

## PROGRAM EVALUATION FOR THE 2023 2024 SCHOOL YEAR

**Principal Name:** Angelia Cameron

**School's Name:** Heard-Mixon Elementary School

Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).



**Directions** Evaluate your Title I SWP by using the data provided in your Comprehensive Needs Assessment (CNA) to determine if your goals for each area were met.

## 2022-2023 Program Evaluation of the Schoolwide Plan

### Goals and Strategies

#### Math

**SMART Goal:** Increase the performance rate for students in grades K-5 in Mathematics by 3% as measured by IOWA with specific focus on Numbers and Operations (Base 10-Fractions) and Operations and Algebraic Thinking.

Smart Goal Met? ☒ Smart Goal Not Met? ☐

**Summary of the Data and the effectiveness of the program:**

Numbers and Operations-4 of 5 met goal

Numbers and Operations (Base 10)- 1 of 3 met goal

Algebraic Thinking- 4 of 6 met goal

Numbers and Operations- 1 of 5 did not meet goal

Numbers and Operations (Base 10)- 2 of 3 did not meet goal

Algebraic Thinking- 2 of 6 did not meet goal

3<sup>rd</sup> grade made 3% growth in all three measurements

Numbers and Operations (Base 10) is the area that made the least amount of growth (1 of 3 grades made 3% gain)

According to the data, yes the program is effective.

#### ELA/Reading

**SMART Goal:** Increase the performance rate for students in grades K-5 in ELA by 3% as measured by IOWA with specific focus on informational reading.

Smart Goal Met? ☒ Smart Goal Not Met? ☐

**Summary of the Data and the effectiveness of the program:**

3 grade levels( 2<sup>nd</sup>, 3<sup>rd</sup>,4<sup>th</sup>) showed improvement of 3% or more on the informational text items. 1<sup>st</sup> grade saw a 3% decrease and 5<sup>th</sup> grade only improved by 2% for informational texts.

Overall, Kindergarten, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> demonstrated more than a 3% increase in overall reading. 1<sup>st</sup> grade decreased by 6% in overall reading, and 5<sup>th</sup> grade increased only by 2%.

#### Science

**SMART Goal:** Increase the performance rate for students in grades 5 in Science by 3% as measured by the Georgia Milestones Assessment with specific focus on Earth & Physical Science.

Smart Goal Met? ☐ Smart Goal Not Met? ☒

**Summary of the Data and the effectiveness of the program:**

Comparing the 2021-2022 and 2022-2023 Earth and Physical Science scores on the Georgia Milestones, the Remediate level increased by 1%. The Monitor and Accelerate levels remained the same. The 2022-2023 school year did not have a dedicated Science teacher as in the previous school year and the classroom sizes were larger than before with an average size of 30 students compared to an average size of 22 students.

#### Social Studies

**SMART Goal:** Seventy percent of students in grades K-5 will progress, meet, or exceed the overall Social Studies standards or achieve a minimum score of 70 as a final grade for the subject.

Smart Goal Met? ☒ Smart Goal Not Met? ☐

**Summary of the Data and the effectiveness of the program:**

Ninety-seven percent of students were able to make this goal of 75% of students earning 70% or higher.

## Support Areas

**Directions:** Describe how parent and family engagement, technology, professional learning, and student behavior/attendance influenced student achievement.

<b>Parent and Family Engagement:</b>	Parent and Family Engagement Activities were conducted in-person and virtually during the school year. Heard-Mixon Elementary hosted opportunities for parents and families to engage with the faculty and staff through the annual Title I Orientation, Family Math Night, Family Literacy Night, the annual Title I Stakeholder Input Meeting, fall parent-teacher conferences, and spring parent-teacher conferences. The activities provided throughout the year allowed parents to gain strategies to support their children. This support had a positive outcome for parents who participated, which was reflected through parent survey data. Teachers, were also provided with four professional development sessions to build their capacity with parent and family engagement.
<b>Technology:</b>	All technology was used to enhance student engagement, increase student skills, and improve communication between school and parents.
<b>Professional Learning:</b>	Professional Learning Opportunities were developed with the students' needs in mind. All teachers have participated in PLC's at Work which included decomposing the standards, writing learning progressions, and composing common formative assessments. Other instructional practices were also improved upon that had a positive impact on student achievement.
<b>Student Behavior and Attendance:</b>	Students that consistently attend school are able to have access to the curriculum on a daily basis and therefore improve performance. Student behavior that is consistent with learning affects both the classroom and the individuals. Students that were able to focus in class and on the assignments made greater strides with learning. The teachers at HMES work diligently to work with the student, parent, and other needed sources to provide the best results for student behavior and attendance.

