

**South Hart Elementary**  
**2025-2026**  
**Title I School-Wide Improvement**  
**Plan**

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**Contents**

<b>School Information</b>	- 2 -
<b>SWP Template Instructions</b>	- 3 -
<b>Planning Committee Members</b>	- 4 -
<b>SWP/SIP Components</b>	- 5 -
<b>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).</b>	- 5 -
<b>2. School-wide reform strategies that: Sec.1114(b)(7)(A)(i-iii)</b>	- 20 -
<b>3. School-Wide Plan Development: Sec. 1114(b)(1-5)</b>	- 52 -
<b>4. ESSA Requirements to include in the School-Wide Plan:</b>	- 54 -
<b>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.</b>	- 56 -
<b>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.</b>	- 57 -
<b>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</b>	- 58 -
<b>8. Description of how individual student assessment results and interpretation will be provided to parents.</b>	- 59 -
<b>9. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</b>	- 59 -
<b>10. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</b>	- 60 -
<b>11. Provisions for public reporting of disaggregated data.</b>	- 60 -
<b>12. Plan is subject to the school improvement provisions</b>	- 61

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**School Information**

<b>SCHOOL-WIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name: South Hart Elementary</b>	<b>District Name: Hart County</b>	
<b>Principal Name: Marion Hanahan Assistant Principal: Stephanie McConnell</b>	<b>School Year: 2025-2026</b>	
<b>School Mailing Address: 121 E &amp; M Dairy Rd, Hartwell, GA 30643</b>		
<b>Telephone: 706-856-7383</b>		
<b>District Title I Director/Coordinator Name: Lamar Scott</b>		
<b>District Title I Director/Coordinator Mailing Address: 284 Campbell Street, 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: June 4, 2025</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

**SWP Template Instructions**

- All components of the Title I school-wide/School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first 4 components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESSA). The additional components are locally required.
- Please submit your School Improvement Plan as an addendum after the header page in this document.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**Planning Committee Members**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Marion Hanahan		Principal
Stephanie McConnell		Assistant Principal
Dawn Key		1st Grade Teacher
Kimberley Ayers		2nd Grade Teacher
Kelsi Dye		3rd Grade Teacher
Kathleen Teel		RTI Intervention Reading Teacher- Grades K-5
Kelli Hart		Parent
Alison Hershberger		Parent
Hilaree Hudson		Parent
Aubrey Dickenson		Parent

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**SWP/SIP Components**

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

- We have developed our 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. South Hart Elementary’s comprehensive school-wide improvement plan was developed by a committee of administrators, teachers, parents, and community members. All stakeholders will assist in carrying out the school improvement program plan. Committee members involved were Marion Hanahan, Stephannie McConell, Dawn Key, Kimberley Ayers, Kelsi Dye, and Kathleen Teel. Parents that participated were Kelli Hart, Alison Hershberger, Hilaree Hudson, Aubrey Dickenson. The committee met to review the school-wide plan for the 2025-2026 school year. Changes were made to address the needs for the 2025-2026 school year based on surveys completed by stakeholders, Georgia Milestones results, MAP Data, CCRPI scores, and teacher, parent, and community member input. The team led the discussions and provided reports and data. The committee made changes to the school-wide plan, parental engagement plan and parent/teacher/student compacts. All participants reviewed and analyzed data from MAP, Georgia Milestones, and GKIDS 2.0 to identify the areas of weaknesses for the school so that this information could be used to plan professional development and identify needed resources. All staff and parents were invited to attend Title I planning meetings, as well as give feedback throughout the school year through parent meetings, surveys, emails and leadership meetings.
- South Hart Elementary gathers information from many sources to determine school-wide needs. All staff members, including certified teachers and paraprofessionals, complete a system level Needs Assessment each spring to help identify areas to be included in professional learning activities. Certified staff members also complete a TKES Self-Assessment to identify individual strengths and areas of need. These areas are then addressed in Professional Learning Communities (PLCs) throughout the school year and their individual professional learning plans.
- The committee used surveys completed by stakeholders, teachers, parents, and community members to obtain information. Teachers and parents have the opportunity to provide feedback after each Title I event by participating in surveys to communicate with the school about concerns or activities that are working well or need improvement. As that information is collected, it is placed into our Title I notebook for viewing by school leadership, school governance team, and committee meetings for Title I and parental involvement. Data from MAP, Georgia Milestones, and GKIDS 2.0 were gathered to identify areas of strength, weakness, trends, and academic gaps. CCRPI data from FY24

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

was used to identify areas of strengths and weaknesses. For purposes of comparison, the team evaluated FY23 CCRPI data and FY24 CCRPI data. The committee also reviewed diagnostic reports and graphs of student performance. The committee brainstormed ideas and strategies to address the identified needs for the upcoming 2025-2026 school year.

- The following assessments and/or data collections will continue to be used as our comprehensive needs assessment tools:

CCRPI*	SLDS	Georgia Milestones	Student Growth Measures
GKIDS 2.0	Lexiles	MAP	ESGI Software
Exact Path	Study Island	Wilson Reads	Infinite Campus

- Current achievement data was reviewed to help the school understand the subjects and skills in which teaching and learning need to be improved.

**FY25 Balanced Scorecard**

**SHES Balanced Scorecard FY25**

Goal 1-ELA						
Grade Level	Performance Indicator	22-23 District South Hart	23-24 District South Hart	24-25 District South Hart	Target Difference	District Difference
3 ELA	Proficient or Above	D-33% SH-44%	D-36% SH-36%	D-36 SH-27	-12%	-9%
4 ELA	Proficient or Above	D-37% SH-43%	D-40% SH-37%	D-42 SH-40	Met	-2%
5 ELA	Proficient or Above	D-42% SH-51%	D-50% SH-61%	D-48 SH-49	+4%	+1%
Goal 1-Math						
Grade Level	Performance Indicator	22-23 District South Hart	23-24 District South Hart	24-25 District South Hart	Target Difference	District Difference
3 Math	Proficient or Above	D-43% SH-47%	D-49% SH-42%	D-52 SH-44	+3%	-8%
4 Math	Proficient or Above	D-51% SH-59%	D-60% SH-68%	D-62 SH-62	+10%	0%
5 Math	Proficient or Above	D-31% SH-45%	D-37% SH-34%	D-46 SH-51	-14%	+5%

# Georgia Department of Education Title I School-Wide/School Improvement Plan

## FY24 CCRPI Achievement Levels

HOW DID STUDENT GROUPS IN THE STATE PERFORM?	ACHIEVEMENT LEVELS	SCORES, TARGETS, AND FLAGS			
<b>ENGLISH LANGUAGE ARTS</b>		Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
MATHEMATICS	<b>ALL STUDENTS</b> <small>99.54% Participation Rate</small>	26.90%	29.68%	29.36%	14.06%
SCIENCE	<b>AMERICAN INDIAN / ALASKAN NATIVE</b> <small>99.06% Participation Rate</small>	28.15%	30.22%	29.70%	11.93%
	<b>ASIAN / PACIFIC ISLANDER</b> <small>99.69% Participation Rate</small>	9.08%	18.30%	36.52%	36.10%
	<b>BLACK</b> <small>99.46% Participation Rate</small>	37.39%	32.14%	23.11%	7.37%
	<b>HISPANIC</b> <small>99.55% Participation Rate</small>	33.86%	32.49%	25.07%	8.59%
	<b>MULTI-RACIAL</b> <small>99.21% Participation Rate</small>	21.98%	28.84%	32.45%	16.74%
	<b>WHITE</b> <small>99.07% Participation Rate</small>	16.46%	27.65%	36.14%	19.75%
	<b>ECONOMICALLY DISADVANTAGED</b> <small>99.41% Participation Rate</small>	33.97%	32.76%	25.14%	8.12%
	<b>ENGLISH LEARNERS</b> <small>99.67% Participation Rate</small>	37.68%	31.94%	22.75%	7.63%
	<b>STUDENTS WITH DISABILITY</b> <small>97.96% Participation Rate</small>	53.69%	26.45%	15.21%	4.66%

HOW DID STUDENT GROUPS IN THE STATE PERFORM?	ACHIEVEMENT LEVELS	SCORES, TARGETS, AND FLAGS			
ENGLISH LANGUAGE ARTS		Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
<b>MATHEMATICS</b>	<b>ALL STUDENTS</b> <small>99.27% Participation Rate</small>	19.85%	33.28%	29.90%	16.97%
SCIENCE	<b>AMERICAN INDIAN / ALASKAN NATIVE</b> <small>98.83% Participation Rate</small>	19.74%	36.10%	26.23%	17.92%
	<b>ASIAN / PACIFIC ISLANDER</b> <small>99.65% Participation Rate</small>	4.53%	14.36%	31.01%	50.10%
	<b>BLACK</b> <small>99.58% Participation Rate</small>	31.22%	38.65%	22.97%	7.16%
	<b>HISPANIC</b> <small>99.50% Participation Rate</small>	22.34%	38.84%	28.22%	10.61%
	<b>MULTI-RACIAL</b> <small>99.17% Participation Rate</small>	15.91%	33.21%	32.03%	18.85%
	<b>WHITE</b> <small>98.99% Participation Rate</small>	10.27%	27.99%	37.09%	24.65%
	<b>ECONOMICALLY DISADVANTAGED</b> <small>99.34% Participation Rate</small>	25.50%	38.07%	26.54%	9.89%
	<b>ENGLISH LEARNERS</b> <small>99.63% Participation Rate</small>	24.06%	37.93%	25.84%	12.17%
	<b>STUDENTS WITH DISABILITY</b> <small>97.86% Participation Rate</small>	43.82%	31.15%	17.44%	7.59%

# Georgia Department of Education Title I School-Wide/School Improvement Plan

HOW DID STUDENT GROUPS IN THE STATE PERFORM?	ACHIEVEMENT LEVELS	SCORES, TARGETS, AND FLAGS			
		Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
ENGLISH LANGUAGE ARTS					
MATHEMATICS					
<b>SCIENCE</b>					
	<b>ALL STUDENTS</b> 99.17% Participation Rate	<b>33.77%</b>	<b>22.52%</b>	<b>28.77%</b>	<b>14.94%</b>
	<b>AMERICAN INDIAN / ALASKAN NATIVE</b> 98.90% Participation Rate	<b>33.88%</b>	<b>23.97%</b>	<b>29.34%</b>	<b>12.81%</b>
	<b>ASIAN / PACIFIC ISLANDER</b> 99.71% Participation Rate	<b>10.19%</b>	<b>13.29%</b>	<b>37.13%</b>	<b>39.39%</b>
	<b>BLACK</b> 99.31% Participation Rate	<b>47.36%</b>	<b>23.95%</b>	<b>22.01%</b>	<b>6.69%</b>
	<b>HISPANIC</b> 99.39% Participation Rate	<b>40.85%</b>	<b>24.64%</b>	<b>25.18%</b>	<b>9.33%</b>
	<b>MULTI-RACIAL</b> 99.06% Participation Rate	<b>27.07%</b>	<b>23.90%</b>	<b>31.05%</b>	<b>17.98%</b>
	<b>WHITE</b> 98.84% Participation Rate	<b>21.20%</b>	<b>21.25%</b>	<b>35.71%</b>	<b>21.84%</b>
	<b>ECONOMICALLY DISADVANTAGED</b> 99.23% Participation Rate	<b>42.04%</b>	<b>24.33%</b>	<b>24.88%</b>	<b>8.74%</b>
	<b>ENGLISH LEARNERS</b> 99.54% Participation Rate	<b>43.60%</b>	<b>23.81%</b>	<b>23.31%</b>	<b>9.28%</b>
	<b>STUDENTS WITH DISABILITY</b> 97.86% Participation Rate	<b>57.61%</b>	<b>19.44%</b>	<b>17.36%</b>	<b>5.59%</b>

## FY24 Subgroup Performance Scores

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?	SCORE	TARGET	FLAG
ALL STUDENTS	68.62	70.38	
SUMMARY OF FLAGS			
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
<b>BLACK</b>	54.32	51.40	
HISPANIC	50.01	48.88	
MATHEMATICS			
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	74.65	77.12	
SCIENCE			
ECONOMICALLY DISADVANTAGED	59.57	57.16	
ENGLISH LEARNERS	63.16	74.58	
STUDENTS WITH DISABILITY	32.90	37.21	

**LEGEND**

-  Subgroup met improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

## Georgia Department of Education Title I School-Wide/School Improvement Plan

### HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

**MATHEMATICS**

SCIENCE

**LEGEND**

-  Subgroup met improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	SCORE	TARGET	FLAG
ALL STUDENTS	75.91	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	60.36	N/A	
HISPANIC	63.05	N/A	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	82.30	N/A	
ECONOMICALLY DISADVANTAGED	69.43	N/A	
ENGLISH LEARNERS	78.96	N/A	
STUDENTS WITH DISABILITY	43.42	N/A	

### HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

**SCIENCE**

**LEGEND**

-  Subgroup met improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	SCORE	TARGET	FLAG
ALL STUDENTS	59.65	69.85	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	44.45	Too Few Students	
HISPANIC	Too Few Students	Too Few Students	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	68.00	84.10	
ECONOMICALLY DISADVANTAGED	47.51	59.48	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	31.25	Too Few Students	

## FY25 Performance

### English Language Arts

Grade	Beginning Level 1	Developing Level 2	Proficient Level 3	Distinguished Level 4	Combined 3's & 4's
3rd	36.2%	35.2	23.5%	4.9%	28.4%
4th	28.2%	31.5%	30.4%	9.7%	40.2%
5th	24.1%	26.4%	36.7%	12.6%	49.4%

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**Math**

<b>Grade</b>	<b>Beginning Level 1</b>	<b>Developing Level 2</b>	<b>Proficient Level 3</b>	<b>Distinguished Level 4</b>	<b>Combined 3's &amp; 4's</b>
<b>3rd</b>	9.8%	45%	37.2%	7.8%	45%
<b>4th</b>	8.7%	29.6%	26.3%	35.1%	61.5%
<b>5th</b>	31%	17.2%	33.3%	18.3%	51.7%

**Science**

<b>Grade</b>	<b>Beginning Level 1</b>	<b>Developing Level 2</b>	<b>Proficient Level 3</b>	<b>Distinguished Level 4</b>	<b>Combined 3's &amp; 4's</b>
<b>5th</b>	35.6%	21.8%	24.1%	18.3%	42.5%

**2024/2025 Grade level data compared to 2023/2024 Grade Level Data (READING)**

3rd Grade- Level 1's increased to 36.2 from 35.5%. Level 2's increased from 35.2% to 21.1%. Level 3's decreased from 30.3% to 23.5%. Level 4's decreased from 13.2% to 4.9%. Level 3's and 4's combined decreased from 43.5% to 28.4%.

