

NORTH HART **ELEMENTARY SCHOOL**



Blue Ribbon Lighthouse School of Excellence

2019-2020

2020-2021

Title I School-Wide Plan

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

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School Information

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: North Hart Elementary	District Name: Hart	
Principal Name: Haley Smith	School Year: 2019-2020	
School Mailing Address: 124 Ankerich Road, Bowersville, GA 30516		
Telephone: 706-436-0258		
District Title I Director/Coordinator Name: Lamar Scott		
District Title I Director/Coordinator Mailing Address: 284 Campbell Street, Hartwell, GA 30643		
Email Address: lamar.scott@hart.k12.ga.us		
Telephone: 706-376-5131		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:6/14/2019	Revision Date:6/25/2019	Revision Date:

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SWP Template Instructions

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

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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Haley Smith		Principal/Leader
Steve Burton		AP/ Title I Coordinator for NHES
Rachel Dickerson		Teacher/Editor
Alison Johnson		Teacher/Secretary
Tina Lorentson		Teacher/Typist
Lori Morris		Teacher/Editor
Chad Singleton		Parent
Rosemary Singleton		Parent
Mariana Langford		Parent
Teresa Bishop		School Counselor
Missy Vaughn		School Social Worker
Jennifer Carter		Associate Superintendent

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SWP/SIP Components

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

- We have developed our schoolwide plan with the involvement of the community to be served and individuals who will carry out the comprehensive schoolwide/school improvement program plan. North 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 Haley Smith, Steve Burton, Alison Johnson, Tina Lorentson, Lori Morris, Rachel Dickerson, Missy Vaughn, Chad Singleton, Rosemary Singleton, Mariana Langford. The committee met to review the school-wide plan for the 2018-2019 school year. Changes were made to address the needs for the 2019-2020 school year based on surveys completed by stakeholders, Georgia Milestones results, MAP Data, CCRPI scores, and teacher, parent, and community member input. Haley Smith and Steve Burton 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. Alison Johnson kept minutes throughout the meetings each day. Tina Lorentson typed the revisions into the new template/plan. Lori Morris and Rachel Dickerson edited and made calculations for the data presented. All participants reviewed and analyzed data from MAP and Georgia Milestones 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.
- The committee used surveys completed by stakeholders and teacher, parent, 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 and Georgia Milestones were gathered to identify areas of strength, weakness, trends, and academic gaps. CCRPI data from FY2018 was used to identify areas of strengths and weaknesses. 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 2019-2020 school year.

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

- *CCRPI *SLDS *Georgia Milestones *SLO's/Student Growth Measures
- *GKIDS *Lexiles *STAR assessments *MAP *ESGI Software
- *Dibels *Exact Path *Study Island *Saxon Phonics *Wilson Reads
- *Infinite Campus

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

2017 Performance Flags

Performance				
Legend:	Subgroup met both State and Subgroup Performance Targets	Subgroup met Subgroup but not State Performance Target	Subgroup met State but not Subgroup Performance Target	Subgroup did not meet either the State or Subgroup Performance Targets
Not Applicable	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets
Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan				
Asian/Pacific Islander				
Black				
Hispanic				
Multi-Racial				
White				
Economically Disadvantaged				
English Learners				
Students With Disability				

2016-2017 ELA			% Scoring Levels 2, 3, and 4 on GMA								
State Target	System All Students	School All Students	Black	White	Hispanic	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
66.9%	70%	77%	63%	82%	56%	--	--	--	43%	--	71%

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GMAS Performance 2017-2019: ELA						
Subgroups	2017 Achievement Rate	2018 Target	2018 Achievement Rate	2019 Target	2019 Achievement Rate	Projected Flag
All Students	63.259	64.361	65.02	66.122	69.894	
American Indian/ Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Black	48.214	49.768	30.36	31.914	33.333	
Hispanic	43.548	45.242	48.09	49.784	59.090	
Multi-Racial	53.333	54.733	63.64	65.040	68.421	
White	68.201	69.155	71.09	72.044	75.485	
ED	52.320	53.75/55.181	48.19	49.620/51.051	55.757	★
EL	30.000	32.100/34.200	44.12 ★	46.220/48.320	55.882	★
SWD	33.333	35.333/37.333	26.37	28.370/30.370	31.355	★

2016-2017 MATH			% Scoring Levels 2, 3, and 4 on GMA								
State Target	System All Students	School All Students	Black	White	Hispani c	Asian	American Indian	Two or More Races	SWD	LEP	Econ Disadv
69.8%	76%	85%	74%	91%	69%	--	--	--	61%	--	84%

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GMAS Performance 2017-2019: Math

Subgroups	2017 Achievement Rate	2018 Target	2018 Achievement Rate	2019 Target	2019 Achievement Rate	Projected Flag
All Students	67.891		68.38	69.343	72.580	
American Indian/ Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Black	48.214		42.86	44.414	35.185	
Hispanic	51.613		55.78	57.232	69.696	
Multi-Racial	56.667		68.19	69.490	65.789	
White	73.013		72.78	73.590	77.669	
ED	59.536	53.75/55.181	57.31	58.524/59.738	62.280	★
EL	37.500	32.100/34.200	55.88 ★	57.755/59.630	67.647	★
SWD	44.118	35.333/37.333	32.74	34.416/36.093	36.440	★

GMAS Performance 2017-2019: Science

Subgroups	2017 Achievement Rate	2018 Target	2018 Achievement Rate	2019 Target	2019 Achievement Rate	Projected Flag
All Students	75.500	76.235	68.38	69.343	68.5	
American Indian/ Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Black	TFS	TFS	TFS	TFS	TFS	TFS
Hispanic	TFS	TFS	TFS	TFS	TFS	TFS
Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS
White	80.625	81.206	72.78	73.590	82.142	
ED	58.929	60.161	59.34	60.572/61.804	57.843	
EL	TFS	TFS	TFS	TFS	TFS	TFS
SWD	TFS	TFS	30.000	32.100/34.200	35.00	