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Heard-Mixon		<b>District Name:</b> Newton
<b>Principal Name:</b> Angelia Cameron		<b>School Year:</b> 2023-2024
<b>School Mailing Address:</b> 14110 Highway 36, Covington, Georgia 30014		
<b>Telephone:</b> 770-784-2980		
<b>District Title I Director/Coordinator Name:</b> Dr. Andrea Kinney		
<b>District Title I Director/Coordinator Mailing Address:</b> 2109 Newton Drive, Covington, Georgia		
<b>Email Address:</b> kinney.andrea@newton.k12.ga.us		
<b>Telephone:</b> 770-787-1330		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Comprehensive Support School</b> <input type="checkbox"/>		<b>Targeted Support School</b> <input type="checkbox"/>
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Revision Date:</b> 5/30/23	<b>Revision Date:</b>	<b>Revision Date:</b>

## **DISTRICT STRATEGIC GOALS**

### **Strategic Goal Area I: Student achievement and success**

- Performance Objective A: Increase student mastery of standards
- Performance Objective B: Increase opportunities for students to demonstrate success beyond test scores
- Performance Objective C: Increase graduation rate

### **Strategic Goal Area II: High-quality workforce**

- Performance Objective A: Recruit a high-quality workforce
- Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction
- Performance Objective C: Retain high-quality personnel by cultivating and supporting staff

### **Strategic Goal Area III: Culture, Climate, & Communication**

- Performance Objective A: Provide an equitable and inclusive learning environment
- Performance Objective B: Provide opportunities for two-way communication with all stakeholders
- Performance Objective C: Ensure strong community partnerships

### **Strategic Goal Area IV: Organizational and operational effectiveness**

- Performance Objective A: Ensure a systemic culture of safety
- Performance Objective B: Provide high-quality operational and instructional supports
- Performance Objective C: Utilize professional learning communities to improve performance
- Performance Objective D: Utilize performance management strategies aligned to the strategic plan

**Planning Committee Members:**

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Erin Yoder		Teacher
Ashley Latham		Teacher
Elaine Franklin		Sped Teacher
Sandy Moseley		Title 1 Contact
Annette Gilbert		Counselor
Ebony Smith		Assistant Principal
Angelia Cameron		Principal
Charissa Hupp		Teacher
Tiffany Young		Teacher
Bobbie Johnson		EIP Teacher
Mary Jane Kessler		Teacher



# HEARD MIXON ELEMENTARY SCHOOL 2023 2024

## Heard-Mixon Elementary School 2023 Title I Summer Program Planning Meeting Tuesday, May 30, 2023

### Agenda

1. Sign-in Sheet and Time Sheet
2. Review the District Strategic Plan/CLIP
3. Review and analyze data – include data charts and written analysis in section 1 of Title I Plan
  - a. Grade-Level Data (GKids, GMAS, IOWA)
  - b. Core Subject-Area Data (ELA/Reading, Math, Science, Social Studies)
  - c. Subgroup Data (Required)
  - d. Parent and Family Engagement Survey Data
  - e. Attendance Data
  - f. Behavioral Data
4. Complete the 2022-2023 Program Evaluation- This is located at the beginning of your schoolwide plan.
5. Complete the 2022-2023 Logic Model Evaluation(s)
6. Revise Title I Schoolwide Plan for the upcoming school year by updating your 2022-2023 Title I Schoolwide plan. You must use the plan located in the Title I Icon. It has the newly embedded information for FY24.
7. Complete the Title I Budget Justification Spreadsheet – Refer to email from Mrs. McCrory with projected FY24 Budget
8. Complete FY24 Staff Justification
9. Next Steps

## Heard-Mixon Elementary School 2023 Title I Summer Program Planning

### Sign-In Sheet

Date: May 31, 2023  
Time of Meeting(s): 8:00 – 2:00

Printed Name	Signature	Position/Title
Mary Jane Kessler	<i>Mary Jane Kessler</i>	5th Grade teacher
Tiffany Young	<i>Tiffany Young</i>	2nd Grade teacher
Charissa Hupp	<i>Charissa Hupp</i>	4th Grade teacher
Sandy Mosley	<i>Sandy Mosley</i>	Math Specialist/Title I Content
Elaine Franklin	<i>Elaine Franklin</i>	SpEd Resource
Bobbie Johnson	<i>Bobbie Johnson</i>	EIP 213
Annette Gilbert	<i>Annette Gilbert</i>	Counselor
Erin Yoder	<i>Erin Yoder</i>	K-teacher
Ashley Latham	<i>Ashley Latham</i>	1st teacher
Angela Cameron	<i>Angela Cameron</i>	Princ.