4th Grade- Level 1s increased the same at 25.6% to 28.2%. Level 2's decreased from 31.7% to 31.5%. Level 3's increased from 25.6% to 30.4%. Level 4s decreased from 17.1% to 19.7%. Level 3's and 4's combined decreased from 42.7% to 40.2%.

5th Grade- Level 1's increased from 12.9 to 24.1%. Level 2's decreased from 35.3% to 26.4%. Level 3's increased from 34.1% to 36.7%. Level 4's decreased from 17.6% to 12.6%. Level 3's and 4's combined decreased from 51.7% to 49.4%.

**2024/2025 Student level data compared to 2023/2024 Student level data Data (MATH)**

3rd Grade- Level 1's decreased from 13% to 9.8%. Level 2's increased from 40.3% to 45%. Level 3's increased from 32.5% to 37.2%. Level 4's decreased from 14.3% to 7.8%. Level 3's and 4's combined decreased from 46.8% to 45%.

4th Grade- Level 1's decreased from 12.5% to 8.7%. Level 2's increased from 28.4% to 29.6%. Level 3's decreased from 43.2% to 26.3%. Level 4's increased from 15.9% to 35.1%. Level 3's and 4's combined decreased from 59.1% to 61.5%.

5th Grade- Level 1's increased from 24.7% to 31%. Level 2's decreased from 30.6% to 17.2%. Level 3's increased from 22.4% to 33.3%. Level 4's decreased from 22.4% to 18.3%. Level 3's and 4's combined increased from 44.8% to 51.7%.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

<b>GKIDS 2.0*</b>	
<b>English/Language Arts</b>	<b>2024-2025 % Demonstrating/Exceeds</b>
Phonemic Awareness	50%
Phonics	68%
High Frequency Words	34%
Comprehension	44%
Conventions of Writing	39%
Spelling	43%
Communication of Ideas	37%
<b>ELA TOTAL</b>	<b>45%</b>

<b>GKIDS 2.0*</b>	
<b>Mathematics</b>	<b>2024-2025 % Demonstrating/Exceeds</b>
Counting & Cardinality	73%
Count Sequences	72%
Written Numerals & Comparison of Quantities	82%
Addition & Subtraction	73%
Patterns & Passage of Time	83%
Comparison & Classification of Objects	80%
Shapes & Positional Language	77%
<b>MATH TOTAL</b>	<b>77%</b>

When looking at Kindergarten’s GKIDS 2.0 English/Language Arts data, it shows 68% of students are demonstrating or exceeding in the area of phonics. This area is a strength for students because our county focuses on phonics throughout the school year. Teachers are using HMH to increase phonics skills in class daily. The Mathematics data shows 83% of students are

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

demonstrating or exceeding in the area of patterns and passage of time. This area is a strength because teachers are working on creating patterns with students and helping them understand calendar time. This skill is practiced daily.

b. We have identified additional areas that also impact student achievement through the 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:

**Parental Engagement-**

We had 18 parents complete the Parent Involvement Survey. Of those respondents 15 were female. Parents feel strongly that South Hart provides opportunities to provide feedback (89%). Parents felt like their greatest needs for the 1% of parent involvement funds were grade to grade transition camps for parents and students and educational materials for parent use. Thirteen of 18 respondents felt South Hart encouraged them to play a role in improvement planning. Fifteen of 18 respondents felt South Hart provides information that is easy to understand. Eighty three percent of respondents express that teachers communicate students' progress weekly or at least every few months. Seventeen of 18 respondents prefer to receive information by text message. Twelve of 18 respondents prefer to receive information by letters/newsletters/flyers.

Sixteen of 18 respondents feel the school's leadership creates an environment in which staff, parents, and the community work together to improve student achievement. Parents prefer writing strategies and math skills. In order to participate in future meetings and school activities, parents say morning meetings or evening meetings would be beneficial. The most valuable training according to respondents are Science Strategies Sessions.

Nine, almost half of the respondents, commented that they do not work with other parents to carry out school activities. Most respondents (88%) are not willing to help train staff on better ways to work with families. Most respondents claim the following about South Hart:

- Their child's school provides students with a well-rounded education, including access to an enriched curriculum and educational experience.
- My child's school promotes a positive learning and work environment.
- The teachers within my child's school are effective.
- The administrators within my child's school are effective.
- My child's school offers a clean learning environment.
- My child's school offers a safe learning environment.

**PBIS Initiatives-**

Total students with resolutions- 124

Total resolutions- 437

Referrals by grade:

Pre-K - 66

Kindergarten - 40

First - 52

Second - 45

Third - 69

## Georgia Department of Education Title I School-Wide/School Improvement Plan

Fourth - 46

Fifth - 55

### Student Attendance-

Two hundred and forty seven students missed 10 or more school days during 2024-2025 school year. That is 40% of students missing 10 or more days. According to the Georgia Department of Education website, “Data indicates that missing more than five days of school each year, regardless of the cause, begins to impact student academic performance and starts shaping attitudes about school.”

- 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 Performance Standards of Excellence (GPSE)] and the State student academic achievement standards including:

At the current time, there are 4 migratory students enrolled at South Hart Elementary School.

Based on data, strategies used with our Hispanic and EL students have been effective. Supplemental services for migratory students are offered during regular school, afterschool, and summer months. These services will continue as new migratory students qualify in order to focus on an increase in student achievement.

SHES will continue to address the various needs of students through Special Education, EIP, ESOL, and Gifted approved instructional models, which are available at all grade levels. The ELA, Math, and Science instructional coaches will support instructional improvements by providing support, modeling strategies, and assisting with implementing research-based instructional strategies.

Based on preliminary FY25 GMAS scores for 3rd through 5th grades ELA we saw a decrease in overall performance. The academic performance in Science decreased as well. As a school, we will emphasize the integration of literacy into Social Studies and Science instruction through the use of standard-aligned Studies Weekly, Generation Genius, Mystery Science, IXL, PebbleGo, Flocabulary, leveled books, hands-on instructional/learning opportunities, and content-specific literature.

SHES would like to see continued growth in ELA for all subgroups. We would like to focus on growing subgroup students from developing to proficient/distinguished. This growth will be accomplished by focusing more attention on purchasing more nonfiction leveled texts, building classroom libraries, increasing resources for the media center and teacher resource library. The ELA instructional coach will support the ELA instructional improvement by providing support, modeling strategies, and assisting with implementation of research-based instructional strategies. Tier 1 instruction for all students consists of the consistent use of Houghton Mifflin Harcourt Into Reading, Writing, and Phonics (grades K-2), using Heggerty and Secret Stories as supplemental materials.

SHES believes that teaching grammar will improve scores in writing as well. In addition, the school will continue to implement a program that will increase reading and writing across the

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

curriculum Houghton Mifflin Harcourt Into Reading and through guided reading and writing practices. Use of Houghton Mifflin Harcourt Into Reading writing workshop will focus on students who do not possess the basic workshop skills and will allow for targeted skill development for students in grades 3-5 needing additional support. Professional learning for the support of teacher clarity and implementation of Houghton Mifflin Harcourt Into Reading will be provided. Professional development books will be purchased in order to conduct book studies to provide differentiated professional learning for teachers. The ELA instructional coach will assist with improving writing across the curriculum, model strategies, and implement research-based instructional practices. Daily writing practices will ensure that skills are being applied in a timely and relevant manner. Writing supplies (lined and unlined paper, construction/colored paper or cardstock, various writing instruments, self-sticking notes, envelopes, staplers/staples, glue sticks, tape, scissors, index cards, electric pencil sharpeners, page protectors, pocket folders, 3-ring binders for student portfolios, notebook paper, highlighters, spiral notebooks or composition notebooks, chart markers, chart paper) will be used during writing instruction and independent workshop to support drafting and publishing of student work.

There was a decrease in Science EOG Assessment performance at Level 3/Proficient, with a decrease at Level 4/Distinguished for all subgroups. An increased focus on literacy integration for Science and Social Studies will help reinforce concepts across the curriculum. Social Studies Weekly will support state standards for each content, which allows application of literacy skills. Generation Genius, Mystery Science, Padlet, Screencastify, IXL, ReadWorks, and Flocabulary support vocabulary acquisition and hands-on/real-world learning opportunities. These materials also support literacy and content standards at home.

SHES will continue the STEAM program to improve student achievement in the areas of Math and Science. PBL/STEAM principles will be implemented to maintain and increase sustainability across all grade levels and curriculum. An inquiry based instructional model will be used across all grade levels to provide opportunities for students to develop critical thinking skills while being engaged in learning. Hands-on resources and consumables will be provided for inquiry based instruction. Training for teachers and resources will be provided for implementation of the GPSE for Science and inquiry based instruction as identified through individualized, school, and district goals.

During the 2024-2025 school year a daily instructional block in grades three through five was used and will continue to be used to teach Social Studies. Grades kindergarten through second Social Studies were taught quarterly. SHES will also continue supporting the Social Studies content during ELA. The ELA instructional coach will assist with improving writing within the Social Studies curriculum, model strategies, and implement research-based instructional strategies. Training for teachers and resources will be provided for implementation of the GPSE for Social Studies as identified through individualized, school, and district goals.

Writing continues to be an area that needs improvement for all subgroups. SHES will continue to implement strategies to improve students' writing. Teaching grammar through writing will improve scores in writing, as well. In addition, the school will continue a program that will increase writing across the curriculum by using Houghton Mifflin Harcourt Into Reading Writing Workshop. The school will collaborate with the ELA instructional coach, who will work directly

## Georgia Department of Education Title I School-Wide/School Improvement Plan

with teachers in grades K-5 to improve instructional strategies. Students will use online research resources, Padlet, PebbleGo, and Screencastify for age-appropriate research and planning for nonfiction writing.

SHES math data has increased in achievement levels over the year. Teachers noted strengths in Geometric and Spatial Reasoning and Numerical Reasoning. The school will collaborate with the Math instructional coach who will work directly with teachers in grades K-5 to continue to improve instructional strategies. The use of hands-on instructional approaches to build conceptual understanding through the use of various manipulatives will help establish a stronger foundation for mathematical thinking.

During the 2023-2024 school year, Special Education teachers worked with General Education teachers to make Science and Social Studies content more comprehensible for students with disabilities. In addition, Lexia Core 5, IXL, Flocabulary, Mystery Science, Generation Genius, Study Island, ReadWorks, and Exact Path adapts to the students' levels of performance, builds additional vocabulary knowledge, and links to IEP goals. The 2023-2024 performance flags indicated the SWD subgroup did not meet the target goal for ELA, the target was 37.21% and they scored 32.90%, resulting in a red flag. There was no target goal for math, and they scored 43.42%. For Science, there is no target due to too few students and they scored 31.25%, resulting in no flag.

