second indicators.
- D. Analysis of data to look for trends, patterns, and weaknesses in the student body as a whole in addition to the students assigned to them for the current school year. Training and practice in the analysis and utilization of data to ensure differentiation in the classroom.
- E. MAP data is reviewed and analyzed by teachers and administrators after each testing session.

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

The state of Georgia has assured the validity and reliability of the tests used by the Georgia Department of Education. The state mandated Georgia Milestones Assessment meets reliability and validity requirements, and are therefore statistically sound and

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research-based. Annual results are routinely compared to previous results to identify trends or patterns in the performance data.

The Hart County mandated assessment, MAP (Measures of Academic Progress), is guided by the Standards for Educational and Psychological Testing that were developed jointly by the AERA American Educational Research Association), APA (American Psychological Association), and the NCME (National Council on Measurement in Education).

Benchmark assessments are given throughout the year and the reliability will be reviewed and determined as students take MAP and Georgia Milestone Assessment.

### **11. Provisions for public reporting of disaggregated data.**

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.doe.k12.ga.us](http://www.doe.k12.ga.us)). CCRPI scores are also available to parents through a link shared on the school's Facebook page. A letter notifying parents of the school's CCRPI report is sent home with students.

Hartwell Elementary School students and teachers are proud of all assessment scores that show student improvement, regardless of whether the numbers indicate a pass or fail score. The goal is for all students to progress as much as they can with the ability that they possess. Assessment results are communicated to all stakeholders by using a variety of methods which include the following:

- CCRPI reports will be shared and will be analyzed with all stakeholders. Action steps will be developed and implemented to address areas of concern and to improve the overall CCRPI score. The CCRPI report is available to parents and the community on the Georgia Department of Education website ([www.doe.k12.ga.us](http://www.doe.k12.ga.us)).
- The School website provides parents with information needed to access Georgia Milestones score information and/or other assessment data. In addition, Hartwell Elementary Georgia School Report Card is linked on our website.
- Teachers routinely write individual comments regarding assessment results in student agendas which are given to each student at the beginning of the school year. Student work, along with teacher commentary, is sent home and parents are requested to sign as an indication that the material was reviewed.
- Parents receive a copy of The Georgia Milestones Assessment results and MAP reports.
- The local newspaper eagerly prints pictures and articles about student academic success.
- Various assessment results and updates are shared at all public school meetings including PTO meetings and School Governance meetings.
- Display cases located in the main hallway are used to publicly recognize student success. Student work is frequently displayed for all stakeholders to see.

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- Student achievement information is included in the bimonthly reports to the superintendent and the board of education.
- Student assessment results are shared at monthly System Leadership Team meetings.
- Awards Day is a community event held on the last week of school to recognize students for various achievements.
- Fifth Grade students participate in a special recognition program held at the end of the school year to celebrate their achievements for the year and to wish them success as they enter middle school in the fall.
- Infinite Campus is available for parents to review grades, attendance, and student information at any time with a username and password.
- Two early release days for conferences are built into the Hart County Charter System calendar. These days provide teachers and parents with two opportunities to meet to discuss their student's various achievement results and specific learning needs. Parents can also request a conference at any time to discuss their child's academic progress.
- School Status is a communication tool that administration, teachers, and parents can stay in constant communication that is documented.

**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.