## Heard-Mixon Elementary School

### 2023 Title I Summer Program Planning

#### Sign-In Sheet

Date: May 30, 2023  
Time of Meeting(s): 8:00 – 2:00

Printed Name	Signature	Position/Title
Annette Gilbert	<i>Annette Gilbert</i>	Counselor
Mary Jane Kessler	<i>Mary Jane Kessler</i>	5th Grade
Bobbie Johnson	<i>Bobbie Johnson</i>	EIP 213
Charissa Hupp	<i>Charissa Hupp</i>	4th teacher
Tiffany Young	<i>Tiffany Young</i>	2nd Grade Teacher
Ashley Latham	<i>Ashley Latham</i>	1st grade
Sandy Mosley	<i>Sandy Mosley</i>	Math Specialist/Title I
Erin Yoder	<i>Erin Yoder</i>	K-teacher
Elaine Franklin	<i>Elaine Franklin</i>	SpEd Resource
Angela Cameron	<i>Angela Cameron</i>	Admin
Richard Woods	<i>Richard Woods</i>	Assistant Principal

## HMES Coalition Agenda and Sign-In May 31, 2023 @ 4:00

Assignment	Name	Signature
Math/Title I	Sandy Mosley	<i>Sandy Mosley</i>
4th teacher	Charissa Hupp	<i>Charissa Hupp</i>
2nd teacher	Tiffany Young	<i>Tiffany Young</i>
SpEd Resource	Elaine Franklin	<i>Elaine Franklin</i>
EIP - 213	Bobbie Johnson	<i>Bobbie Johnson</i>
K-teacher	Erin Yoder	<i>Erin Yoder</i>
1st teacher	Ashley Latham	<i>Ashley Latham</i>
5th teacher	Mary Jane Kessler	<i>Mary Jane Kessler</i>
Counselor	Annette Gilbert	<i>Annette Gilbert</i>
Princ.	Angela Cameron	<i>Angela Cameron</i>

### HMES Guiding Coalition Agenda

- Review of Minutes
- Lesson Plan Templates
- Guided Cook Time Plan

### Notes:

- Norms:
  - o Begin and end on time
  - o Provide Wait Time
  - o Come Prepared/Complete Tasks
  - o Work
- Revised Unit Plan templates
- 2023-2024 Title I Plan

SWP/SIP Components

**1. Comprehensive Needs Assessment Section 1114(b)(1)(A)**

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of 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 educational agency.

We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were...

*Response:*

Heard-Mixon Elementary School developed our school-wide plan with the participation of representatives from the School Leadership Team (SLT). The team consists of administrators, instructional coach, media specialist, gifted teacher, SPED teacher, and grade level chairpersons. The representatives who participated in the Title 1 Summer Planning are listed above. The team was involved in analyzing data and identifying strengths, weaknesses, root causes, and proposing potential research-based improvement strategies. Teachers, program specific specialists, parents, and other stakeholders will assist in reviewing and modifying the draft plan for school-wide improvement during scheduled planning sessions.



We have used the following instruments to obtain this information . . .

*Response:*

The following data sources were used to obtain information during the planning meeting- Due to schools' closure as a result of Covid-19; some data sources (**bold**) for the 20-21 school year remain the same.

- Demographics
- GKIDS
- NSGR Levels
- IOWA
- GMAS
- CCRPI
- Mobility Rate
- Attendance
- Behavior
- Survey Results

### HMES School-Wide Demographics

	Total Students	% Black	% White	% Hisp	% MultiR	% Asian	% Male	% Female
2022-2023	413	38%	43%	12%	4%	3%	53%	47%
2021-2022	394	38%	42%	14%	3%	3%	44%	56%
2020-2021	372	34%	48%	13%	3%	2%	49%	51%
2019-2020	426	27%	55%	12%	4%	2%	51%	49%
2018-2019	466	25.1%	56.9%	11.8%	5.6%	<1%	54%	46%

Summary:(Include 1-3 sentences highlighting the overall major findings.)

Most subgroups by race remained the same, however data revealed a 2% decrease in the Hispanic population. The male population increased by 9%, and the female population decreased by 9%.

	Total Students	ED	SPED	Gifted	EL
2022-2023	413	85%	11%	11%	10%
2021-2022	394	n/a	13%	12%	10%
2020-2021	372	n/a	13%	14%	10%
2019-2020	426	70%	12%	12%	9%
2018-2019	466	71.9%	13.3%	12%	9.7%

Summary:(Include 1-3 sentences highlighting the overall major findings.)

Data revealed that 85% were impacted by economic disadvantage. There was a decrease of 2% in students with disabilities and a decrease of 1% with students identified as gifted. The schools EL population remained the same.

### School-Wide Mobility Rates

Grade Level	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
PK	32%	21%	32%	41%	30%
KK	21%	30%	21%	28%	39%
1	22%	34%	22%	25%	26%
2	33%	26%	33%	23%	28%
3	22%	36%	22%	28%	26%

4	23%	38%	23%	15%	20%
5	17%	16%	17%	14%	25%
<b>Overall</b>	<b>23%</b>	<b>29%</b>	<b>23%</b>	<b>23%</b>	<b>26.99%</b>

Summary of School-Wide Mobility Rates: **(Include 1-3 sentences highlighting the overall major findings.)**

Overall, there was a decrease in mobility. Kindergarten decreased by 9%, 1<sup>st</sup> grade decreased by 12%, 3<sup>rd</sup> grade decreased by 14%, and 4<sup>th</sup> grade decreased by 15%. Increase in mobility was seen in PreK by 11%, 2<sup>nd</sup> grade increased by 7%, and 5<sup>th</sup> grade by 1%.