Below are subgroup descriptors which support the use of the above mentioned programs and practices:

- Economically disadvantaged students may experience lack of opportunities or exposure to a variety of outside learning opportunities.
  - Students from racial and ethnic groups may have diverse ways of acquiring new information.
  - Students with disabilities have Individualized Educational Plans that support the use of the most appropriate instructional strategies. IEP's also include instructional modifications that are necessary to address the students' learning strengths and weaknesses.
  - Students with limited English proficiency sometimes require instructional accommodations to effectively access the curriculum to gain an understanding of concepts.
- The data has helped us reach conclusions regarding achievement or other related data. K-2 data based on Spring 25 MAP reports, 3-5 data based on Spring 25 MAP reports and preliminary FY25 GMAS.
- The major strengths we found in our program are:
    - Reading MAP-
      - Language and Writing - 1
      - Vocabulary Acquisition and Use - 3, 4, 5
      - Foundational Skills -
      - Informational Text - K, 4
      - Literature - K, 2, 5
    - Math MAP-

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

- Numerical Reasoning - K, 1, 3
- Patterning and Algebraic Reasoning - 1, 3
- Geometric and Spatial Reasoning - 3, 4
- Measurement and Data - K, 2, 3, 5
- Language MAP–
  - Language: Understand, Edit Mechanics -
  - Writing: Write, Revise Texts for Purpose and Audience -
  - Language: Understand, Edit for Grammar, Usage - 3
- The major needs we discovered are:
  - Reading MAP–
    - Language and Writing - K
    - Vocabulary Acquisition and Use - 4, 5
    - Foundational Skills -
    - Reading Literary and Informational - 1
    - Key Ideas and Details -
    - Informational Text - 2, 3, 4
    - Literature -
  - Math MAP–
    - Numerical Reasoning -
    - Patterning and Algebraic Reasoning - 2
    - Geometric and Spatial Reasoning - K, 1, 3, 5
    - Measurement and Data - 4, 5
  - Language MAP–
    - Language: Understand, Edit Mechanics - 3
    - Writing: Write, Revise Texts for Purpose and Audience- 5
    - Language: Understand, Edit for Grammar, Usage -
  - Science – Earth Science -
- The major strengths we found in our program are:
  - Reading GMAS
    - Reading and Vocabulary - 3, 4, 5
    - Key Ideas and Details - 5
    - Craft and Structure/Integration of Knowledge and Ideas -
    - Vocabulary Acquisition and Use - 3
    - Reading Literary Text-
    - Reading Informational- 4
    - Writing and Language-
    - Writing-
    - Language-
  - Math GMAS
    - Numerical Reasoning - 5
    - Place Value and Rounding - 4, 5
    - Represent Fractions - 4
    - Patterning and Algebraic Reasoning -
    - Addition and Subtraction-

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

- Multiplication and Division -
- Length, Volume, Mass, and Time -
- Geometric and Spatial Reasoning -
- Attributes of Polygons - 3
- Area and Perimeter - 4
- Science GMAS
  - Earth - 5
  - Physical -
  - Life - 5
- The major needs we discovered are:
  - Reading GMAS
    - Reading and Vocabulary -
    - Key Ideas and Details - 3
    - Craft and Structure/Integration of Knowledge and Ideas - 5
    - Vocabulary Acquisition and Use - 3, 4,5
    - Reading Literary Text- 4
    - Reading Informational Text-
    - Writing and Language-
    - Writing-
    - Language-
  - Math GMAS
    - Numerical Reasoning - 3
    - Place Value and Rounding -
    - Represent Fractions -
    - Patterning and Algebraic Reasoning -
    - Addition and Subtraction within - 4
    - Multiplication and Division -
    - Length, Volume, Mass, and Time - 4
    - Geometric and Spatial Reasoning - 5
    - Attributes of Polygons -
    - Area and Perimeter -
  - Science GMAS
    - Earth -
    - Physical - 5
    - Life -
- The needs we will address are:
  - Black population for ELA, Math, and Science
  - All students population for Science
  - Hispanic population for ELA and Science
  - Students With Disabilities population for ELA, Math, and Science

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

The targeted focus for addressing the specific academic needs of students will be: content vocabulary development for all students in math, ELA, science and social studies, improving reading comprehension skills specifically in nonfiction text and historical fiction, poetry book text sets, reader’s theater text sets, expanding reasoning skills in math, drawing conclusions, inferring, analyzing informational text and writing in a variety of genres such as Informational, Persuasive and Narrative writing across the curriculum. Houghton Mifflin Harcourt Into Reading be used consistently and systematically across the school. Professional Learning for all content areas will also be provided and implemented throughout the school year by teachers, instructional coaches, and administrators. Individual student academic needs will also be addressed through online, comprehensive, adaptive programs named IXL and Exact Path. Additional resources such as Reflex Math, Frax Math, Prodigy, Studies Weekly, ReadWorks, Flocabulary, Generation Genius, Mystery Science, Padlet, Screencastify, Ready Test, Lexia Core 5, Coach, PebbleGo, Nearpod, Brain Pop, Brain Pop Jr., Study Island, and AMIRA will also be used to address student’s needs. This will support learning for all students, especially ED, Black, Hispanic, and SWD.

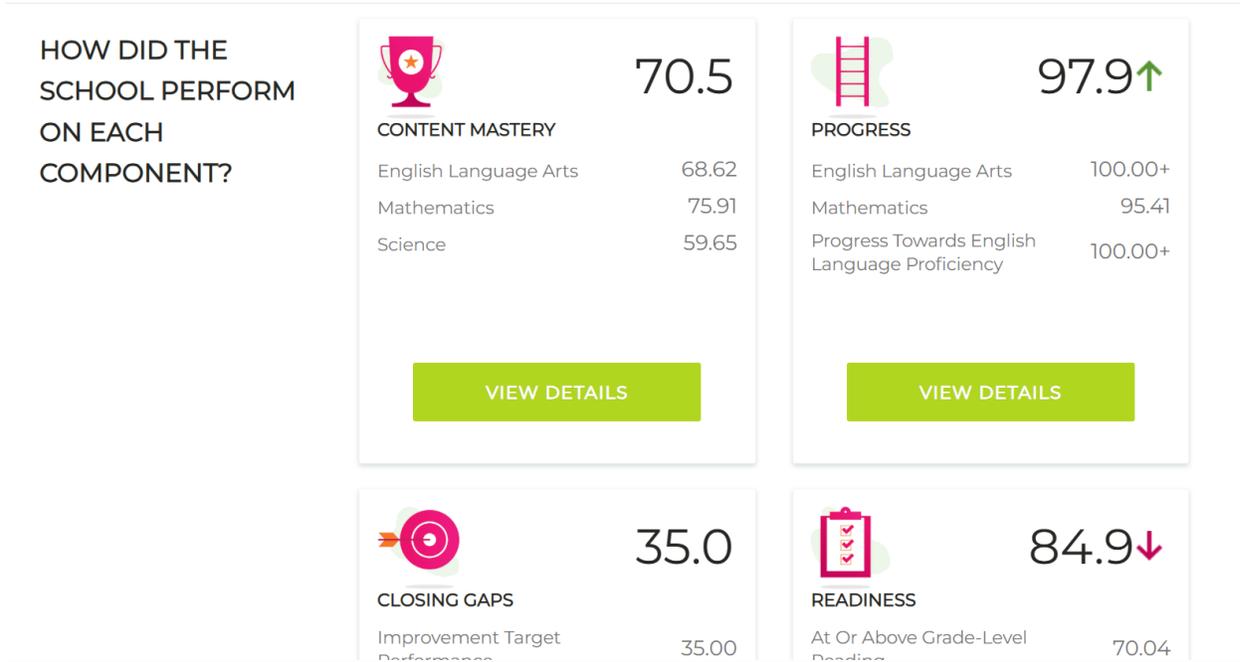
The tutorial intervention will continue, which specifically targets these students and helps students set short term and long term goals in the area of Math and/or Reading. Due to achievement gaps in MAP and GMAS it is necessary to include reading tutoring to help students who are falling behind. SHES will also continue Lexia Core 5, IXL, Generation Genius, ReadWorks, Studies Weekly, Reflex Math/Frax Math, Study Island, and AMIRA, which will allow students to work independently on mastering content specific goals in hopes of raising student achievement. In addition to these programs, we implemented a non-negotiable practices policy for our staff for the 2024-2025 school year and will continue these practices for the 2025-2026 school year.

**2019-2024 CCRPI Component Areas**

<b>Year</b>	<b>Content Mastery</b>	<b>Progress</b>	<b>Closing Gaps</b>	<b>Readiness</b>
<b>2019</b>	63.1	85.3	100	79
<b>2022</b>	70			74.6
<b>2023</b>	72.8	97	85.3	85.2
<b>2024</b>	70.5	97.9	35.0	84.9

**FY24 South Hart CCRPI indicators: Content Mastery, Progress, Closing the Gaps, and Readiness**

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**



- The measurable goals/benchmarks we have established to address the needs are:
  - GMAS- show an increase in ELA specifically, for 3rd grade combined 3s and 4s to 35%.
  - MAP- decrease by 3% the percentage of students scoring below 25<sup>th</sup> percentile in ELA and Math
  - Attendance- decrease the number of students with more than 10 absences from 40% to 35%. Our action step is to work more closely with the school social worker.
  - Behavior- We plan to:
    - decrease our school write ups from 437 to 400

The Hart County Charter System’s District Goals for FY25-26 are the following:

- The Hart County Charter System’s College and Career Ready Performance Index (CCRPI) score will meet or exceed the state’s CCRPI score.
- Students in the Hart County Charter System will demonstrate academic growth in the area of Math as measured by state and local assessments.
- Students in the Hart County Charter System will demonstrate academic growth in the area of ELA (including reading, language, and writing) as measured by state and local assessments.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

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

**The school identified evidenced based strategies that have been effective in addressing** vocabulary acquisition for all subject areas, mathematics, increased reading levels, non-fiction reading skills, writing, and the specific academic needs of individual students identified by both formal and informal assessments identified through classroom and on-line performance. As well as a variety of programs designed to engage students in a manner that will impact their learning and understanding of subjects. Reform strategies that address effective formative assessments and feedback, co-teaching models, differentiation rooted in common assessment data and MAP analysis will also be addressed and or strengthened. Data collected and reviewed supports documentation for differentiation and a variety of research-based strategies used to guide daily instruction.

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

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

**Academic Tutors in ELA and Math- Strong Evidence-Based Program**

Tutoring programs that incorporate research-based elements produce improvements in reading achievement. Analysis of 29 studies of supplemental, adult-instructed, one-to-one-reading interventions for elementary school students at risk of reading failure was conducted and showed interventions that used trained volunteers or college students, were highly effective [Elbaunz,B., Vaughn, S., Hughes. M. T., and Moody, S, JJ? (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. Journal of Educational Psychology, 92, 605-6 19.3 A meta-analysis of 65 published studies that used rigorous evaluation methods to evaluate high-quality tutoring programs found positive, though modest, achievement effects across all of the studies. [Cohen, P.A., Kulik, LA., & Kulik, C.L. C . . (1 982). Educational outcomes of tutoring: A meta-analysis offinclings. American Educational Research Journal, 19, 23 7-248.1

An Oregon tutoring program that included two weekly 30-minute sessions, led to increases in words per minute read aloud from 45 to 61.5 by the end of second grade, and increases from 77 words to 91 words by the end of the third grade. [Gersten and Baker, 2000.1 A British tutoring program involving 2,372 elementary and junior high students who were tutored by trained parents and peers for an average of 8.6 weeks improved their reading comprehension 4.4 times the normal rate and word recognition 3.3 times the normal rate. Four months after the end of tutoring, the average tutee was still improving at twice the normal rate in both comprehension and word recognition. [Topping, K., & Whitley, M.

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

(1990). Participant evaluation of parent-tutored and peer-tutored projects in reading. *Educational Research*, 32(1), 14-32.]

Two tutoring programs in Dade County, Florida, that trained cross-age and adult volunteer tutors to work with elementary school students found that tutees outperformed a randomly assigned control group of students who were not tutored. [Madden, N.A., & Slavin, R.E. (1989). Effective pull-out programs for students at risk. In *Effective Programs for Students At Risk*, R.E. Slavin, N. L. Kameit, and N.A. Madden, eds. Boston: Allyn and Bacon.]

An after-school tutoring program in which low-achieving second- and third- graders were tutored for one hour twice each week by university students, retirees, and suburban mothers also generated strong improvements in the tutees' reading skills. Two reading specialists selected the children for tutoring, recruited and trained the tutors, and monitored the tutoring sessions. In each of two years, the tutored group outperformed a closely matched comparison group on word recognition, passage reading accuracy, and spelling. Fifty percent of the tutored children made a full year's gain in reading while only 20% of the comparison group children did. [Morris, D., Shaw, B., & Perney, J. (1990, November). Helping low readers in Grades 2 and 3: An after-school volunteer tutoring program. *Elementary School Journal*, 91, 133-1501.

Other studies have shown that carefully crafted peer, cross-age, and adult tutoring services can improve reading achievement among disadvantaged, mildly disabled, and limited-English-proficient students. [Bender, D.S., Giovanis, G., & Mazzone, M. (1994). After-school tutoring program Paper presented at the Annual Conference of the National Middle School Association; Warger, C. L. (1991). Peer tutoring: When working together is better than working alone. Reston, VA: Council for Exceptional Children.

Tutoring can also lead to improvements in self-confidence about reading, motivation for reading, and behavior, both among tutees and among peer or cross-age tutors.