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GMAS Performance 2017-2019: Social Studies

Subgroups	2017 Achievement Rate	2018 Target	2018 Achievement Rate	2019 Target	2019 Achievement Rate	Projected Flag
All Students	60.000	61.200	69.84	71.040	69.5	
American Indian/ Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Black	TFS	TFS	TFS	TFS	TFS	TFS
Hispanic	TFS	TFS	TFS	TFS	TFS	TFS
Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS
White	80.625	81.206	72.34	73.428	76.428	
ED	46.429	48.036	57.34 ★	58.947/60.554	57.843	
EL	TFS	TFS	TFS	TFS	TFS	TFS
SWD	TFS	TFS	42.5	44.225/45.590	45.00	

GKIDS*	
English/Language Arts	2018-19 % Meets/Exceeds
Reading	73.8%
Writing	62.8%
Speaking and Listening	73.9%
Language	81.3%
ELA TOTAL	72.1%

GKIDS*	
Mathematics	2018-19 % Meets/Exceeds
Counting and Cardinality	85.1%
Operations and Algebraic Thinking	78.6%
Numbers & Operations in Base 10	69.9%
Measurement and Data	81.6%
Geometry	80.7%
MATH TOTAL	81.9%

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According to 2018 performance flags, our ED, SWD, and Black subgroups performed below the subgroup performance targets in areas of ELA and Math. White subgroups performed below the targets in the area of Math. White subgroup met the subgroup performance target for ELA and Social Studies, but did not meet the subgroup performance target in Math and Science. White subgroup demonstrated growth in Math earning a yellow flag. Hispanic and Multi-racial met subgroup targets for ELA and Math. EL subgroup met the 6% growth target for ELA and Math. ED met the 6% subgroup performance target for Social Studies and made progress in Science but did not meet the target. SWD subgroup did not meet subgroup performance targets for ELA and Math.

In 2018, the revised CCRPI used the individualized school performance based on a 3% growth increase from 2017 performance. 2019 performance targets were set based on 2018 performance and the predetermined 3% growth increase based on 2017 baseline data. NHES' projected 2019 performance flags based on preliminary results from Georgia Milestones EOG Assessment indicate an increase in performance for all subgroups in ELA. All subgroups are projected to meet subgroup targets, including the 6% targets for ED, EL, and SWD for ELA. Projected Math performance indicates meeting subgroup targets for All, Hispanic, and White with ED, EL, and SWD meeting 6% growth targets. Black and Multiracial performance indicates a decrease in subgroup performance for both subgroups in Math. Science projected performance indicates that All and ED subgroups showed a decrease in achievement for Science. White and SWD subgroup performance indicate an increase in performance which met or exceeded performance targets. Social Studies performance targets for White and SWD were met by both subgroups. ED subgroup demonstrated growth but did not meet performance target. The All subgroup scored below 2018 Achievement Rate, resulting in a red flag.

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-**

As shown in survey responses, parents have requested variety of meeting times for events, access to resources when not able to attend, additional time for parent/teacher conferences, and increased communication efforts, including email, text, website, social media, HCCS app, phone, and paper notifications. We have extended meeting hours on early release conference dates, provided parent/family engagement events at a variety of times, and resource availability for parents/families who are unable to attend. Increased efforts in continually improving communication to better inform parents of school events and student performance through better utilization of resources and intentional efforts to build two-way communication.

■ **PBIS Incentives-**

There were a total of 28 incidents that resulted in bus suspensions. Being suspended from being a bus rider can result in tardies or absences which impact student performance. There were a total of 33 out of school suspensions for the 2018-2019 school year. These result in missed academic learning opportunities for the students involved and in some/most cases these students are the students who need

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additional academic support not fewer opportunities. There were 99 office referrals which resulted in missed classroom time for the students being referred.

■ Attendance Rewards for students and staff-

Twenty-eight percent of the student body missed 10 or more school days. According to the Georgia Department of Education website, “Data indicate 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:
 - Based on preliminary GMAS scores for 3rd through 5th grades, we demonstrated growth for all subject areas for ELA; however, our deficits in Science and Social Studies performance is due in large part to lack of vocabulary and application of literacy skills. As a school, we will emphasize the integration of literacy into Science and Social Studies instruction through the use of standard-aligned Studies Weekly for Science and Social Studies, Newsela, IXL, Pebble Go, Nearpod, Flocabulary, leveled books, hi-low readers, content-specific literature.
 - Based on 2019 GMAS projected performance, Black and Multiracial subgroups showed a decrease in performance from 2018 GMAS. In order to address these specific subgroups, we will increase our use of hands-on/kinesthetic instruction, vocabulary rich language, and exposure to real-life application. For the 2018-2019 school year NHES focused on building vocabulary systematically across the school which helped strengthen the areas of Science and Social Studies. We will continue this focus into the FY20 school year. The use of specific supplemental materials will improve the overall daily instruction and practice by utilizing Eureka Math, IXL, materials for at-home support, and tutoring services provided by a certified teacher. Tutoring participants will be selected using multiple-selection criteria. Math interventions are provided during Intervention/Skills times to fill gaps by using Academic Tutors. There is also a plan to incorporate Academic Tutors. In addition, the SPED and EL department leaders will lead professional learning regarding the level of comprehensibility of Science and Social Studies content areas. The Math, ELA and Social Studies instructional coaches will assist teachers with finding, implementing, and sustaining research-based instructional strategies.
 - At the current time, there are no migratory students enrolled at North Hart Elementary School.

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

NHES 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 **math instructional coach** will support math instructional improvement by providing support, modeling strategies, and assist with implementing research-based instructional strategies.