### GKIDS Academic Progression- ELA

% Beginning, Emerging, Developing, Demonstrating & Exceeding	Phonemic Awareness	Phonics	High Frequency Words	Comprehension	Conventions of Writing	Spelling	Communication of Ideas
2022-2023	92%	97%	90%	98%	100%	100%	100%
2021-2022	75%	97%	92%	95%	95%	98%	93%
2020-2021	77%	89%	88%	100%	91%	93%	95%
2019-2020	52%	92%	77%	93%	95%	97%	96%

Summary of GKIDS Data: **(Include 1-3 sentences highlighting the overall major findings.)**

Data revealed no increase in Phonics. There was a decrease in High Frequency Words (2%). There was an increase in Conventions of Writing (5%), Spelling (2%), Communications of Ideas (7%), Comprehension (3%), and Phonemic Awareness by 18 %.

### GKIDS Academic Progression -- MATH

% Beginning, Emerging, Developing, Demonstrating & Exceeding	Shapes	Counting Numbers	Counting Objects	Compare	Addition & Subtraction
2022-2023	99%	100%	100%	100%	100%
2021-2022	94%	97%	98%	95%	71%
2020-2021	95%	93%	98%	100%	84%
2019-2020	90%	95%	96%	85%	0%

Summary of GKIDS Data: **(Include 1-3 sentences highlighting the overall major findings.)**

Data revealed there was an increase in Shapes (5%), Counting numbers (3%), Counting objects (2%),

### Next Step Guided Reading

2022-2023	BOY	EOY		BOY	EOY		BOY	EOY		BOY	EOY		BOY	EOY
	KK	KK		1 <sup>st</sup>	1 <sup>st</sup>		2 <sup>nd</sup>	2 <sup>nd</sup>		3 <sup>rd</sup>	3 <sup>rd</sup>		4 <sup>th</sup>	4 <sup>th</sup>
Below Benchmark	92%	53%		55%	53%		53%	49%		44%	35%		54%	53%
Meeting Benchmark	8%	29%		30%	19%		16%	16%		20%	16%		25%	17%
Exceeding Benchmark	0%	18%		15%	28%		31%	35%		36%	49%		21%	66%
2021-2022	BOY	EOY		BOY	EOY		BOY	EOY		BOY	EOY		BOY	EOY
	KK	KK		1 <sup>st</sup>	1 <sup>st</sup>		2 <sup>nd</sup>	2 <sup>nd</sup>		3 <sup>rd</sup>	3 <sup>rd</sup>		4 <sup>th</sup>	4 <sup>th</sup>
Below Benchmark	96%	10%		78%	23%		66%	49%		74%	42%		69%	27%
Meeting Benchmark	4%	70%		16%	43%		29%	23%		19%	29%		23%	27%
Exceeding Benchmark	0%	20%		6%	34%		5%	28%		7%	29%		8%	46%
2020-2021	BOY	EOY		BOY	EOY		BOY	EOY		BOY	EOY		BOY	EOY
	KK	KK		1 <sup>st</sup>	1 <sup>st</sup>		2 <sup>nd</sup>	2 <sup>nd</sup>		3 <sup>rd</sup>	3 <sup>rd</sup>		4 <sup>th</sup>	4 <sup>th</sup>
Below Benchmark	98%	58%		80%	45%		76%	62%		90%	57%		59%	26%
Meeting Benchmark	2%	30%		18%	21%		17%	17%		6%	17%		24%	15%

Exceeding Benchmark	0%	12%	2%	34%	7%	21%	4%	26%	17%	59%	15%	69%
<b>Summary of NSGRA Data:</b> According to the BOY and EOY data for 2022-2023 school year, each grade level increased the Exceeding benchmark. Each grade level showed a decrease in percentages of students performing Below Benchmark. In Kindergarten there was a 39% decrease in students who were Below Benchmark. Fifth grade had an increase of 49% of students who exceeded the benchmark.												

## IOWA Spring 18 -21 Average Percent Correct

Kindergarten	2022-2023		2021-2022		2018-19	
Common Core Standards	No. of Items	Average % Correct	No. of Items	Average % Correct	No. of Items	Average % Correct
<b>Reading</b>	<b>17</b>	<b>56%</b>	17	48%	34	39%
Key Ideas & Details	n/a	n/a	n/a	n/a	8	36%
Craft & Structure	17	56%	17	48%	26	40%
<b>Foundational Skills</b>	<b>29</b>	<b>73%</b>	29	69%	33	69%
Phonological Awareness	23	79%	23	73%	23	75%
Phonics & Word Recognition	6	49%	6	53%	10	54%
<b>Speaking &amp; Listening</b>	<b>23</b>	<b>68%</b>	23	58%	27	52%
Comprehension & Collaboration	23	68%	23	58%	27	52%
<b>Language &amp; Writing</b>	<b>50</b>	<b>78%</b>	50	59%	58	54%
Conventions of Standard-English	27	75%	27	56%	31	54%
Vocabulary Acquisition & Use	23	80%	23	61%	27	55%
<b>Mathematics</b>	<b>27</b>	<b>77%</b>	27	61%	35	56%
Counting & Cardinality	8	65%	7	67%	7	69%