The Partners for Valued Youth employed at-risk middle school students with limited-English-proficiency to tutor low-achieving elementary school students for four hours every week. After participating in the program, tutors had lower dropout and absentee rates and higher self-concept scores than a randomly selected control group. Tutees also experienced improved reading scores, lower absentee rates, and fewer disciplinary referrals. [Robledo, M. et al. (1990). Partners for valued youth: Dropout prevention strategies for at-risk language minority students. Washington, DC: US Department of Education.] Surveys of targeted groups of students who are tutored in reading have shown positive results for students' self-confidence as readers, motivation to read, and views of their control over their reading abilities. [Cohen, P.A., Kulik, J.A., & Kulik, C.L. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, 237-248; Lepper, M.R., & Chabicy, R. W. (1988). Socializing the intelligent tutor: Bringing empathy to computer tutors. New York: Springer-Verlag; Topping, K., & Whitely, M. (1990). Participant evaluation of parent-tutored and peer-tutored projects in reading. *Educational Research*, 32(1), 14-32; Merrill, D.C., et al. (1995). Tutoring: Guided learning by doing. *Cognition and Instruction*, 13(3), 315-372.]

#### WHAT RESEARCH SAYS ABOUT HIGH-QUALITY IMPLEMENTATION

Researchers who have examined multiple tutoring programs generally agree on the factors that generate the most consistent positive achievement for tutees. Six such factors are:

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

1. Close coordination with the classroom or reading teacher: When tutoring is coordinated with good classroom reading practices, students perform better than when tutoring is unrelated to classroom instruction. [Venezky, R. L., & Jain, R. (1996). Tutoring for reading improvement: A background paper; Reisner, Petry, & Armitage, 1990; Jenkins & Jenkins, 1987).

2. Intensive and ongoing training for tutors: Tutees whose tutors participated in ongoing, intensive training throughout their participation in a Dade County tutoring program outperformed tutees whose tutors did not complete the ongoing training sessions. [Wasik, B. A., & Slavin, R. E. (1993). Preventing early reading failure with one-to-one tutoring: A review of five programs. *Reading Research Quarterly*, pp. 179-200.]

A review of college-based tutoring programs that recruit college students to tutor younger children concluded that tutor training was a key to project success. [Reisner, E.R., Petry, C. A., & Armitage, M. (1990). A review of programs involving college students as tutors or mentors in grades K-12. Washington, D.C.: US. Department of Education.]

The importance of tutor training is reinforced by several other studies, which provide specific advice on the types of training that yield the best results. Jenkins & Jenkins (1985) point to the importance of training in interpersonal skills so tutors do not become impatient with tutees. Warger (1991) says training should include strategies for reinforcing correct responses and properly correcting incorrect responses. [Jenkins, J. R., & Jenkins, L. M. Making peer tutoring work. (1987, March). *Educational Leadership*, pp. 64-68; Warger, C. L. (1991). Peer tutoring: When working together is better than working alone. Reston, VA: Council for Exceptional Children.

3. Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted: In their meta-analysis, Cohen, Kulik, and Kulik found that structured tutorial programs demonstrated higher achievement gains than unstructured programs. Wasik and Slavin (1993) reached similar conclusions when they examined five successful tutoring programs. [Cohen, P.A., Kulik, J.A., & Kulik, C.L. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, 237-248; Wasik, B. A., & Slavin, R. E. (1993, Spring). Preventing early reading failure with one-to-one tutoring: A review of five programs. *Reading Research Quarterly*, pp. 179-200.]

In a study of the use of tutorial scripts in teaching mathematics, McArthur, Stasz and Zmuidzinas found that the most successful tutors often have well-rehearsed scripts for responding to student errors. The results are general enough to apply to reading also. [McArthur, D., Stasz, C., & Zmuidzinas, M. (1990). Tutoring techniques in algebra. *Cognition and Instruction*, 7, 197-244]

4. Careful monitoring and reinforcement of progress: A recent study of tutoring for 30 first-graders at risk for reading failure reported that successful tutor-tutee relationships were characterized by strong reinforcement of progress, a high number of reading and writing experiences in which the student moved from being fully supported to working independently, and explicit demonstration of appropriate reading and writing processes. [Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly*, 31 (3), 268-289.]

5. Frequent and regular tutoring sessions, with each session between 10 and 60 minutes daily: More sessions a week result in greater gains. Rigorous evaluations of tutoring programs reported positive results for programs whose tutoring sessions ran from 10 to 60

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

minutes in length, although longer sessions did not necessarily result in better outcomes. [Brailsford, A. (1991). Paired Reading: Positive reading practice. Kelowna, British Columbia: Filinwest Associates 1991; Warger, 1991; Robledo, 1990; Jenkins & Jenkins, 1985]. Tutoring programs in which tutors met with tutees at least three times a week were more likely to generate positive achievement for tutees than programs in which tutors and tutees met twice a week. [Reisner, Petry, & Armitage, 1990]

6. Specially designed interventions for the 17 to 20 percent of children with severe reading difficulties: The most important strategies for improving early reading instruction and learning have been identified as creating an appreciation of the written work, developing an awareness of printed language and the writing system, teaching the alphabet, developing students' phonological awareness, developing phonemic awareness, teaching the relationship of sounds and letters, teaching children how to sound out words, teaching children to spell words, and helping children to develop fluent, reflective reading.

[Kameenui, Adams, and Lyon (1996). Learning to Read I Reading to Learn (1996). U. S. Department of Education, Washington, D. C. J

Trained volunteers under careful supervision from reading or resource teachers have proved to be effective instructors for learning disabled and other students with disabilities [Azcoitia, 1989; Madden & Slavin, 1989].

<https://www.gpo.gov/fdsys/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf>

**Amira**

During the 2020-21 school year, Savannah-Chatham County Public School (SCCPSS) partnered with Amira Learning, an online assessment and supplemental practice software focused on early literacy development. This study examined the association between Amira Learning participation and student literacy development. Researchers found that increased usage was associated with stronger literacy development across all outcomes. These associations were strongest during the fall-to-winter period and much weaker during the winter-to-spring period (except for Kindergarteners, for whom the pattern reversed). Overall, these results consistently suggest that students who received a greater percentage of the recommended dosage of Amira Learning practice sessions gained more than their peers who received smaller dosages.

<https://amiralearning.com/research>

**Amira used to be called The Reading Tutor--(EL Research)**

Thirty-six English language learners aged 6;8 to 12;6 years received practice with The Reading Tutor, which uses speech recognition to listen to oral reading and provides context-sensitive feedback. A crossover research design controlled effects of classroom instruction. The first subgroup worked with the software for 3.5 months, and following a week's crossover period, the second subgroup worked for a subsequent 3.5 months. Both groups were assessed to obtain comparable gains both in regular classroom with English as an Additional Language (EAL) support and in the classroom condition with EAL support plus the Reading Tutor. Oral reading fluency was assessed by the DIBELS measure. Fluency was also calculated by the program, and grade level of materials

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

mastered was assessed by the software's logs. Both groups made significant gains in oral reading fluency and grade level of materials mastered, according to measures internal to the software. For one period, gains in fluency following experience with the program appeared to have been slightly larger than gains with regular classroom instruction and EAL support only.

<https://amiralearning.com/research>

**BrainingCamp - Virtual Math Manipulatives- Strong Evidence Based Research**

**BrainingCamp** - digital Math manipulatives help students visualize concepts for meaningful understanding of Math concepts. Manipulatives are research based tools that make Math visual and interactive. 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). Researchers discovered that children experience less anxiety and understand Mathematical concepts when using manipulatives as a visual model (Monte, 2021).

**BrainPOP and BrainPOP Jr.- Promising Evidence-Based Program**

The study by SEG Research demonstrates that elementary and middle school students using BrainPOP experience substantial growth compared to students who do not use BrainPOP. Students participating in the treatment group received approximately 16–20 weeks of instruction incorporating BrainPOP, yet the amount of growth achieved was equivalent to between one and two grade levels

[http://www.brainpop.com/about/research-related\\_research/index.weml](http://www.brainpop.com/about/research-related_research/index.weml)

**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 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.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

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)

**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.

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

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

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

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

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

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

Read the full report including data for schools in Texas, New York, Pennsylvania, California, Massachusetts, and Alabama. Or read the research base of The Word Up Project to learn more about effective methods of increasing literacy. The research report is by Roger Farr, Ed.D., Jenny Conner, Ph.D. and the Educational Research Institute of America. <https://www.flocabulary.com/results-achievement-state-tests/> Additional independent studies can be accessed on the following links:

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

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

**FraxMath - Promising Evidence-Based Program**

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.

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  $2/5$ ).

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

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.

**Generation Genius-Promising Evidence-Research Base**

**Generation Genius** - is a classroom tool that helps teachers integrate the Next Generation Science Standards into their classroom through the use of educational Science videos. In February 2018, WestEd was funded by Generation Genius to conduct an independent evaluation of their Science video, “Collisions and Energy of Moving Objects.” The goal of the evaluation was to examine changes to student engagement in Science, perceptions of STEM, and learning after watching a Generation Genius video, and to gather student feedback to improve the videos for future use by teachers and students.

Student responses to these items indicate that the majority of students did feel more engaged in Science after watching a Generation Genius Science video. Over 80% of students “Strongly Agreed” or “Agreed” that the video made them want to try their own Science activities, made them want to learn more about Science, made them think that Science activities are cool and made them think that Science is fun.

Over 85% of students “Strongly Agreed” or “Agreed” that the video made them think that it is important to learn Science, and over 70% of students reported that the video made them think that anyone can be a scientist. In addition, over 75% of students “Strongly Disagreed” or “Disagreed” that the video made them think that Science is hard. However, only about 25% of students reported that the video made them want to be a scientist when they grew up. Over 90% of students reported that the video helped them learn. Students felt the video helped them learn about energy (93.74%) slightly more so than it helped them learn about collisions (82.26%)

The study recommended that further research would be beneficial in order to take a broader look at the various videos that are available and their impact on student learning.

Tiu, M.,Varfolomeeva, M., & Luu, R. (2018) Evaluation of Generation Genius Science videos. Wested.org Retrieved from [https://www.generationgenius.com/Full\\_WestEd\\_Report\\_on\\_Generation\\_Genius.pdf](https://www.generationgenius.com/Full_WestEd_Report_on_Generation_Genius.pdf)

**Guided Math Kits: Hand2Mind-Strong Research Based Evidence**

The 2009 What Works Clearinghouse report assisting students struggling with Mathematics: Response to Intervention (RTI) for elementary and middle schools includes using visual models and manipulatives as one of its research-based recommendations. In this approach, built on Bruner’s (1966) work, students first use

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

concrete materials to solve problems and look for patterns and generalizations. As students need to record their work, they do so first by sketching pictures (representations) of the manipulative models and then finally move to using abstract (and more formal) Mathematical notations for their work.

Wenglinsky's (2000) analysis of National Assessment of Educational Progress (NAEP) data suggests the value of interaction over time, another key idea from Adding It Up. By examining data about classroom activity, this analysis suggests that, "when students are exposed to hands-on learning on a weekly rather than a monthly basis, they prove to be 72% of a grade level ahead in Mathematics". Not only is it essential to help students make the connections between concrete manipulatives and abstract Mathematics, but it is also essential that this instructional strategy be a frequent element of classroom practice.

Manipulatives are a powerful tool for supporting classroom assessment. The literature review by Black & Wiliam (1998) found that formative assessment practices yielded effect sizes of one-half to one full standard deviation. More importantly, "improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall." In other words, formative assessment increases student learning substantially while reducing achievement gaps. There are many definitions of formative assessment. Stiggins' (2005) description suggests the critical element – teachers use classroom assessment to make changes in instruction in real time to result in real increases in learning.

This kit gives consistent Math vocabulary, structure, and manipulatives/strategies for K-5. These kits guide teachers to effectively incorporate the workshop model. This aligns to the district strategic plan for student achievement as a component of effective and engaging (objective 1.1) classrooms. It also aligns with the performance objective 1.2 (high expectations) as an action step to challenge exceeding students as kits are designed for all levels of learners.

Black, P. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2): 139–148.

Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Belknap Press of Harvard University Press.

Stiggins, R.J. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87 (4): 324–328.

Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into discussions of teacher quality*. Princeton, NJ: Educational Testing Service.