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NHES would like to see continued growth in ELA for all subgroups. 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 assist with implementing research-based instructional strategies. A consistent direct instruction program for our SWDs and consistent Saxon Phonics in grades K-2.

Further support is needed for students with disabilities. NHES believes that teaching grammar through writing 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 curriculum (Lucy Calkins) and through guided reading and writing practices. Use of **Lucy Calkins' Up the Ladder curriculum** will focus on students who do not possess the basic workshop skills and will allow for targeted skill development for students in grades 3-6 needing additional support.

Professional learning for the support of teacher clarity and implementation of Reader's and Writer's Workshop (Lucy Calkins) will be provided. **Professional development books** will be purchased in order to conduct book studies to provide differentiated professional learning for teachers. The Social Studies instructional coach, in conjunction with the ELA instructional coach, will assist with improving writing across the curriculum, model strategies, and implement research-based instructional practices. Daily writing practices ensures 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, staple removers, glue sticks, repositionable glue sticks, tape, scissors, index cards, organizers for supplies, electric pencil sharpeners, page protectors, pocket folders, accordion folders, metal rings, 3-ring binders for student portfolios, notebook paper, highlighters, composition notebooks, chart markers, chart paper) used during writing instruction and independent workshop to support drafting and publishing of student work.

There was a decrease in Science and Social Studies EOG Assessment performance for the All Students subgroup. Additionally, the ED subgroup showed a decrease in performance for Science and a slight increase in Social Studies, but still fell short of the subgroup target. An increased focus on literacy integration for Science and Social Studies, with instructional support from the **Social Studies Instructional Coach**, will help reinforce concepts across the curriculum. **Science Studies Weekly** and **Social Studies Weekly** will support state standards for each content, which allowing application of literacy skills. These materials also support literacy and content standards at home.

NHES will continue the STEM program to improve student achievement in the areas of Math and Science. STEAM/PBL principals 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 new GSE for Science and inquiry based instruction as identified through individualized, school, and district goals.

During the 2018-2019 school year a daily instructional block was used and will continue to be used to teach Social Studies. NHES will also continue supporting the Social Studies content

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during ELA. The Social Studies and ELA instructional coaches 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 new GSE for Social Studies as identified through individualized, school, and district goals.

Writing continues to be an area that needs improvement for all subgroups. NHES 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 be continuing a program that will increase writing across the curriculum by using *Writer's Workshop* by Lucy Calkins. The school will collaborate with the Social Studies and ELA instructional coaches who will work directly with teachers in grades K-5 to improve instructional strategies.

Although the math scores have improved from last year, NHES will continue to implement instructional strategies in the areas of Numbers and Operations (fractions and base 10) and Geometry. The school will collaborate with the **Math instructional coach** who will work directly with teachers in grades K-5 to improve instructional strategies.

During the 2018-2019 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**, **Study Island**, and **Exact Path** adapts to the students' levels of performance, builds additional vocabulary knowledge, and links to IEP goals. The projected 2019 performance flags indicates the SWD subgroup exceeded 6% growth in both ELA and Math, resulting in a green flag with a star for both subject areas. The projected 2019 performance flags indicates the SWD subgroup met the 3% target for both Science and Social Studies gaining green flags for both subject areas.

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.
 - The major strengths we found in our program are:
 - Reading- Foundational Skills K; Listening and Speaking K-2; Vocabulary Acquisition 1, 3, 5; Reading on-grade level text 3-5; Comprehension 3-5
 - Math – Measurement and Data K-2, Numbers and Operations 3-5
 - Language – Organization of Writing 3-5
 - Science- Life Science- Grade 5

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- Social Studies –Geography- Grade 5
- The major needs we discovered are:
 - Reading – Vocabulary Acquisition K, 2, 4; Reading Literature and Informational K-1; Foundational Skill 1st; Literature 3-5
 - Math –Numbers and Operations 5; Operations and Algebraic Thinking 2; Geometry - 1, 4; Measurement and Data K, 3, 5
 - Language – Writing K-2; Reading and Vocabulary 3-5
 - Science –Earth Science- Grade 5
 - Social Studies – Government/Civics and History- Grade 5
- The needs we will address are:
 - Black population for Math
 - Multi-Racial population for Math
 - All students population for Science
 - ED population for Science and Social Studies
 - All students population for Social Studies

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 theatre 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. **Lucy Calkins’ Writer’s and Reader’s Workshop will continue to 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 an online, comprehensive, adaptive program named **IXL, and Exact Path. Additional resources such as Reflex Math, Prodigy, Studies Weekly, Ready Test, Lexia Core 5, iReady, Pebble GO, Nearpod, Pebble GO Next, Reading A-Z, Brain Pop, Brain Pop Jr., Book Flix, NewsELA, and Study Island** will also be used to address student’s needs. This will support learning for all students, especially ED, Black, Hispanic, and SWD.

The Anchors Ahoy tutorial intervention will continue, which specifically targets these students and helps students set short term and long term goals in the area of Math. Based on Georgia Milestones, thirty-eight out of fifty students receiving intervention demonstrated a performance of level 2 or higher in the area of Math. NHES will also continue Lexia Core 5, IXL, iReady, Studies Weekly, Reflex Math and Study Island, 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 2018-2019 school year and will continue these practices for 2019-2020 school year.