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Operations & Algebraic Thinking	6	68%	1	39%	8	28%
Measurement & Data	5	95%	9	53%		
Geometry	8	83%	10	65%		
<b>Summary of Kindergarten IOWA Data:</b> Data reveals an increase of the following: Reading – 8%, Speaking & Listening – 10%, Language & Writing – 19%, and Math – 16%. Foundational Skills – 4%.						

1 <sup>st</sup> Grade	2022-2023		2021-2022		2020-2021	
Common Core Standards	No. of Items	Avg % Correct	No. of Items	Avg % Correct	No. of Items	Avg % Correct
<b>Reading</b>	<b>35</b>	<b>44%</b>	35	50%	35	52%
Informational Text	4	36%	3	39%	3	47%
Literary Text	14	39%	15	43%	15	45%
Key Ideas and Structure	26	41%	26	50%	26	45%
Craft & Structure	6	54%	6	57%	6	53%
Integration of Knowledge & Ideas	3	44%	3	37%	3	64%
<b>Foundational Skills</b>	<b>32</b>	<b>63%</b>	32	60%	32	57%
Phonological Awareness	13	68%	13	66%	13	60%
Phonics & Word Recognition	19	59%	19	56%	19	54%
<b>Speaking &amp; Listening</b>	<b>27</b>	<b>63%</b>	27	56%	27	59%
Comprehension & Collaboration	27	63%	27	56%	27	59%
<b>Language &amp; Writing</b>	<b>60</b>	<b>47%</b>	60	43%	60	45%
Conventions of Standard English	34	42%	34	41%	34	44%



**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

Vocabulary Acquisition & Use	26	53%	26	45%	26	48%
<b>Mathematics</b>	<b>66</b>	<b>58%</b>	66	50%	66	50%
Operations & Algebraic Thinking	9	59%	9	57%	9	53%
Number & Operations in base 10	36	60%	35	48%	35	46%
Measurement & Data	16	53%	16	44%	16	43%
Geometry	5	65%	6	61%	6	74%
<b>Summary of First Grade IOWA Data:</b> Foundational Skills increased by 3%; Reading decreased by 6% in part due to Key Ideas and Structure representing over half of the questions asked on the test. Speaking and listening increased by 7%. Language and Writing increased by 4%. Math increased by 8%.						

<b>2<sup>nd</sup> Grade</b>	<b>2022-2023</b>		<b>2021-2022</b>		<b>2020-2021</b>	
<b>Common Core Standards</b>	<b>No. of Items</b>	<b>Avg % Correct</b>	<b>No. of Items</b>	<b>Avg % Correct</b>	<b>No. of Items</b>	<b>Avg % Correct</b>
<b>Reading</b>	<b>38</b>	<b>64%</b>	38	54%	38	53%
Informational Text	16	58%	12	47%	12	49%
Literary Text	4	56%	8	45%	8	52%
Key Ideas and Structure	17	66%	19	56%	19	50%
Craft & Structure	14	66%	11	55%	11	49%
Integration of Knowledge & Ideas	7	55%	8	47%	8	66%
<b>Foundational Skills</b>	<b>33</b>	<b>55%</b>	33	67%	33	52%
Phonological Awareness	12	65%	12	66%	12	55%

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

Phonics & Word Recognition	21	73%	21	68%	21	50%
<b>Speaking &amp; Listening</b>	<b>27</b>	<b>77%</b>	27	66%	27	54%
Comprehension & Collaboration	27	77%	27	66%	27	54%
<b>Language &amp; Writing</b>	<b>68</b>	<b>61%</b>	68	54%	68	49%
Conventions of Standard English	42	61%	42	57%	42	50%
Vocabulary Acquisition & Use	26	61%	26	49%	26	49%
<b>Mathematics</b>	<b>73</b>	<b>62%</b>	73	67%	73	50%
Operations & Algebraic Thinking	9	67%	10	59%	10	48%
Number & Operations in base 10	39	65%	40	71%	40	48%
Measurement & Data	17	50%	18	64%	18	47%
Geometry	8	68%	5	62%	5	63%
<b>Summary of Second Grade IOWA Data:</b> Math decreased by 5% followed by Foundational Skills with 12%, Listening increased by 11%, Language & Writing increased by 7%, and Reading increased by 10%.						