**Heggerty, Y.: 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:

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

- Normally developing readers
- Children at risk for future Reading problems
- Disabled readers
- Preschoolers, kindergartners, 1st graders, and 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

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://heggerty.org/research/>

**HMH Into Reading Implementation Study Research Study Results 2019-2020**

The current research study provided an initial understanding into the use of HMH Into Reading. Based on the research study results, the HMH Into Reading program provides good opportunities for students to learn reading skills with updated content using a variety of print and digital resources, which were especially helpful during remote learning. Overall, curriculum implementation across study schools closely aligned to the HMH Into Reading Logic Model (theory of action). Teachers reported high levels of satisfaction with the HMH Into Reading program. They found most material easy to implement in their classes and appropriate for their students. Most teachers expressed that they were highly satisfied with the materials and look forward to using the curriculum in the future. Students demonstrated positive reading growth during the study implementation, as evidenced by their Star Reading assessment scaled scores, which increased significantly from the beginning of the year to the middle of the year for participating students. Due to the COVID-19 pandemic, in March 2020, all district school buildings were closed, and the annual state test and the end of year Star Reading assessment were cancelled. As a result, the research team was not able to determine how student performance would have changed over the course of the whole school year. The district was able to pivot to remote learning and continue

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

implementation of HMH Into Reading in a remote learning environment through the use of the programs' digital components. We are grateful for the participation of the research study teachers, students, and administrators. In addition to providing initial insights into the program's implementation, teachers' valuable feedback has already resulted in refinements to the print and digital components.

Retrieved from: [https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH-Into-Reading-Research-Results-Paper\\_2019-2020-SY.pdf](https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH-Into-Reading-Research-Results-Paper_2019-2020-SY.pdf)

**Instructional Coaches – Teacher Support and Professional Development – Moderate Evidence Based Research**

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>

**Intervention Teachers- MTSS**

- **Math**

RTI and Mathematics Instruction One major methodological and practical aspect regarding RTI is the use of research or evidence-based interventions to meet students' educational needs (Kratochwill, Volpiansky, Clements, & Ball, 2007). Research-based instruction is a cornerstone of effective intervention for students who are at-risk (Denton, Vaughn, & Fletcher, 2003). It includes instructional practices for which original data have been collected to determine their effectiveness, and scientifically-based, rigorous research designs have been utilized to evaluate the practices (State Education Research Center, n.d.). For math intervention to be successful in an RTI framework, comprehensive supplemental math interventions have to incorporate computation fluency, problem solving, and the use of visual representational all together (Fuchs et al., 2005; Fuchs, Fuchs, & Hollenbeck, 2007; Gersten et al, 2009). Gersten et al (2009) made eight recommendations for math interventions in an RTI model that were as follows: (a) provide screening to all students to identify those at risk for potential mathematics difficulties and provide interventions for those at-risk, (b) instructional materials for students receiving interventions should focus intensely on in depth treatment of whole numbers in kindergarten through Grade 5 and on rational numbers in Grades 4 through 8 (c) intervention should be explicit and systematic, (d) interventions should include instruction on solving word problems that is based on common underlying structures, (e) intervention materials should include opportunities for students to work with visual representations of mathematical ideas and teachers should be proficient in the use of visual representations, (f) interventions at all grade levels should devote about ten minutes in each session to building fluent retrieval of basic arithmetic facts, (g) progress of students receiving supplemental instruction should be monitored, and (h) interventions should include motivational strategies. All recommendations had strong or moderate evidence to support the practice except three (interventions focusing on intensive in depth treatment of whole numbers, progress monitoring, and motivational strategies). The recommendation of interventions that provide intensive instruction of whole numbers is important for many reasons. It does not take long to

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

realize that along with increased competency in basic addition or subtraction facts, children develop or fail to develop number sense (Gersten & Chard, 1999). Number sense is a developing construct that refers to children's fluidity and flexibility with numbers, the sense of what numbers mean, and the \*Corresponding Author: Vanessa Hinton, vmh0002@tigermail.auburn.edu IJEMST (International Journal of Education in Mathematics, Science and Technology) 191 ability to perform mental mathematics and look at the world and make comparisons (Berch, 1998). Number sense leads to the automatic use of math information and is the key ingredient to solve basic arithmetic computations (Gersten & Chard, 1999). Griffin, Case, and Siegler (1994) suggest number sense is a necessary ingredient for learning formal arithmetic in the early elementary grades. Therefore, the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points (2006) suggested heavy emphasis on instruction in whole numbers for young elementary students. This position was strengthened by the 2008 report of the National Mathematics Advisory Panel (NMAP), which provided detailed benchmarks and again emphasized in depth 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://efaidnbmnnnibpcajpcgclefindmkaj/https://files.eric.ed.gov/fulltext/ED548038.pdf

- **Reading**

Identifying best practices

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

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

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

## Georgia Department of Education Title I School-Wide/School Improvement Plan

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>

### **IXL- Moderate Evidence Based Research**

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

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

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

## Georgia Department of Education Title I School-Wide/School Improvement Plan

percentage of students exceeding standards in the study group was also much higher than the district's other Title I schools and the district average.

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

IXL implementation improves student achievement. Grade cohorts that used IXL performed better on the Georgia Milestones than grade cohorts that did not use IXL. Specifically, the proficiency rate<sup>2</sup> was close to two percentage points higher for IXL Math cohorts and about one and a half points higher for IXL ELA cohorts, relative to cohorts not using IXL.

Higher levels of IXL usage are related to larger achievement gains. Higher IXL usage was associated with better Georgia Milestones performance in both math and ELA<sup>3</sup>.

**IXL Math** We found that grade-level cohorts that used IXL Math outperformed comparable non-IXL cohorts on the 2022 Georgia Milestones math assessment. Specifically, the proficiency rate was close to two percentage points higher for IXL Math cohorts relative to cohorts not using IXL (Figure 2). The estimated treatment effect for IXL Math was positive and statistically significant ( $b = 1.75$ ,  $p = .02$ ; see Table B1 in Appendix B for full model results). The effect size (Hedges'  $g$ ) was 0.09, which corresponds to a percentile gain of four points.

**IXL ELA-** Similar to IXL Math, we found that grade-level cohorts that used IXL ELA outperformed comparable non-IXL cohorts on the 2022 Georgia Milestones ELA assessment. The proficiency rate of IXL ELA cohorts was about one and a half points higher than that of cohorts not using IXL (Figure 3). The estimated treatment effect for IXL ELA was positive and statistically significant ( $b = 1.43$ ,  $p = .05$ ; see Table B2 in Appendix B for full model results). The effect size (Hedges'  $g$ ) was 0.08, which corresponds to a percentile gain of three points.

### **Lexia Core 5 – Strong Evidence-Based Research**

Lexia programs are proven to improve learning outcomes required by federal mandates under the Every Student Succeeds Act (ESSA). Lexia's rigorous research portfolio of studies published over the past 15 years meets the highest levels of evidence under ESSA needed to evaluate instructional programs.

<https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf>

<https://www.lexialearning.com/why-lexia/research-proven>

### **Literacy in Math - Connecting Real-world with Math/literacy, problem-solving and non-fiction texts-Strong Research Based Evidence**

Incorporating literacy instruction with Mathematics lessons can improve students' abilities to learn and understand (Draper, 2002). Mathematics reformers hope to challenge the beliefs and routine of the school Mathematics tradition in order to help students gain meaningful, lasting, and useful Mathematical knowledge. Mathematics reform has worked to move instruction away from the tradition in which knowledge is viewed as discrete, hierarchical, sequential, and fixed and toward a classroom in which

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

knowledge is viewed as an individual construction created by the learner as he or she interacts with people and things in the environment. Copes (1996) stated that Mathematicians pose problems, solve problems, and analyze the solutions to problems. In reformed Mathematics classrooms students work in cooperative groups, they use manipulatives to help them model problems and solutions, they work on projects that require them to think about interesting problems for longer than a typical 50-minute period, and in doing so students construct their own Mathematical knowledge (National Council of Teachers of Mathematics, 1989).

Literacy and literacy instruction are necessary parts of Mathematics instruction. Literacy instruction is inseparable from meaningful Math instruction. This is supported by the Principles and Standards (National Council of Teachers of Mathematics, 2000): “Students who have opportunities, encouragement, and support for speaking, writing, Reading, and listening in Mathematics classes reap dual benefits: they communicate to learn Mathematics, and they learn to communicate Mathematically”. Mathematics educators must expand their definitions of texts to include anything that provides readers, writers, listeners, speakers, and thinkers with the potential to create meaning through language (Neilsen, 1998). When students meet text (e.g., the Mathematics textbook, a solution to an equation, a proof, or a Mathematical explanation), the meaning that they create will depend largely on their prior knowledge and experience of the information or concepts that are part of the text and the kinds of thinking they do after they have read the text.

The implementation of literacy in Mathematics instruction helps to support the district’s literacy initiative as indicated on the Hart County Charter System Strategic Plan Goal 1: Student Achievement action steps to increase student exposure to literature in all courses. Books feature a specific Mathematics concept, a problem solving activity, and "Let's Explore Math" sidebars as well as engaging nonfiction text, supporting graphics, photographs, and key vocabulary. Math and literacy and can be combined with current Math Reads kits.

Copes, L. (1996). Teaching what Mathematicians do. In R.B. Murray (Ed.), *The teacher educator’s handbook: Building a knowledge base for the preparation of teachers* (pp. 261–276). San Francisco: Jossey-Bass.

National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school Mathematics*. Reston, VA: Author

National Council of Teachers of Mathematics. (2000). *Principles and standards for school Mathematics*. Reston, VA: Author

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

Neilsen, L. (1998). Playing for real: Performative texts and adolescent identities. In D.E. Alvermann, K.A. Hinchman, D.W. Moore, S.F. Phelps, & D.R. Waff (Eds.), *Reconceptualizing the literacies in adolescents' lives* (pp. 3–26). Mahwah, NJ: Erlbaum.

**Lyrics2Learn-Promising Evidence Based Research**

Lyrics2learn (L2L) is an online Reading supplement for K-5th grade students. The most effective Reading improvement strategies are multi-sensory, brain-based, research proven, and engaging.

L2L's methodology meets all of these criteria. All literature and non-fiction texts address fluency, vocabulary, open-ended constructed response paragraph writing, and all Common Core Depth of Knowledge levels.

An evaluation was conducted involving 13,260 students in grades K-5, 986 of which were L2L participants. The evaluation focused on describing if the program improves student outcomes and teacher practices.

L2L students increased CMAS/PARCC scores significantly in 2016-2017 compared to non-L2L. On average L2L students scored 53 points higher at the end of the school year compared to non L2L students, and increased rate of improvement 26% to 66% depending upon student use.

L2L students scored 71 points higher on DIBELS Composite Scores compared to non-L2L students.

There is no indication of independent research existing on Lyrics2Learn. The findings they report are new, as the company is new, and it appears to be research they conducted on their own. <https://www.lyrics2learn.com/admin-summary.html>

**Math Fluency (setting the foundation of Math with strategies)**

**Number Talks/Daily Math Fluency Kits-Strong Research Based Evidence**

Mathematics proficiency is seen to have at least five strands: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. *Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently. In the domain of number, procedural fluency is especially needed to support conceptual understanding of place value and the meanings of rational numbers. It also supports the analysis of similarities and differences between methods of calculating. These methods include, in addition to written procedures, mental methods for finding certain sums, differences, products, or quotients, as well as methods that use calculators, computers, or manipulative materials such as blocks, counters, or beads (National Research Council, 2001).

Students need to be efficient and accurate in performing basic computations with whole numbers ( $6 + 7$ ,  $17 - 9$ ,  $8 \times 4$ , and so on) without always having to refer to tables or other aids. They also need to know reasonably efficient and accurate ways to add, subtract, multiply, and divide multi-digit numbers, both mentally and with pencil and paper. A good conceptual understanding of place value in the base-10 system supports the development of fluency in multidigit computation. Such understanding also supports

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

simplified but accurate mental arithmetic and more flexible ways of dealing with numbers than many students ultimately achieve.

Number Talks are an approach to developing fidelity with computation that engages children in thinking about numbers, and allows them to add, subtract, multiply, and divide using the Mathematics that is meaningful to them, rather than using procedures that are not. Learning to use algorithms for computation with multi-digit numbers is an important part of developing Mathematical proficiency. Algorithms are procedures that can be executed in the same way to solve a variety of problems arising from different situations and involving different numbers.

Children can and do devise algorithms for carrying out multi-digit arithmetic, using reasoning to justify their inventions and developing confidence in the process. The procedures children construct on their own build directly on the foundational number concepts, and these underlying concepts often are quite visible when one examines the steps in the procedures. Students who spent more time on fewer problems and were asked to explain their procedures outperformed their more traditionally taught peers.

When students are working with the whole class, they will have opportunities to experience a wide range of problems with multiple ways to solve them. When working with a small group, the teacher can make sure all the children have the opportunity to share their processes and can easily tailor the problems to meet the needs of a particular group.

National Research Council. (2001). Adding it up: Helping children learn Mathematics. J. Kilpatrick, J. Swafford, and B. Findell (Eds.). *Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education*. Washington, DC: National Academy Press.

**Mentor Texts- Strong Research Based Evidence**

Mentor texts can be incorporated in writing instruction to provide an example of writing for students. The texts are read for the purpose of studying the author's craft, or the way the author uses words and structures the writing. The goal is to provide students a model they can emulate in crafting their own piece. Mentor texts are most successful when students frequently revisit them throughout the writing process (Gallagher, 2014). The use of incorporating mentor texts in cross-curricular instruction helps teachers embed writing exemplars that are content specific; therefore, increasing writing opportunities for students to improve writing and expand understanding of content standards. Subject-area textbooks and supplemental literature can model effective formats and structures for nonfiction information, with specific styles appropriate for each subject area. Social Studies mentor texts can help students learn to write about historical figures or events that will enable students to make deeper connections.