The CCRPI report shows areas of achievement gaps mentioned in the dialogue above. Continual efforts in accordance to the school’s SWP will help us progress toward our school goal of a CCRPI meeting or exceeding the state average score of 73.9. See chart below:

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2018 CCRPI Score					
73.9					
Content Mastery	Progress Points	Closing Gaps	Readiness	Financial Efficiency Rating	School Climate Rating
67.3	80.8	61.4	80.9	□□□	98.10 □□□□□

- The measurable goals/benchmarks we have established to address the needs were:
 - GMAS- show an increase of 3% or more in all subjects for all subgroups.
 - GKIDS- at or above state average for each content area.
 - MAP- decrease by 3% the percentage of students scoring below 25th percentile in ELA and Math
 - Parent/Family Engagement- increase the number of participants attending Title I events (tracked through parent/family sign-in sheets)
 - Attendance- decrease the number of students with more than 10 absences from 28% to 25%
 - Behavior- We decreased the number of bus suspensions from 52 in FY18 to 28 in FY19. We will continue to emphasize appropriate bus behavior through PBIS expectations, rewards, and consequences. We plan to maintain or reduce the number of suspensions for FY20. We showed an increase of out of school suspensions from 17 in FY18 to 33 in FY19. We showed an increase of overall office referrals from 66 in FY18 to 133 in FY19. The increase was due in part to greater consistency in the application of the Code of Conduct. For FY20 we have created a new position entitled Behavior Intervention Specialist. The main job of the Behavior Intervention Specialist is to ensure that students have a clear understanding of school behavioral expectations and establishing practices that reinforce positive behavior. Discipline referrals will be tracked through the SWIS program.

2. Schoolwide 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 assessment 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 through the implementation of Achievement Teams 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.

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

IXL- Moderate Evidence Based Research

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

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

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

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

NEWSELA- Promising Evidence Based Research

At nearly all grades, students are required to develop research skills across content areas with a strong focus on nonfiction, including literary nonfiction; essays; biographies and autobiographies; journals and technical manuals; and charts, graphs, and maps (Gewertz, 2012).

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Research advocates for educators to teach students how to read informational texts to ensure academic excellence by the time they reach intermediate grades (Duke, Bennett-Armistead, & Roberts, 2003; Fisher, 1996; Hadaway, Vardell, & Young, 2002). “Newsela is an online literacy platform that helps students develop their nonfiction reading skills through high-interest content available at multiple reading levels. The platform provides thousands of pieces of high-quality, article-length nonfiction content in English and Spanish with accompanying reading and writing assessments at each of five levels spanning grades 2-12.”

Sixty-six percent of students are not reading proficiently at their grade level (NAEP, 2015).

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

According to Ravitch (2003), in many classes everyone reads the same stories, but student choice can be a highly motivating factor. Self-selected reading activities appear to be approximately twice as powerful as teacher-directed reading activities at generating reading development (Guthrie & Humenick, 2004; Lindsay, 2010). Students are more likely to read purposefully if they can choose texts that reflect their interest (Guthrie, et al., 2004). The added benefits of free reading done outside of school include student growth in vocabulary, reading comprehension, verbal fluency, and knowledge of general information (Anderson, Wilson, & Fielding, 1988; Greaney, 1980; Guthrie & Greaney, 1991; Taylor, Frye, & Maruyama, 1990). Research also shows that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen, 1993; Cunningham & Stanovich, 1991; Stanovich & Cunningham, 1993).

NEARPOD- Moderate Evidence Evidence Based Research

The research to support NEARPOD comes in the form of case studies. Three of the 12 are attached below.

Case Study- Since the beginning of the 2014 - 2015 school year, over 1.5M students from around the world have used Nearpod & Common Sense Education’s K-12 Digital Citizenship curriculum to learn how to think critically and behave responsibly online. Before I used the Nearpod & Common Sense curriculum I had students sit in a circle on the floor to complete pencil and paper digital citizenship activities and few students raised their hands to add to the

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discussion. With Nearpod, more kids participate and more of them feel comfortable contributing to the lesson.

Case Study- A recent report by WestEd (2014) found that teachers of English Language Learners (ELL) must design their instruction to “amplify rather than simplify” concepts to offer the academic rigor necessary for students’ learning (p. 11). In other words, teachers must augment their lessons so that they include multiple pathways to learning, particularly when it comes to providing plenty of verbal and nonverbal messages (11). Nearpod lessons leverage digital activities and research-based formative assessments to seamlessly connect instruction and evaluation to meet the unique learning needs of ELL students. The lessons are designed to teach rigorous Math, English Language Arts, Science, and Social Studies content through scaffolded instruction and strategies to support language acquisition. Best practice in instruction with ELL students facilitates learning through authentic engagement with interactive content and meaningful peer interactions and collaboration. Lessons within the Nearpod for ELL library balance direct instruction with experiential learning and continual practice in speaking and listening. Within a context of subject-matter learning, Nearpod lessons build on background knowledge by incorporating reference images and familiar multimedia, explicit references to key vocabulary, and metacognition and reflection.

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. San Francisco: WestEd.

Case Study- According to the Center on Response to Intervention (n.d.), progress monitoring is a practice used to determine students’ academic performance, measure their degree of improvement, and assess the efficacy of instruction. It is the one method of assessment that instructors can promptly give, interpret results, and alter instruction to maintain and promote sufficient improvement of reading skills. Consequently, teachers who consistently implement progress-monitoring instruments improve student achievement and are more apt to modify instruction to meet the needs of their students (Santi & Vaughn, 2007). The purpose of this quasi-experimental study was to determine whether the Nearpod app, an interactive technology application, served as an effective method to monitor students’ progress and check for understanding during instruction. The results of the study indicated that the use of the Nearpod app (student responder) improved student engagement and whole group assessment in a single lesson

McKay, L. & Ravenna, G. (2016). Nearpod and the Impact on Progress Monitoring. Cal State TEACH at CSU Fullerton, vol. 27 (1), p. 23.