<b>3rd Grade</b>	<b>2022-2023</b>		<b>2021-2022</b>		<b>2020-2021</b>	
<b>Common Core Standards</b>	<b>No. of Items</b>	<b>Avg % Correct</b>	<b>No. of Items</b>	<b>Avg % Correct</b>	<b>No. of Items</b>	<b>Avg % Correct</b>
<b>Reading</b>	<b>41</b>	<b>57%</b>	41	51%	41	52%
Informational Text	20	56%	22	49%	22	50%
Literary Text	21	58%	19	54%	19	54%
Key Ideas and Structure	28	59%	29	52%	29	53%

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Craft & Structure	11	52%	9	52%	9	46%
Integration of Knowledge & Ideas	2	54%	3	44%	3	61%
<b>Language &amp; Writing</b>	<b>128</b>	<b>49%</b>	128	47%	128	44%
Conventions of Standard English	88	47%	90	45%	90	42%
Knowledge of Language	3	48%	3	41%	3	36%
Vocabulary Acquisition & Use	29	54%	29	52%	29	54%
Production & Distribution of Writing	6	55%	4	53%	4	40%
Research to Build & Present Knowledge	2	60%	2	56%	2	
<b>Mathematics</b>	<b>75</b>	<b>53%</b>	75	48%	75	40%
Operations & Algebraic Thinking	23	48%	25	45%	25	40%
Number & Operations in base 10	22	59%	20	50%	20	44%
Number & Operations Fractions	2	60%	4	35%	4	31%
Measurement & Data	22	54%	20	48%	20	38%
Geometry	6	51%	6	62%	6	36%
<b>Summary of Third Grade IOWA Data:</b> Reading showed the highest increase of 6%. Math showed an increase of 5%; Language & Writing improved by 2%.						

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

<b>4<sup>th</sup> Grade</b>	<b>2022-2023</b>		<b>2021-2022</b>		<b>2020-2021</b>	
<b>Common Core Standards</b>	<b>No. of Items</b>	<b>Avg % Correct</b>	<b>No. of Items</b>	<b>Avg % Correct</b>	<b>No. of Items</b>	<b>Avg % Correct</b>
<b>Reading</b>	<b>42</b>	<b>57%</b>	42	53%	42	59%
Informational Text	21	56%	20	53%	20	56%
Literary Text	21	57%	22	52%	22	61%
Key Ideas and Structure	26	58%	29	50%	29	56%
Craft & Structure	12	56%	10	61%	10	62%
Integration of Knowledge & Ideas	4	51%	3	47%	3	66%
<b>Language &amp; Writing</b>	<b>143</b>	<b>52%</b>	143	49%	143	50%
Conventions of Standard English	95	49%	94	46%	94	48%
Knowledge of Language	4	55%	4	39%	4	52%
Vocabulary Acquisition & Use	34	57%	34	55%	34	55%
Production & Distribution of Writing	8	53%	8	58%	8	51%
Research to Build & Present Knowledge	2	59%	3	56%	3	n/a
<b>Mathematics</b>	<b>82</b>	<b>52%</b>	82	47%	82	46%
Operations & Algebraic Thinking	17	49%	16	46%	16	43%
Number & Operations in base 10	35	53%	35	52%	35	52%

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

Number & Operations Fractions	2	49%	2	44%	2	41%
Measurement & Data	22	55%	22	41%	22	43%
Geometry	6	38%	7	50%	7	42%
<b>Summary of Second Grade IOWA Data:</b> Fourth Grade IOWA Data shows an increase in all areas. Reading increased by 4%. Language & Writing increased by 3% and Math increased by 5%.						

<b>5<sup>th</sup> Grade</b>	<b>2022-2023</b>		<b>2021-2022</b>		<b>2020-2021</b>	
<b>Common Core Standards</b>	<b>No. of Items</b>	<b>Avg% Correct</b>	<b>No. of Items</b>	<b>Avg% Correct</b>	<b>No. of Items</b>	<b>Avg% Correct</b>
<b>Reading</b>	<b>43</b>	<b>55%</b>	43	57%	43	61%
Informational Text	22	54%	20	51%	20	57%
Literary Text	21	55%	23	61%	23	65%
Key Ideas and Structure	24	53%	27	56%	27	63%
Craft & Structure	15	56%	12	58%	12	59%
Integration of Knowledge & Ideas	4	58%	4	53%	4	51%
<b>Language &amp; Writing</b>	<b>155</b>	<b>48%</b>	155	53%	155	51%
Conventions of Standard English	100	45%	101	49%	101	50%
Knowledge of Language	6	45%	3	50%	3	48%
Vocabulary Acquisition & Use	37	56%	37	61%	37	54%
Production & Distribution of Writing	9	54%	11	62%	11	48%

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

Research to Build & Present Knowledge	3	56%	3	54%	3	n/a
<b>Mathematics</b>	<b>89</b>	<b>52%</b>	89	51%	89	45%
Operations & Algebraic Thinking	15	48%	15	53%	15	46%
Number & Operations in base 10	34	55%	33	58%	33	53%
Number & Operations Fractions	8	57%	8	41%	8	34%
Measurement & Data	23	52%	26	43%	26	37%
Geometry	9	44%	7	51%	7	40%