Gallagher, K. (2014) Making the most of mentor texts. *Educational Leadership*.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**Mountain Math/Language**

**SPIRALING IS EFFECTIVE WITH ALL LEARNERS**

"On the whole, both in the laboratory and the classroom, both in adults and in children, and in the cognitive and motor learning domains, spacing leads to better performance than massing"

-Lisa Son & Dominic Simon (2012)

Spiraling is effective with all learners, including struggling learners. Learning difficulties can be identified when skills and concepts are encountered in the early phases of the spiral and interventions can be implemented when those skills and concepts are encountered again later in the spiral.

**WHY DOES SPACING WORK BETTER THAN MASSING?**

The theories for the "spacing effect" differ. One possibility is that massing reduces attention so that learning is weaker. Another possibility is that effortful processing of the sort involved in spaced learning enhances long-term retention. Easy learning often doesn't lead to the best retention; more difficult learning can lead to more robust encoding of information and better long-term learning (Schmidt & Bjork, 1992). This explanation identifies the spacing effect as an example of a "desirable difficulty" that enhances learning. A third possibility is that spiraling helps learners make connections over time, which creates more robust pathways for recalling information. Multiple, strategically spaced and strategically progressing learning experiences may produce deeper, more conceptual learning.

**WHY AREN'T MORE CURRICULA BUILT WITH A SPIRAL STRUCTURE?**

Most curricula are not designed to take advantage of the spacing effect, much to the frustration of the psychologists who have documented its power (Dempster, 1988; Rohrer, 2009). One reason is that the spacing effect is counterintuitive: People feel that massing leads to higher performance, which is true in the short term--cramming does work for the short term--but is not true if the goal is long-term learning. People confuse short-term performance with long-term learning and inaccurately predict that massed practice will lead to better long-term learning than spaced practice. UCLA psychologist Robert Bjork uses the term "illusion of competence" to describe this feeling (1999). Another reason spiraling is not common in curriculum design is that many teachers are unaware of the benefits of spacing learning over time.

Retrieved from: <https://www.mtmath.com/research-spiral-review-long-term-mastery.php>

**Padlet-Moderate Evidence Based Research**

## Georgia Department of Education Title I School-Wide/School Improvement Plan

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 in 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

### **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

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

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 simulations to promote acquisition of facts... and enhance 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>

**ReadWorks- Strong Research Based Evidence**

"The Impact of Article-A-Day Passages on Students' Vocabulary and Background Knowledge on Animals" (2023), Intervention study

- In a 6-week pilot with 8 teachers across 13 classrooms, there was an emerging trend that the experimental group improved to a greater extent than the control group on both the background knowledge and vocabulary measures, which would indicate the impact of Article-A-Day passages on improving students' knowledge on the topic of animals.

"One Font Doesn't Fit All: The Influence of Digital Text Personalization on Comprehension in Child and Adolescent Readers" (2023), Chapman University

- There is no best (or worst) format for all readers.
- Personalized formats significantly improve reading comprehension for both word- and passage-level reading.

"Using Article-A-Day as a Regular Part of Instruction" (2022), Case study

- In an exploratory case study of the impact of Article-A-Day to support unfinished learning due to COVID-19, we observed that student engagement increased in the virtual classroom setting, and students' reading and writing production increased.
- Overall, students' monthly standardized testing scores improved, a correlational effect the teacher and school attributed to regular Article-A-Day implementation.

**Reflex Math- Promising Evidence-Based Program**

Use should be made of what is clearly known from rigorous research about how children learn, especially by recognizing...the mutually reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts...

The Final Report of the National Mathematics Advisory Panel (2008), Principal Messages  
<http://www.reflexmath.com/research>

**Rekenreks (manipulatives)-Moderate Research Based Evidence**

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

Manipulatives used to reinforce and establish foundational skills for number sense. Rekenrek (also called an arithmetic rack) has emerged as perhaps the most powerful of all models for young learners (Frykholm, 2008). Developed by Mathematics education researchers at the highly regarded Freudenthal Institute in the Netherlands, the Rekenrek combines various strengths inherent in the previously mentioned models in one compelling and accessible tool. The Rekenrek was designed to reflect the natural intuitions and informal strategies that young children bring to the study of numbers, addition, and subtraction. The Rekenrek provides a visual model that encourages young learners to build numbers in groups of five and ten, to use doubling and halving strategies, and to count-on from known relationships to solve addition and subtraction problems. With consistent use, over a short period of time children develop a rich sense of numbers, and intuitive strategies for solving problem contexts that require addition and subtraction.

Although the Rekenrek may look similar to an abacus, it differs because its structure is based around fives as opposed to tens. The five-structure represents the five fingers on each of our hands and five toes on each of our feet. Tournaki et al (2008) concluded that the structure of five utilized by the Rekenrek was extremely helpful in the advancement of students' number sense. In addition to increasing number sense, Tournaki et al (2008) recognized that the Rekenrek acted as a facilitator of knowledge as students developed efficient thinking strategies. Gravemeijer (1991) stated that materials themselves cannot transmit knowledge to the learner; however it can make numbers and relationships accessible to students to later obtain fact mastery and fluency.

Frykholm, J. (2008) Learning to think Mathematically with the Rekenrek: A resource for teachers; a tool for children. *The Math Learning Center*. Retrieved from: [https://www.Mathlearningcenter.org/sites/default/files/pdfs/LTM\\_Rekenrek.pdf](https://www.Mathlearningcenter.org/sites/default/files/pdfs/LTM_Rekenrek.pdf)

Gravemeijer, K. (1991).An Instruction-Theoretical Reflection On The Use Of Manipulatives.

Tournaki, N., Bae, Y., &Kerekes, J. (2008).Rekenrek: A manipulative used to teach addition and subtraction to students with learning disabilities.

**Renaissance- Star Accelerated Reading- Strong Evidence Based Research**

**Studies accessed from:** <https://www.renaissance.com/resources/research/>  
*Trends in Student Outcome Measures: The Role of Individualized Reading Practice*  
Renaissance Accelerated Reader 360® balances students' independent Reading practice with nonfiction Reading and close-Reading skills practice.

Whether we examined students by grade or populations of interest (struggling readers, English learners, and students in free- or reduced-lunch programs), independent Reading practice with Accelerated Reader was associated with better student performance and higher levels of annual growth. These positive outcomes increased the better the program was implemented.

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

The study data came from Renaissance®'s massive Reading practice database from the 2013–2014 school year, which comprised over 2.8 million students in grades 1–12. The sample students participated in the Accelerated Reader program (by taking five or more Reading practice quizzes during the school year) and completed a Renaissance Star Reading® pretest (first assessment taken August–November) and posttest (last assessment taken April–July).

Students who used Accelerated Reader realized more annual growth, as evidenced by a higher median SGP, than students who did not use the program. The better Accelerated Reader was implemented; the more students grew. Also, students using Accelerated Reader were more likely to meet college- and career-readiness (CCR) benchmarks. Nationwide, about 40% of students in each grade are expected to meet these benchmarks students not using Accelerated Reader came in just under this expectation at 39%; whereas for the groups who used the program, the better it was implemented (moderate versus best practice use), the more students were likely to be proficient.

Retrieved from: <http://doc.renlearn.com/KMNet/R0058148398DA353.pdf>

***Trends in Student Outcome Measures: The Role of Individualized Math Practice***

Whether examined by grade or by populations of interest (students struggling with Math, English learners, and students in free- or reduced-lunch programs), Math practice with Accelerated Math was associated with better student performance and higher levels of annual growth. These positive outcomes increased the better Accelerated Math was used. The study data came from Renaissance®'s massive Math database from the 2013–2014 school year, which comprised over 2.7 million students in grades 1–12. The sample Students who used Accelerated Math realized more annual growth, as evidenced by a higher median SGP, than students who did not use the program. The better Accelerated Math was used, the more students grew. Also, students using Accelerated Math were more likely to meet college- and career-readiness (CCR) benchmarks. Nationwide, 30–40% of students in each grade are expected to meet these benchmarks students not using Accelerated Math came in on the low end of this expectation at 33% of students meeting benchmarks; whereas, for the groups who used the program, the better it was used (moderate versus best practice use), the more students were likely to be proficient.

Retrieved from: <http://doc.renlearn.com/KMNet/R005814992DD18B1.pdf>

**Teacher Created Materials: Primary Source Readers-Moderate Evidence**

Primary Source Readers is a research-based supplemental Reading program. The program helps students develop nonfiction Reading skills and strategies in Social Studies. Teaching Social Studies would be straightforward if all students learned with the same methods, practiced at the same rates, and read at the same levels. However, this description of the ideal classroom scenario does not usually represent a teacher's reality. Today's classrooms are filled with different students of varying backgrounds, Reading

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

abilities, levels of proficiency in English, and learning styles. Furthermore, teaching history is not about merely passing on a cluster of skills that can be memorized or simply replicated by students.

Today's effective teacher needs to have a variety of teaching strategies, resources, and Reading materials to use in order to help students become proficient and academically successful readers for life. Research shows that proficient readers have had access to a variety of Reading materials, have been given the opportunity to explain their understanding of texts, and were asked comprehension questions by teachers. (Quatroche, 1999) Beyond just Reading in literacy-based classrooms, content area teachers also find that competent Reading is a necessary and vital skill for all of the other content areas. Primary Source Readers engage learners through methods for teaching nonfiction Reading skills. While teaching the skills essential for Reading nonfiction, teachers are directed in modeling practices and keeping the students actively engaged in their Reading experiences. Teachers can use the books during Reading instruction, as a support in Social Studies lessons, or as the basis of independent research. Young people often lack the conceptual base to connect new social world knowledge and the perspectives of others with their own personal and limited experiences. (NCSS, 1984). Reading nonfiction materials would increase students' depth of knowledge in the content areas, and probably help students score higher on the standardized tests that are of such concern to teachers and administrators.

National Council for Social Studies. (1984). Social Studies for Young Children. Prepared

**ScreenCastify - Promising Evidence Based Research**

ScreenCastify is a software through which teachers can record both webcam and screen videos up to 5 minutes in its free version. It helps educators in annotation, trimming videos and exporting videos as an MP4, animated GIF, MP3 (Das, 2021). Quantitative results indicated that teachers and students found face-to-face conferences and ScreenCastify conferences to be equally effective and easy to use. The qualitative results identified several advantages for each type of conferencing method (Henry, Hinshaw, Al-Bataineh, & Bataineh, 2020). Researchers discovered feedback delivered through screencasts provided more in-depth explanations and created a more personal experience than traditional written comments. The Writer's Workshop instructional model consists of creating a writing environment that encourages students to engage in the writing process with the support of their peers and their teacher (Henry, et. al., 2020).

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

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

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

**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](mailto:info@seca.info); Web site: [https:// www.seca.info/dimensions](https://www.seca.info/dimensions)

**Studies Weekly/Scholastic News- Promising Evidence Based Research**

One of the main Common Core Requirements is focused on student use of authentic subject area skills. These skills refer to the type of skills that would be used by professionals in the actual academic field of study. It is therefore important that students use appropriate historical thinking skills in the classroom to attain these skills. The skills being assessed include a student's ability to read, write, speak, listen, complete research based projects, and appropriately analyze primary and secondary documents to make conclusions as to

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

what has occurred during a historical event. The implementation of instructional techniques that require students to think like a historian are widely supported in the literature and are largely focused on the development of student historical literacy. Implementing primary source analysis in the classroom permits students to engage in historical investigations by analyzing documents from a particular time period in which a historical event has taken place. This analysis offers students a framework for identifying a relationship between historical evidence and the construction of the events that took place in the past (Barton & Levstik, 2003). By engaging students in historical inquiry, they are able to develop appropriate historical thinking skills and are able to understand the underlying essential facts, concepts, and generalizations of historical knowledge (Lee, Doolittle & Hicks, 2006). The exposure to primary sources pushes students to ground their experiences in real world concepts and to realize multiple sources from the same time period can have conflicting accounts of what actually took place (Morgan & Rasinski, 2012). By rooting social studies instruction in the analysis of primary documents, students are required to constantly interrogate documents and their validity (Vansledright, 2004), engaging them in true historical interpretation (Hicks, Doolittle, & Lee, 2004).

Cowgill, Daniel. (2015). Primary Sources in the Social Studies Classroom: Historical Inquiry with Book Backdrops. *Social Studies Research and Practice*. 10. 65-83. *Primary Sources in the Social Studies...* (PDF Download Available). Available from: [https://www.researchgate.net/publication/265553381\\_Primary\\_Sources\\_in\\_the\\_Social\\_Studies\\_Classroom\\_Historical\\_Inquiry\\_with\\_Book\\_Backdrops](https://www.researchgate.net/publication/265553381_Primary_Sources_in_the_Social_Studies_Classroom_Historical_Inquiry_with_Book_Backdrops) [accessed Jun 01 2018].