Center on Response to Intervention at American Institutes for Research. (n.d.). <http://www.rti4success.org/essential-components-rti/progress-monitoring>

Calkins- Strong Evidence Based Research

Lucy Calkins - There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between

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the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade. More recently, in her article, Independent Reading and School Achievement, Cullinan (2000) reviewed the research on the effects of independent reading for the purpose of informing policy makers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. The review concludes that independent reading, defined as the reading students choose to do, supports learning and school achievement. Providing students with protected reading time is necessary in order to support their growth in reading.

i-Ready- Moderate Evidence Based Research

i-Ready combines a valid and reliable adaptive K–12 diagnostics, individualized K–8 student online instruction and teacher-led instruction in a single product. i-Ready's adaptive diagnostic pinpoints student needs and has research that shows that i-Ready can predict performance on state assessments. i-Ready Diagnostic results point to a combination of online instruction, downloadable teacher-led lessons unique to each student's assessment result, and to on-grade level instruction within Ready®. Results from the diagnostic create easy-to-understand, individualized instructional plans that differentiate instruction and support blended learning. Easy-to-read reports and ongoing progress monitoring ensure that students are on track to meet end-of-year growth.

The Research Assessment is an integral part of instruction, providing educators with the information they need to understand students' strengths and weaknesses and to adjust instruction accordingly.

- A comprehensive assessment system integrates assessment and instruction, so that educators can continually use data to ensure they are meeting the needs of all students (National Center on Response to Intervention, 2010; Smith, 2010).
- Regular progress monitoring is vital to track student growth and determine which students need additional help or intervention (National Joint Committee on Learning Disabilities, 2008; Fisher & Ivey, 2006; Stecker, Fuchs, & Fuchs, 2005).

There is a plethora of research that supports i-Ready as a comprehensive instructional program that supports the skills students need to acquire in both reading and mathematics. All of the connected research that supports the i-Ready instructional program can be found at the following link: https://www.casamples.com/downloads/iReadyResearchBaseInstruction_final.pdf

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.

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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_FCATT_WP.pdf)

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

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

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

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. 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).

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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

PebbleGo- Promising Evidence Based Research

PebbleGo and Multimodal Literacy--The benefits of multimodal learning

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

The National Science Teachers Association encourages teachers to gain full knowledge of the software students use in learning, know how to incorporate the computer into instructional strategies, use computers and software ethically and use computers in a variety of ways. Both the National Science Teachers Association (NSTA) and the American Association of School Librarians (AASL) believe that computers should have a major role in the teaching and learning of science and informational research. It is imperative that the software engage the student in meaningful interactive dialogue and creatively employ graphics, sound and simulations to promote acquisition of facts... and enhancing understanding. (NSTA website). Capstone Press, a nationally recognized content-area publisher, is proud to introduce the only database available for the youngest of researchers. Designed to give the emergent reader the opportunity to acquire knowledge by using and developing their multimodal literacy, PebbleGo™ integrates content curriculum, early literacy skills, and information literacy skills.

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

Studies Weekly/Social Studies Weekly- 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 what has occurred during a historical event.

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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 [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 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's 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.

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

Flocabulary-Strategies for Vocabulary Development Promising

"It has taken student engagement & achievement to a completely different level."

-Ryan Vernosh, 2010 Minnesota Teacher of the Year

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www.flocabulary.com

Brain Pop and Brain Pop 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

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>

Saxon Phonics – Moderate Research-Based Program (Direct Instruction)

Saxon Phonics 1 - This is a success-oriented program that enables most students to develop a solid foundation in phonics which leads them to become better readers. It is a series that is built on prior learning and is presented in increments that is reviewed throughout the year (Saxon Publishers, 1998).

Phonemic Awareness - This is where a child focuses on the word's form.

It is the ability to see, think, hear, and manipulate the individual sounds within spoken words, not in written words. It is considered a noisy form of instruction where children are experiencing the sounds within the spoken word (National Reading Panel, 2000).

Structured, systematic phonics - This form of phonics allows children to learn the individual letters, the sounds those letters make, and the rules governing the use of those letters (Saxon Publishers, 1998).

<http://www.hmhco.com>

Ready Test A-Z- Moderate Evidence-Based Program

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

In 2000, the National Reading Panel published its research-based findings on the reading strategies and instructional practices that demonstrated the best results for reading achievement in developing readers. The panel reviewed more than 100,000 reading studies, and from those, analyzed several hundred key studies that met its criteria for sound scientific research. The results are organized around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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

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

www.readytesta-z.com

Eureka Math-Great Minds- Emerging Evidence Based Research

Eureka Math from Great Minds gives teachers methodologies for grouping material, organizing lessons, and creating small group sessions. The Mid-Module Assessments also help teachers identify specific student needs and adjust instruction before the End-of-Module Assessments. Research from outside sources was not located with a quick search. However, the Great Minds has published several case studies to support their product and posted on their company website.

Case 1- Scholarship Prep Charter School with two campus (Santa Ana & Oceanside) has benefited tremendously from the implementation of *Eureka Math*. The Santa Ana campus has 86% low income and 96% Hispanic students and the Oceanside campus has 55% low income and 61% Hispanic students. In 2018, Scholarship Prep Charter School in Santa Ana, California, had a banner year for student achievement in math and English language arts (ELA). Of all the schools in the state, Scholarship Prep boasted the highest year-to-year [percentage growth](#) in students' meeting or exceeding the Common Core State Standards on the statewide math assessment.

Case 2 (Qualitative)- Second Street Elementary in Frankfort, Kentucky with 70% low income students experienced success with *Eureka Math* after overcoming challenges of the curriculum being rigorous for students to get use to. Now in their fourth year of implementation, the impact of starting students on the curriculum in kindergartner is resulting in higher achievement gains as the same group progresses to the upper grades. No data to support results.

Case 3 (Qualitative)- A massive study in Shelby County School District in Tennessee where 111,500 students at a rate of 82% low income in 207 schools attend school. Eighteen of the districts schools participated in a pilot study using *Eureka Math* from Great Minds to increase rigor and help the district prepare students for state testing. The key shift from teacher-focused to student-focused learning almost immediately improved students' engagement. No data to support results.