**Summary of Fifth Grade IOWA Data:** Fifth Grade IOWA Data Reading decreased by 2% Language & Writing decreased by

**School Discipline Summary**

	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>	<b>2019-2020</b>	<b>2018-2019</b>
<b>Number of Referrals – School Hours</b>	89	11	3	40	72
<b>Number of Referrals - Transportation</b>	25	16	4	9	6
<b>Total Number of Referrals</b>	114	27	7	49	78

**Summary of Discipline Data: (Include 1-3 sentences highlighting the overall major findings.)**

The number of referrals has increased by 78 incidents within school hours and by 9 for transportation. Covid has

**Student Attendance Summary**  
**Number of Students Absent**

	<b><u>2022-2023</u></b>	<b><u>2021-2022</u></b>	<b><u>2020-2021</u></b>	<b><u>2019-2020</u></b>	<b><u>2018-2019</u></b>
Total number of students absent 5 or less days	173	143	202	221	134
Total number of students absent 5 or more days	278	299	212	230	321



EOG	Grade 3				Grade 4				Grade 5			
ELA	22-23	21-22	20-21	18-19	22-23	21-22	20-21	18-19	22-23	21-22	20-21	18-19
Level 1	47%	55%	69%	29%	48%	48%	39%	29%	34%	39%	39%	29%
Level 2	23%	20%	23%	33%	31%	42%	36%	40%	57%	42%	37%	29%
Level 3	23%	18%	5%	31%	14%	10%	21%	21%	10%	20%	24%	36%
Level 4	7%	8%	2%	7%	7%	0%	6%	10%	0%	6%	0%	5%
	Lexile Levels											
Below	46%	51%	68%	28%	56%	63%	54%	40%	45%	52%	43%	31%
Within	39%	34%	25%	58%	29%	29%	28%	44%	47%	28%	41%	33%
Above	14%	15%	7%	14%	15%	8%	18%	16%	8%	20%	16%	36%
	Percentage of Students Reading on Grade Level											
Below Level	46%	51%	68%	28%	56%	63%	54%	40%	45%	43%	43%	31%
Grade or Above	53%	49%	32%	72%	44%	37%	46%	60%	55%	57%	57%	69%
<b>Observations:</b> <b>In 3<sup>rd</sup> Grade:</b> Level 1 decreased by 8% Level 2 increased by 3% Level 3 increased by 5% Level 4 decreased by 1% <b>In 4<sup>th</sup> Grade:</b> Level 1 remained the same Level 2 decreased by 11% Level 3 increased by 4 % Level 4 increased by 7% <b>In 5<sup>th</sup> Grade:</b> Level 1 decreased by 5% Level 2 increased by 15% Level 3 decreased by 10% Level 4 decreased by 6%												
% of students absent 5 or less days				37%		32%		49%		49%		33%
% of students absent 5 or more days				73%		68%		51%		51%		57%
Summary of Students Absent Data: <b>(Include 1-3 sentences highlighting the overall major findings.)</b> Students absentee 5 or more days have increased from 68% to 73% and by 5% for 5 days or less.												

## End of Grade Performance Data 2022-2023

EOG Achievement Levels	Grade 5			
Science	22-23	21-22	20-21	18-19
Level 1	45%	38%	37%	27%
Level 2	40%	42%	41%	32%
Level 3	13%	15%	16%	31%
Level 4	2%	5%	4%	11%

**Observations:**

Level 1 increased by 7%  
 Level 2 decreased by 2%  
 Level 3 decreased by 2%  
 Level 4 decreased by 3%

EOG	Grade 3				Grade 4				Grade 5			
Math	22-23	21-22	20-21	18-19	22-23	21-22	20-21	18-19	22-23	21-22	20-21	18-19
Level 1	36%	37%	50%	24%	34%	25%	25%	17%	52%	52%	51%	20%
Level 2	37%	39%	40%	39%	42%	47%	44%	43%	39%	32%	37%	36%
Level 3	26%	22%	10%	35%	22%	28%	29%	35%	8%	15%	10%	33%
Level 4	1%	2%	0%	1%	2%	0%	2%	5%	2%	2%	2%	11%

**Observations:**

**In 3<sup>rd</sup> Grade:**

Level 1 decreased by 1%  
 Level 2 decreased by 2%  
 Level 3 increased by 4%  
 Level 4 decreased by 1%

**In 4<sup>th</sup> Grade:**

Level 1 increased by 9%  
 Level 2 decreased by 5 %  
 Level 3 decreased by 6%  
 Level 4 increased by 2%

**In 5<sup>th</sup> Grade:**

Level 1 remained the same  
 Level 2 increased by 7%  
 Level 3 decreased by 7%  
 Level 4 remained the same