It is well known that primary sources are important for teaching historical thinking skills. Many teachers find them useful for engaging students in such tasks as historical interpretation. More frequently; however, documents are used to enrich a textbook account or to help students focus on essential facts and concepts. As a result, school leaders and administrators should seek professional growth activities which not only help history/social studies teachers use primary sources effectively, but focus particularly on using Web-based resources.

David Hicks, Peter Doolittle, and John K. Lee, "Social Studies Teachers' Use of Classroom-Based and Web-Based Historical Primary Sources," *Theory and Research in Social Education* 32, no. 2 (2004), 213-247. <http://teachinghistory.org/issues-and-research/research-brief/23783>

Studies Weekly/Scholastic News standards-based curriculum applies a Balanced Literacy approach to education. The combination of printed weekly units and web-based primary source media, audio reader and other features creates a high level of Student Engagement. Teacher-created lesson plans include rigorous and relevant assessment, word study, writing prompts, reading (modeled, shared, guided, and independent) and much more. Our products foster Critical Thinking Skills that help develop a new generation of Responsible Decision Makers. Studies Weekly/Scholastic News online version of the curriculum brings learning to life with primary source videos, audio files, photos and so much more. This media, combined with the attractive print format, creates an emotional engagement that feeds critical thinking skills development.

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

<https://www.studiesweekly.com/about-us/>

**Study Island- Strong Evidence Based Research**

An investigation regarding the relationship between Study Island achievement and Florida's end-of-year test scores for students in grades 3 through 8 occurred in this study. Across grade levels and subjects, high correlations were found between student performance on Study Island standards mastery and the Florida Comprehensive Assessment Test in both math and ELA. These results provide quantitative evidence that Study Island content is aligned to state standards across a variety of states and settings.

The evidence presented here supports the use of Study Island both to help students prepare for high-stakes assessments and as a formative assessment tool to measure student progress toward end-of-year achievement. With Study Island, students and teachers can be prepared for increased rigor and high levels of achievement.

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

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

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

[http://www.edmentum.com/sites/edmentum.com/files/resource/media/0612-34\\_SI\\_FCAT\\_WP.pdf](http://www.edmentum.com/sites/edmentum.com/files/resource/media/0612-34_SI_FCAT_WP.pdf)

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

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

<https://www.studyisland.com/sites/studyisland.com/files/content/research/pdfs/Study%20Isl and%20RTI%20Research%20Report.pdf>

**Teacher Created Materials: Primary Source Readers-Moderate Evidence**

Primary Source Readers is a research-based supplemental Reading program. The program helps students develop nonfiction Reading skills and strategies in Social Studies.

Teaching Social Studies would be straightforward if all students learned with the same methods, practiced at the same rates, and read at the same levels. However, this description of the ideal classroom scenario does not usually represent a teacher's reality.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

Today's classrooms are filled with different students of varying backgrounds, Reading abilities, levels of proficiency in English, and learning styles. Furthermore, teaching history is not about merely passing on a cluster of skills that can be memorized or simply replicated by students.

Today's effective teacher needs to have a variety of teaching strategies, resources, and Reading materials to use in order to help students become proficient and academically successful readers for life. Research shows that proficient readers have had access to a variety of Reading materials, have been given the opportunity to explain their understanding of texts, and were asked comprehension questions by teachers. (Quatroche, 1999) Beyond just Reading in literacy-based classrooms, content area teachers also find that competent Reading is a necessary and vital skill for all of the other content areas. Primary Source Readers engage learners through methods for teaching nonfiction Reading skills. While teaching the skills essential for Reading nonfiction, teachers are directed in modeling practices and keeping the students actively engaged in their Reading experiences. Teachers can use the books during Reading instruction, as a support in Social Studies lessons, or as the basis of independent research. Young people often lack the conceptual base to connect new social world knowledge and the perspectives of others with their own personal and limited experiences. (NCSS, 1984). Reading nonfiction materials would increase students' depth of knowledge in the content areas, and probably help students score higher on the standardized tests that are of such concern to teachers and administrators.

National Council for Social Studies. (1984). Social Studies for Young Children. Prepared by Elementary/ Early Childhood Education Committee. Position statement approved by NCSS Board of Directors 1984. Retrieved April 16, 2007 from:  
<http://www.socialstudies.org/positions/children/>

Quatroche, Diana J. (1999). Helping the Underachiever in Reading. Bloomington, IN: ERIC CLEARINGHOUSE on Reading English and Communication. ERIC Digest ED 434-331.

Teacher Created Materials (2007) Research based Curriculum: Teacher created materials primary source readers. *Teacher Created Materials*.

**The Reading/Writing Strategies Teacher Resource Books by Jennifer Serravello-  
Emerging Evidence**

With the focus of literacy countywide, this would be a great resource for teachers to have to aid them with integrating Reading and writing strategies into all content areas. Jennifer Serravallo has completed several resource texts for teachers to assist with Reading and writing conferences. Her strategies and texts are supported by the work she completed as a leader and developer in the Lucy Calkins Teachers College. See abundant research on Lucy Calkins Curriculum with strong research evidence. The Reading and writing strategies in these books were developed in unison with Fountas and Pinnell texts, which also has strong research based evidence.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

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

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

A. The ways in which SHES will address the needs of all students 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, are:

- Utilizing EIP models based upon student need in each grade level
- Strategic scheduling, as well as co-taught classrooms, will help minimize class size and maximize human resources. Reducing teacher-student ratio will provide increased opportunities for student support, remediation, and enrichment.
- Academic tutors in ELA, Math, Science, and Social Studies who are certified teachers will be employed with Title I funds throughout the year to work on areas of need. This increase in highly qualified personnel will give greater opportunities for small group intervention to close gaps in academic achievement. This also provides opportunities for students to receive instruction from teachers who specialize in their field.
- An intervention block will allow for flexible grouping and individualized support as needed in language and math via the use of Chromebooks, chargers, external drives, iPads, and technology accessories (mice/headphones) purchased with Title I funds. The Intervention teachers provide greater opportunities for small group intervention to close gaps in academic achievement. The additional academic support should help students retain and apply information. Interventions for students involved in the RTI process will be systematically implemented in the classroom and using an intervention teacher who will conduct tier 2 and 3 interventions using researched based programs and methods. These programs include Words Their Way, Quick Reads, Making Connections, Florida Center for Reading Research, Exact Path,

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

Georgia Numeracy Project, Focus Math, Math Intervention Toolkit, and research based math interventions.

- Students who receive tutoring for ELA and/or Math will be determined by multiple selection criteria based on academic needs.
- Expand the use of direct instruction (Heggerty and Wilson Reads) programs to increase student achievement, especially for students with disabilities and those who are struggling in reading and/or math.
- MAP data analysis will continue to focus on student strengths and weaknesses based on standards. MAP data analysis will identify students who are in need of extra support. Utilizing data on student performance, teachers will adjust instruction based on student needs through flexible grouping. This will maximize instructional time and improve student performance.
- The purchase of fiction and nonfiction readers will increase student achievement. It will also support Houghton Mifflin Harcourt Into Reading.
- Teachers utilize best practices/high yield instructional strategies in all subject areas which enhance student engagement and participation. By using high-yield strategies, students will have consistent learning approaches and increased opportunities to deepen their understanding of the content area. Professional learning and district content team collaboration will assist in this area.
- In order to meet identified areas through our comprehensive needs assessment in all content areas, Chromebooks and instructional support technology will be purchased. This purchase will provide our students with inquiry based opportunities supporting 21<sup>st</sup> Century Technology Standards.
- The Early Intervention Specialist will support teachers who have students with significant academic needs in grades K-5. Classroom EIP teachers provide greater opportunities for small group intervention to close gaps in academic achievement. The additional academic support should help students retain and apply information in ELA and Math.
- Title I Co-Coordinator will assist the School Title I Director with reports and planning.
- To expand the knowledge of the RTI process and ensure implementation by efficient monitoring. This process will be supported by a district level RTI coordinator which will ensure consistent implementation/practice across our school.
- Each grade level has a gifted endorsed teacher to provide enrichment to high achieving students. This will allow for advanced students to be taught at a level that is consistently challenging which will maximize instructional time and student achievement. In addition, we have a gifted resource teacher to provide enrichment to the gifted and high achieving students.
- The Hart County Charter System utilizes PBL/STEAM instruction through embedded instructional practices for all grade levels to build student understanding and comprehension as teachers plan and instruct across the curriculum. Hands-on opportunities will increase student engagement and achievement through the use of PBL in the classroom.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**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 school-wide 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. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

\*Preparation for and awareness of opportunities for education, which may include career and technical education programs. The counselor will purchase resources for classroom guidance and small groups.

\*Career Clusters will continue through AG & Career Day.

\*PBIS will be implemented school-wide to reinforce good behavior.

\*The counselor will use individual and/or small group counseling to address various needs (grief, divorce, social, academic, attendance).

\*Hart Partners is an organization that provides our school with support in terms of providing volunteers, tutors, and mentors. The organization does an excellent job of making sure that the adults coming into our building have background checks and are certified to work with students. The point of contact for our school is our counselor.

\*Our counselor oversees a Student Leader Program and the bookkeeper oversees a School Safety Patrol Program- Students with good academic standing and teacher recommendations in 4th and 5th grade can apply for these service programs.

b. Career Clusters will be addressed through various community days-

\* AG & Career Day. This will help support post-secondary goals.

\* 5th grade students visit the College and Career Academy each year in late Fall for exposure to future interest in various career fields.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

\* Small groups will be pulled and whole class guidance will be provided for career clusters as well.

c. Address implementation of the Response to Intervention/MTSS model as well as implementation of student's IEPs and 504 plans, including how teachers are made aware of modifications.

\*Implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA)

\*Implementation of PBIS School Wide Behavior Plan and grade level matrixes will be used.

\*SLDS and Infinite Campus are used to make teachers aware of modifications and accommodations.

\*Teachers are given a hard copy of the student's IEP plan along with services and accommodations for instruction and testing.

d. Identify specific staff development activities/workshops to be attended that will address instructional effectiveness in the area(s) identified as the areas of need or root causes in 1(f)

\*At this time, 100% of the teachers and paraprofessionals employed by the Hart County Charter System meet the system's certification requirements. The school district monitors all staff certification and reports in-field and out-of-field instruction to the Georgia Department of Education. In addition, the school provides professional learning on an annual basis to support and enhance instruction in the classroom.

\*All certified staff have or will participate in professional learning and become certified in the Georgia Literacy Academy. All certified staff must be certified with the training.

\*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 will continue during the school year.

\*Professional learning for the Houghton Mifflin Harcourt (HMH) will be required for all teachers that teach Reading, Writing, or Phonics in grades K-5.

\*Professional Learning will be provided to teachers in English/Language Arts content areas.

\*Professional Learning will be provided to teachers in math content areas.

\*Professional Learning will be provided to teachers by all instructional coaches in the content areas of Math and ELA.

e. Transitioning children into the next level of learning

- All preschool children are offered a Kindergarten camp before the start of the school year. This helps the students get to know the routines of school and helps the parents know the curriculum being taught.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

- In the spring of 2026, SHES will continue “Bridge to Beginnings” kindergarten preparation instructional program to target the 20 lowest performing students as determined by kindergarten readiness test.
- SHES will also continue “Bridge to Beginnings” summer first grade preparation 5-day instructional program to target the 20 lowest performing students as determined by MAP, EIP rubric scores, and standards based report card performance levels.

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

South Hart will determine the effectiveness of the measures taken to identify students who are at risk and provide additional support using:

- MAP scores and reports
- Georgia Milestones Assessment
- GKIDS 2.0
- MAP data analysis after each session (Fall, Winter, and Spring)
- Formative Instructional Practices
- District Common Assessments and Benchmark Assessments

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**3. School-wide Plan Development: Sec. 1114(b)(1-5)**

- 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;
- 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;
- Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards;
- Is available to the local educational agency, parents, and the public, and the information contained in such a plan shall be in understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

a. South Hart Elementary School’s school-wide plan was updated upon completion of the 2024-2025 school year for implementation during the 2025-2026 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. South Hart Elementary’s comprehensive school-wide improvement plan was developed by a committee of administrators, teachers, parents, and community members. All stakeholders will assist in carrying out the school improvement program plan. Committee members involved were Marion Hanahan, Stephanie McConnell, Kimberley Ayers, Kelsi Dye, Dawn Key, and Kathleen Teel. The committee met to review the school-wide plan from the 2024-2025 school year. Changes were made to address the needs for the 2025-2026 school year based on surveys completed by stakeholders, Georgia Milestones results, MAP Data, CCRPI scores, and teacher, parent, and community member input. The team led the discussions and provided reports and data to the parents attending: Hilaree Hudson, Allison Hershberger, Whitney Berelc, Aubrey Dickenson, and Kelli Hart. The committee edited and made calculations for the data presented. The committee made changes to the school-wide plan, parental engagement plan and parent/teacher/student compacts. All participants reviewed and analyzed data from MAP, Georgia Milestones, and GKIDS 2.0 to identify the areas of weaknesses for the school so that this information could be used to plan professional development and identify needed resources. All staff and parents were invited to attend Title I planning meetings, as well as give feedback throughout the school year through parent meetings, surveys, emails and leadership meetings.