Academic Tutors in ELA and Math- Promising Evidence-Based Program

Tutoring programs that incorporate research-based elements produce improvements in reading achievement.

A meta-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

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programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 92, 605-619.3

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, L.A., & Kulik, C.L. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, 237-248.1

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. (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., & Mazzoni, 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.

2. 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. (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,

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and views of their control over their reading abilities. [Cohen, P.A., Kulik, J.A., & Kulik, C.L. C . (I 982). Educational outcomes of tutoring: A meta-analysis of findings. American Educational Research Journal, 19, 23 7-248; 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., e t al. (1995). Tutoring: Guided learning by doing. Cognition and Instruction, 13(3), 315-3 72.1

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:

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. (I 993). Preventing early reading failure with one-to-one tutoring: A review of five programs. Reading Research Quarterly, pp. 179-200.1

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. (1 987, March). Educational Leadership, pp. 64-68; Warger, C. L. (19 91). 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 (1 993) reached similar conclusions when they examined five successful tutoring programs. [Cohen, P.A., Kulik, J.A., & Kulik, C.L. C .(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. 1 79-200.1

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., & Zinuidzinas, M. (I 990). Tutoring techniques in algebra. Cognition and Instruction, 7, 197-2441

4. Careful monitoring and reinforcement of progress

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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), 268-289.1

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 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, 19851

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, 19901

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, 19891.

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

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

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.

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).

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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.relearn.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 participated in the Accelerated Math program and completed a Renaissance Star Math® pretest (first assessment taken August–November) and posttest (last assessment taken April–July). 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.relearn.com/KMNet/R005814992DD18B1.pdf>

ESGI – Emerging Evidence-Based Research

After implementation of ESGI and the Reading Aptitude Continuum, the district had 10.1% increase in meeting targets in English Language Arts

Middle school achievement rose from 2.6% to 13.1% meeting targets in English Language Arts

The District moved up 21 rankings in comparison to all Illinois schools on the same report

Dr. Gabrielle Schwemmer, Illinois Superintendent, conducted research on the work of Donna Whyte. According to Dr. Schwemmer, “through the implementation and data analysis of the Reading Aptitude Continuum created by Donna Whyte, the district is experiencing great achievement in literacy. The PARCC scores have generously increased, due to the implementation of Daily 5 and focus on literacy.”

Using her continuum and ESGI, middle school achievement rose from “2.6% to 13.1% meeting targets in English Language Arts on PARCC and surpassed 68 schools according to schooldigger.com’s rankings of Illinois schools, becoming the highest growth ranking of any middle school in the state.”

https://drive.google.com/file/d/0B_K6WqATeqxuY29CYXhyekdlYjQ/view

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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>

STEMscopes- Promising Evidence Based Research RESEARCH STUDY STEMSCOPES

DISTRICTS OUT PERFORM NON-STEMSCOPES Georgia Department of Education Title I Schoolwide/School Improvement Plan - 43 - DISTRICTS FOR 3 YEARS IN A ROW TEXAS SCIENCE ASSESSMENT 5TH GRADE Published September 5, 2017 Comparing STAAR™ Passing Rates for STEMscopes and Non-STEMscopes Districts for 387,292 Students in the State of Texas **OVERVIEW AND KEY FINDINGS** The following report includes results comparing districts that use STEMscopes and districts that do not use STEMscopes on the science component of the 2016-2017 State of Texas Assessment of Academic Readiness (STAARTM). The state of Texas creates benchmarks for proficiency in science and identifies students as not proficient, approaching grade-level proficiency, meeting grade-level proficiency, and mastering grade-level proficiency. The percent of students in each of these categories is used to determine the district’s achievement in science. The percentage of students who approach grade-level performance is used by the state as the district passing rate. The key findings of the study include: • Using the STEMscopes curriculum increased passing rates by 2% on the 5th grade STAAR. • Subgroups (e.g., latino students and economically disadvantaged students) make significant gains vs. counterparts not using STEMscopes on the 5th grade STAAR. • These findings have been consistent for three consecutive schools years.

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

CASE STUDY CHARLOTTE COUNTY PUBLIC SCHOOLS PORT CHARLOTTE, FLORIDA Published June 7, 2017 Findings from Charlotte County, Florida 2015-2016 with Charlotte County Public Schools (CCPS) and a Math-Science Partnership (MSP) grant that gave elementary school teachers STEMscopes curriculum and materials had profound impacts on teacher growth and proficiency rates in STEM-teaching domains. As part of the MSP grant, a STEM lab teacher from each elementary campus participated in a train-the-trainer model of professional development conducted by ALI. Florida Gulf Coast University evaluated the project and found teachers felt that the professional development they received by ALI improved their knowledge and skills in STEM. Additionally, student achievement in science was examined using the 5 th grade results from the Florida Statewide Science Assessment. The proficiency rate increased to 57% (up 7% from 2014-2015) in the 2015-2016 school year when the grant project was conducted. “With STEMscopes, our STEM teachers now feel like experts in standards-based learning in science,” said Leonard. “They have a deeper knowledge of the content and the standards as well as inquiry-based instructional strategies, which will have a long-lasting impact on their effectiveness with students.”