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

After having meetings with parents, it was determined some possible strategies to be considered are: consider making curriculum night more interactive and engaging where students create work to display for parents to see or present projects, continue the Title I events and topics, parents shared that they thought food would be a great way to get more engagement when these events occur. Parents also shared that it may be good to consider providing other formats or outlets for parents to be engaged with Title I meetings and trainings, parents and community play an important role in students academic achievement by being actively involved, parents believe that communities must support schools, parents appreciate the increased safety within the car rider line, they also think that the weekly call outs on Sundays are beneficial. Parents also shared concerns about our ESOL population and the resources that are available to them. Parents shared that they would love to see a spanish program for all learners within our school so ESOL learners could have more people that spoke their language, but also be leaders within that area. Parents shared that they think ESOL learners are definitely growing in our school and community and there needs to be more of a focus in that area.

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.

I. Address the regular monitoring & implementation of, and the results achieved by, the school-wide program, using data from the state's annual assessments and other indicators of academic achievement.

We will plan highly engaging parent-family engagement events focused on addressing the academic deficits and building upon our areas of strength. We will monitor the effectiveness of the SWP by collecting data through parent surveys, teacher feedback, and parent input.

II. Determining whether the school-wide 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.

The SWP will be measured using parent feedback forms, Georgia Milestone Data from FY24, parent input, to determine the success. Since 2019, Hart County School District and South Hart Elementary CCRPI and Georgia Milestone data in conjunction with proficiency targets show that our plans, including the SWP, are having an impact on raising student achievement.

d. Upon approval the school improvement plan and the parental engagement plan will be available to all stakeholders on the school website and in printed form in the front atrium and media center. A school registration packet contains the school's parental engagement plan and compact.

At the current time South Hart Elementary School 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.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**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 school to high school, and from high school to postsecondary education including, if applicable –
  - a. through coordination with institutions of higher learning, employers, and other local partners; and
  - b. 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. Evidence-based interventions are addressed in section 2.a.i of this plan.

b. We will use and implement effective parent and family engagement strategies under Section 116, Section 1112(b)(7) and Section 1112(3)(c) for parents of English Learners as follows:

Parents have been invited and participated in the planning, review, and improvement of the comprehensive school-wide program plan by providing opportunities throughout the year for parents to provide feedback through surveys, parent engagement activities, PTO, and School Governance Team. Based on our Title I Parent Engagement Survey, parents prefer evening sessions. They also requested information on homework help, study skills, technology, and reading and math strategies. Parents reported that they were aware of how to communicate with teachers as well as what their child is expected to understand in all subject areas. Parents are also invited to participate and provide input into our annual Title I meeting and development of the parental engagement plan, school-wide plan, and parent/teacher/student compact. Parents will be notified of these opportunities through the local newspaper, The Hartwell Sun, our school Facebook page, our school website, our school digital marquee, and SchoolStatus messages from the principal and teachers. The school-wide plan is a living document and can be revised throughout the school year as needed. The SWP will be updated annually with the revisions in mind. All parents will be invited to participate.

A school registration packet provided to each family contains the school’s parental engagement plan and compact.

We have developed a Parent and Family Engagement Plan included in our appendices that:

**Georgia Department of Education**  
**Title I School-Wide/School Improvement Plan**

- describes events or activities at SHES to increase parental engagement which will strengthen the partnership among all stakeholders in order to improve academic achievement. A variety of meeting times will be held to accommodate parent work schedules. Funds will be used to cover materials needed for inviting parents as well as building resources for parents to use with their children. The meetings can be found in the following Title I Parent Engagement Plan Meeting Schedule as well as the Parental Engagement Plan.
  - In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Workshops will focus on core content areas, study skills, and technology support. These will include Kindergarten Camp, Curriculum Night, Rising 6th grade meeting at the middle school, Technology Workshop, Reading and Social Studies Workshop, and Georgia Milestones Training. The governance team and Title I committee will actively participate in a Title I planning meeting to review the data and school goals and objectives, and make any necessary decisions in order to improve the school's targeted needs. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships. Parents/guardians are encouraged to become active in the decision making roles of our school. The Title I Parental Engagement Plan openly states the expectations for parental engagement. The PFEP calendar of events outlines the strategies that will be provided to parents to increase overall student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parent engagement. South Hart believes that when we work together, EVERYONE achieves more.
  - Section 8 of this plan addresses how parents are provided information regarding assessments and provided the opportunity to understand the information sent to them.
  - Posted on the website, copy at the LEA, copy at the front desk/parent center at each school, copies on tables at each PTO meeting, etc.
  - Parent compacts can be located in the Parental Engagement Notebook (front atrium and media center).
  - The Parent and Family Engagement Plan checklist can be located in the Parental Engagement Notebook (front atrium and media center).
- c. Following are our plans for assisting students in the transition between programs.
- Kindergarten Camp will help students who need exposure to rules, routines, procedures, and academics that will help prepare them to be successful to start their education career.
  - Transition meetings are also conducted for students with disabilities in SKIP and their plans are updated for Kindergarten.
  - Also included are transition plans for students entering middle school. Fifth graders visit the Hart County Middle School in the Fall or Winter and are given an opportunity to attend a 6<sup>th</sup> grade summer camp.
  - Upon registration during the school year, each student receives a school compact, home language survey, student agenda, and a friendly school tour from our registrar.

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**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. The ways that we include teachers in decisions regarding use of academic assessment are:

Grade level teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows the teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure the success for all students. South Hart Elementary utilizes collaboration, common grade-level planning, MAP data analysis, and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision. Student conferences will be implemented at South Hart Elementary before each MAP assessment and Georgia Milestones. Conferences are meetings between teachers and students to discuss individual performance and set academic goals. This will help students become self-directed learners and ease the anxiety that often accompanies assessments. Parent conferences are required twice a year (October, March). SHES includes teachers in decisions regarding use of academic assessment by including them in the analysis of all programs at the school. Teachers' input regarding decisions about academic programs is obtained throughout the year on the following resources:

- Data analysis meetings with administration monthly
- The following assessment data will be used in grade level collaboration to plan for students' level of readiness based on strengths and weaknesses.

1. DIBELS
2. EasyCBM
3. Georgia Milestones
4. Study Island/Exact Path
5. Houghton Mifflin Harcourt Into Reading
6. ReadWorks
7. Benchmarks (MAP Growth/Amira)
8. Lexia Core 5
9. GKIDS 2.0
10. IXL Learning
11. Common Reading Assessments
12. Frax
13. Reflex Math
14. Phonemic Awareness Inventory
15. Phonic Decoding Assessments
16. Sight Word/Spelling Assessment

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

**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. Activities are provided to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . .

We believe that all students at South Hart Elementary School can and do learn. We also understand that some students need additional learning experiences to help master particular skills. To assist South Hart students who need supplementary instruction, the following are provided:

1. After-school Tutoring is provided by highly qualified and certified teachers for Reading beginning in Fall each year. The program ends the week before Spring Break.
2. Remediation programs are available at the end of each day beginning at 2:55 p.m. Teachers will use MAP and other assessment data, referrals, data dig analysis, and MTSS recommendations to determine eligibility for these instructional opportunities.
3. The Early Intervention Program (EIP) serves students who score low in ELA and/or Math on state criteria. In K-1, students are identified if they scored below a cut criteria score using a rubric. In grades 2-5, MAP scores are evaluated (29% or below), Tier involvement, Georgia Milestones scores in grades 4-5, and a rubric (scored below a cut criteria score). Teacher checklists are used to determine eligibility of additional students who are demonstrating poor classroom performance in Reading, ELA and/or Math.
4. Acceleration classes for all students at all grade levels are a part of our daily schedule. These classes allow teachers to use flexible groups to provide additional instruction for at-risk students and to provide enrichment opportunities for students not at-risk.
5. Additional programs South Hart uses to provide assistance to at-risk students include: Exact Path 3-5, Lexia Core 5, Study Island 3-5, ReadWorks Article-a-Day, QuickReads, Reflex Math, Focus Math, IXL Math, Wilson, (SPED students), and System 44 (SPED students), Do the Math (SPED students).

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

South Hart teachers provide measures to ensure that student weaknesses are identified on a timely basis. South Hart Elementary teachers begin planning for instruction long before the school year begins. Teachers begin the process of analyzing assessment data to determine student strengths and weaknesses early so that flexible groups may be formed to target specific student needs. Careful review of previous year data allows teachers to continue with strategies that have proven effective. The process of data analysis continues throughout the school year. Benchmark assessment data is reviewed immediately following each administration.

Data teams meet after assessments to set class, grade, and personal goals which drive instruction. Exact Path and Study Island reports are reviewed consistently by grade levels to monitor skill development needs. These reports inform teachers about which curriculum standards need to be re-taught or remediated. Flexible groups are reformed as needed and as new students enroll. A balanced assessment program including formative and summative assessments, and frequent progress monitoring strategies allows teachers to consistently monitor student progress toward standard mastery. The Multi-Tiered Supports System process provides another avenue for students to receive additional academic and behavioral support. Progress monitoring data is reviewed on a weekly basis to determine effectiveness of strategies used for tier instruction.

**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	Interactive instructional boards, instructional materials and supplies, instructional software, leveled readers/novels, tutors, professional learning, organizational supplies for classroom libraries, cases for iPads, Teachers, paraprofessionals, tutors, instructional materials and supplies (On-Grade level reading texts, poetry texts, historical fiction, reader's theater, non-fiction hi-lo readers, and Vocabulary Materials/Resources) , software/online resources (Reflex Math, Frax Math, Exact Path, Lexia Core 5, IXL, Houghton Mifflin Harcourt Into

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

	Reading, Flocabulary, NEWSOLA, Studies Weekly, Instructional Coaches, Study Island, Screencastify, Padlet, and Generation Genius)
Title II	Professional Learning Opportunities for paraprofessionals who support instruction for students and teachers in the classroom.
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software
ESPLOST	Interactive T.V.'s, Interactive instructional boards, iPads, iPods, buildings, parking lot (paved), playground upgrades
Carl D Perkins	N/A

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

Parents will receive individual student MAP score reports. Assessment information, including individual student MAP score reports, is placed in progress reports or report cards. It is the goal of South Hart Elementary School to provide ongoing assessments of student achievement and communication of assessment results to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks.

Georgia Milestones individual student results are sent to the local school where the results are given to the parents in hard copy with explanation. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parent-Teacher conferences will be utilized to review and explain assessment data and student achievement. Translated conferences are provided a minimum of three times a year. In addition to conferences, teachers communicate with parents on a regular basis through SchoolStatus, phone calls, and e-mails.

**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.

Teachers participate in regularly scheduled faculty meetings, horizontal planning meetings, and Professional Learning Communities training sessions to discuss the data from

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

standardized assessments. Pioneer RESA personnel assist teachers by providing disaggregated data and training in data interpretation. Teachers analyze data to look for trends, patterns, and weaknesses in the student body as a whole, grade levels, and as subgroups. In addition, teachers are provided data specific to the students assigned to them for the current school year in order to evaluate their classroom performance.

Formal standardized test data, such as MAP and Georgia Milestones, are disaggregated into various sub-group populations and analyzed with an individual, grade level, and school level lens. This data is then used to plan the whole group and differentiated skill instruction. This data is also used to help identify students for tutorial programs. Teachers also view data vertically to gain knowledge of upcoming students' strengths and weaknesses for instructional planning purposes. The data from year to year may be looked at to compare performance related to school improvement goals.

**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. State assessment reports such as Georgia Milestones, ACCESS, and GKIDS 2.0 are disaggregated by the state and returned to the school system. Training is provided to all teachers on the use of the State Longitudinal Data System (SLDS) to analyze provided data, guided instruction, and lesson creation. Research supporting the use of IXL, Instructional Coaches, Lexia Core 5, Academic Tutors for ELA, Houghton Mifflin Harcourt Into Reading, Studies Weekly, ReadWorks, Scholastic Guided Reading Kit, Reflex Math, Frax Math, Exact Path, Study Island, and MAP shows that these are valid and reliable in addition to the testimony from company representatives.

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

South Hart 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 like CCRPI.

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

**Georgia Department of Education  
Title I School-Wide/School Improvement Plan**

(<http://www.gadoe.org> ). It is also included in the ESSA (Every Student Succeed Act) report which is found on the school website ([www.shes.hart.k12.ga.us](http://www.shes.hart.k12.ga.us)). This report includes trends in data and highlights programs that schools are implementing to increase student achievement.

**12. Plan is subject to the school improvement provisions**

This plan is subject to the provisions of the Every Student Succeeds Act of 2015. The South Hart Elementary School school-wide plan was updated upon completion of the 2024-2025 school year for implementation during the 2025-2026 school year.