- 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

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curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; Note: this section also addresses ESSA

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

A. The ways in which NHES 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:

- Reduced class-size EIP classes in specific grades and will provide a reduced teacher-student ratio to increase student achievement.
- 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 and Math** 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. These tutors work during the school day which increases the opportunity for students to be involved in small group instruction.
- 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, **Ready Test, IXL Learning, iReady**, Exact Path, RAZ-Kids, Reflex Math, Focus Math, Math Intervention Toolkit, Pirate Math, and research based math interventions.
- Anchors Ahoy club will target students who have missed 10 or more days from the previous 2017-2018 school year. The school counselor and attendance clerk will meet with students to establish a relationship to promote academic success, attendance, and positive behavior (**PBIS**).
- Expand the use of direct instruction (**Saxon Phonics** and Math, Wilson Reads, and SRA) programs to increase student achievement, especially for students with disabilities and those who are struggling in reading and/or math.
- Achievement teams will continue to focus on assessment and instructional strategies aligned to student needs. Achievement teams 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 non-fiction readers** will increase student achievement. It will also support Lucy Calkins' Reader's and Writer's Workshop program.

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- 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 with support for the Lucy Calkins' Reader's and Writer's Workshop** program will be provided.
- In order to meet identified areas through our comprehensive needs assessment in all content areas, **Chromebooks and carts, iPads, iPods, external drives, and VR glasses** will be purchased with Title I funds. This purchase will provide our students with inquiry based opportunities supporting 21st Century Technology Standards.
- The Early Intervention Specialist will support teachers who have students with significant academic needs in grades K-5. 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.
- The Hart County Charter System through the STEAM Academy will work with grade levels 3-5 to support instruction and 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 and STEM Lab.

a.iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards through activities which may include:

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

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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 use Title I funds to purchase resources for classroom guidance and small groups.**

*Career Clusters will continue through Ag Day, Career Day, and Fine Arts Day.

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

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

*Communities In Schools (CIS) 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.

b. Career Clusters will be addressed through various community days- Ag Day, Career Day, and Fine Arts Day. This will help support post-secondary goals.

*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. Include 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 behavior plan 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 modifications and accommodations.

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 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

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*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. Lucy Calkins' Reading and Writing professional development will be provided for all ELA teachers during the 2019-2020 school year. Also, ELA teachers will be provided the opportunity to attend (depending on acceptance) a variety of Teachers College Reading and Writing Project Institutes, including Reading Summer Institute, Writing Summer Institute, Adapting Units of Study for Special Ed/IEP, Maximizing The Power of Took in the Units K-5, Lifting the Levels of Student Writing through Goals and Feedback K-8, Writing to Learn in Social Studies 3-5.

*Professional Learning will be provided to teachers participating in the STEAM Academy.

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

*Professional Learning will be provided to teachers by all instructional coaches.

e. Transitioning preschool children into elementary school- All preschool children are provided 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. Beginning the 2019-2020 school year, NHES will implement "Bridge to Beginnings" summer kindergarten preparation 10-day instructional program to target the 20 lowest performing students as determined by kindergarten readiness test.

- 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.

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

- MAP scores (Student Growth Report)
- Georgia Milestones Assessment
- Achievement Teams
- Formative Instructional Practices
- TKES
- Anchors Ahoy Assessment Tool (Academic and Attendance)

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

- Is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of ESSA, in which case such school may continue to operate such program, but shall develop amendments to existing plan during the first year of assistance after the date to reflect the provisions of this section;
- 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 plan shall be in understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

a. North Hart Elementary School’s school-wide plan was updated upon completion of the 2018-2019 school year for implementation during the 2019-20 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 schoolwide/school improvement program plan. North 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 Haley Smith, Steve Burton, Alison Johnson, Tina Lorentson, Lori Morris, Rachel Dickerson, Missy Vaughn, Chad Singleton, Rosemary Singleton, Mariana Langford. The committee met to review the school-wide plan for the 2018-2019 school year. Changes were made to address the needs for the 2019-2020 school year based on surveys completed by stakeholders, Georgia Milestones results, MAP Data, CCRPI scores, and teacher, parent, and community member input. Haley Smith and Steve Burton led the discussions and provided reports and data. Lori Morris and Rachel Dickerson 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. Alison Johnson kept minutes throughout the meetings each day. Tina Lorentson typed the revisions into the new template/plan. All participants reviewed and analyzed data from MAP and Georgia Milestones to identify the areas of weaknesses for the

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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.

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.

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 office. A school registration packet contains the school’s parental engagement plan and compact.

At the current time North 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.

4. ESSA Requirements to include in the Schoolwide Plan:

- a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec 1111(d)(B)
- b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec 1112(b)(7), and Sec, 1112(3)(C) for parents of English Learners
- c. If a middle school or high school, describe how the school will implement strategies to facilitate effective transitions for students from elementary to middle school and middle school to high school, and from high school to postsecondary education including, if applicable –
 - 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. Evidenced based interventions are addressed in section 2.a.i of this plan.

b. We will use and implement effective parent and family engagement strategies under Section 1116, 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

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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. The school improvement plan will be posted on the district website for a one week time period ending July 25 for parents to review and provide comments, suggestions, or request revisions. In addition, on Tuesday, July 23 and Wednesday, July 24, 2019 the school plans will be available at the Hart County Charter School District Office for review and input. Parents will be notified of these opportunities through the local newspaper, The Hartwell Sun. 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:

- describes events or activities at NHES 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, homework help, study skills and technology support. These will include Curriculum Night, Lunch and Learns, Breakfast and Learns, as well as Math, Reading, Social Studies and Science nights. Some of these events will be recorded and placed on a North Hart YouTube/Parent University channel for those who are unable to attend Parental Engagement events. In addition, North Hart will work with local businesses to have parent engagement trainings brought to the workplace.

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 help 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. North 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 website, copy at the LEA, copy at front desk/parent center at each school, copies on tables at each PTO meeting, etc.

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- Parent compacts can be located in the Parental Engagement Notebook
 - The Parent and Family Engagement Plan checklist can be located in the Parental Engagement Notebook
- 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.
 - During a spring Title I event, transition information is provided and packets are distributed for students to prepare them for the next grade level.
 - Also included are transition plans for students entering middle school. Fifth graders visit the Hart County Middle School in the month of May and are given an opportunity to attend a 6th grade summer camp.
 - Fifth graders who have disabilities are invited to attend a separate 6th grade orientation to address any needs that they may have.
 - Upon registration during the school year, students receive school compact, home language survey, student agendas, and a friendly school tour from our registrar.

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. North Hart Elementary utilizes collaboration, common grade-level planning, Achievement Teams, 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 North Hart Elementary. 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. NHES 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:

- Achievement Teams meet at least twice per unit of instruction as a grade level.
- Data analysis meetings with administration monthly
 - (1) DIBELS
 - (2) EasyCBM
 - (3) Georgia Milestones
 - (4) Study Island/ Exact Path

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- (5) Raz Kids
- (6) STAR Reading and Math
- (7) Writer’s Workshop (Lucy Calkins)
- (8) Reader’s Workshop (Lucy Calkins)
- (9) Benchmarks (MAP Growth/MAP Fluency)
- (10) Lexia Core 5
- (11) GKIDS
- (12) IXL Learning
- (13) Next Step Guided Reading Assessment/Common Reading Assessments
- (14) Ready Test A-Z

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 **Learning A-Z Ready Test, Scholastic Next Step Guided Reading Kits, IXL, Lexia Core 5, Exact Path, iReady, Study Island, STAR reading and math, Reflex Math, Math Intervention Toolkit, and MAP benchmarks**. Students are monitored through Next Step Guided Reading, STAR Reading and Math, performance tasks, teacher created assessments and writing assessments. Intervention time will be used to support students’ needs by offering advanced and remediated content and support. Words Their Way assessments will be used for students who need support in phonemic awareness and developmental phonics skills. Reflex Math will be used as intervention for students who are identified needing additional support in Math fact fluency. Assessments will be administered during the first week of school so that students can be identified and services can be offered. In addition, MAP and Georgia Milestones Assessment scores from the previous year are used to determine needs of students. Scores from each MAP session will be used to modify groups as needed.
1. Students identified with significant needs are monitored through the Hart County Response to Intervention/MTSS protocol that is led by the Early Intervention Coordinator.
 2. Early Intervention teachers are assigned to students identified through this process and monitored on a regular basis. Students identified in this process are monitored by the Early Intervention Coordinator, and quarterly meetings to verify status of a student’s progress are held to ensure specific needs of students are in place and being met.
 3. **Academic tutors in ELA and Math**, who are certified teachers, are employed throughout the year to work on writing conventions, word attack skills, fluency, comprehension, and all math areas.

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4. Continuation of the following researched-based programs will improve instruction and student achievement:
- a. **Lexia Core 5, Exact Path, NewsELA, and IXL** to provide individual instruction in the areas of writing conventions, word attack skills, comprehension, numbers and operations, and measurement.
 - b. **Study Island, Social Studies Weekly, Science Weekly, STEMscopes** to provide resources for teachers and students in the area of Science and Social Studies
 - c. STAR Reading to focus on implementation and monitoring of student comprehension and progress in reading.
 - d. STAR Math to focus on monitoring of student progress in math based on 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 theatre, non-fiction hi-lo readers, Saxon Phonics, Vocabulary Materials/Resources) , software/online resources (Reflex Math, Exact Path, Lexia Core 5, IXL, Nearpod, Flocabulary, STEMscopes, NEWSELA, Studies Weekly, iReady, Study Island, and STAR)
Title II	Professional Learning Opportunities
Title III	Specifically for ELL students – instructional materials and supplies, technology, teachers, software
IDEA	Specifically for IDEA students - instructional materials and supplies, technology, teachers, software
SPLOST	Interactive T.V.'s, Interactive instructional boards, iPads, iPods, buildings, parking lot (paved)
Carl D Perkins	N/A

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

Parents will receive individual student test results for all assessments. MAP scores will be sent home with students following each testing window. MAP testing will be explained during Curriculum Night in August and Lunch and Learn sessions in January. Individual student scores are explained during parent conferences. Local assessments such as DIBELS and STAR reading and math are communicated through parent teacher conferences and/or sent home via progress reports and report cards. For state tests, individual student results are sent to the local school where the results are given to the parents in hard copy with explanation. Interpretation of test results is sent with the student scores. Whenever possible, letters explaining results are translated in the student's home language. Parent-Teacher conferences will be utilized to review and explain assessment data and student achievement. Translated conferences are provided a minimum of twice a year. RTI meetings are another opportunity for parents to discuss their student's achievement with teachers and other professionals. In addition to conferences, teachers communicate with parents on a regular basis through phone calls, e-mails, and agendas.

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. Georgia Milestone reports are disaggregated by the state and returned to the school system. These assessment results are returned each spring and analyzed by certified staff. Computer programs are used, including Exact Path, Lexia Core 5, **ESGI Software**, IXL, Study Island, DIBELS, Reflex Math, MAP, and STAR Reading and Math to provide reports which will be useful in the collection and disaggregation of data on the achievement and assessment results of students.

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 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, guide instruction, and lesson creation. Research supporting the use of IXL, iReady, Lexia Core 5, Academic Tutors for ELA and Math, NewsELA, Studies Weekly, Nearpod, Scholastic Guided Reading Kit, Exact Path, Study Island, DIBELS, MAP, and STAR Reading and Math shows that these are valid and reliable in addition to the testimony from company representatives.

11. Provisions for public reporting of disaggregated data.

The College and Career Ready Performance Index (CCRPI), is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students. The CCRPI is available to parents and the community on the Georgia Department of Education website (<http://www.gadoe.org>). It is also included in the ESSA (Every Student Succeed Act) report

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which is found on the school website (www.nhes.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 North Hart Elementary School school-wide plan was updated upon completion of the 2018-2019 school year for implementation during the 2019-2020 school year.