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

EOG SUBGROUP Performance	Black				Hispanic				Multi				White			
	23 (87)	22 (64)	21 (41)	19 (57)	23 (19)	22 (24)	21 (19)	19 (27)	23 (8)	22 (8)	21 (2)	19 (8)	23 (70)	22 (72)	21 (80)	19 (136)
<b>ELA</b>																
Level 1	45%	41%	56%	30%	44%	42%	32%	41%	61%	50%	100%	13%	39%	46%	48%	28%
Level 2	32%	34%	22%	37%	48%	38%	53%	33%	19%	38%	0%	50%	44%	32%	33%	32%
Level 3	20%	23%	22%	26%	0%	12%	11%	22%	8%	12%	0%	38%	12%	14%	16%	31%
Level 4	3%	3%	0%	7%	8%	8%	4%	4%	11%	0%	0%	0%	5%	7%	4%	9%
<b>Mathematics</b>																
Level 1	45%	47%	44%	32%	44%	43%	44%	26%	53%	25%	100%	25%	39%	36%	41%	14%
Level 2	32%	37%	39%	44%	47%	30%	28%	37%	36%	63%	0%	63%	44%	36%	42%	37%
Level 3	20%	15%	15%	18%	0%	26%	28%	33%	0%	13%	0%	13%	12%	25%	16%	43%
Level 4	3%	0%	2%	7%	8%	0%	0%	4%	3%	0%	0%	0%	3%	3%	1%	6%
<b>Science</b>																
Level 1	60%	37%	43%	28%	13%	40%	17%	50%	50%	0%	NA	0%	40%	46%	41%	24%
Level 2	24%	52%	36%	44%	88%	50%	66%	25%	25%	50%	NA	67%	40%	25%	38%	26%
Level 3	16%	11%	14%	28%	0%	10%	17%	13%	25%	50%	NA	33%	15%	17%	17%	35%
Level 4	0%	0%	7%	0%	0%	0%	0%	13%	0%	0%	NA	0%	5%	13%	3%	15%
<b>Social Studies</b>																
Level 1	N/A	N/A	N/A	18%	N/A	N/A	N/A	50%	N/A	N/A	N/A	0%	N/A	N/A	N/A	13%
Level 2	N/A	N/A	N/A	65%	N/A	N/A	N/A	25%	N/A	N/A	N/A	67%	N/A	N/A	N/A	54%
Level 3	N/A	N/A	N/A	12%	N/A	N/A	N/A	25%	N/A	N/A	N/A	33%	N/A	N/A	N/A	26%
Level 4	N/A	N/A	N/A	6%	N/A	N/A	N/A	0%	N/A	N/A	N/A	0%	N/A	N/A	N/A	7%

**SUMMARY:** For Black students: ELA performance decreased from FY22 to FY 23 slightly, 1:+4, 2:-2, 3:-3, 4 no change. Math increased slightly, 1:-2, 2:-5, 3:+5, 4:+3. Science was the greatest negative change with 1:+23, 2:-28, 3:+5. The Hispanic population had little change for Level 1 in ELA but an increase in Level 2, +10, and Level 4 +8. The multi-race students changed but has less than 15 so we are unable to make correlations. White students decreased in level 1 by 7, increased in level 2 by 12, decreased in level 3 & level 4 by 2.

HEARD MIXON ELEMENTARY SCHOOL 2023 2024

EOG SUBGROUP Performance	ED				SWD				Gifted				EL			
	23	22	21	19	23	22	21	19	23	22	21	19	23	22	21	19
<b>ELA</b>																
Level 1	NA	N A	N A	29 %	81 %	72 %	88 %	71 %	12 %	7%	4%	0%	63 %	60%	38 %	62%
Level 2	NA	N A	N A	34 %	19 %	20 %	6%	19 %	32 %	27 %	32 %	12 %	30 %	33%	56 %	38%
Level 3	NA	N A	N A	29 %	0%	4%	6%	7%	41 %	35 %	50 %	55 %	3%	7%	6%	0%
Level 4	NA	N A	N A	7%	0%	4%	0%	3%	15 %	31 %	14 %	33 %	3%	0%	0%	0%
<b>Mathematics</b>																
Level 1	NA	N A	N A	20 %	71 %	72 %	53 %	61 %	9%	12 %	5%	0%	42 %	47%	56 %	54%
Level 2	NA	N A	N A	40 %	29 %	24 %	47 %	13 %	13 %	27 %	38 %	10 %	53 %	40%	38 %	31%
Level 3	NA	N A	N A	34 %	0%	4%	0%	23 %	55 %	54 %	48 %	71 %	5%	13%	6%	15%
Level 4	NA	N A	N A	6%	0%	0%	0%	3%	3%	8%	9%	19 %	0%	0%	0%	0%
<b>Science</b>																
Level 1	NA	N A	N A	27 %	80 %	85 %	57 %	50 %	0%	0%	0%	0%	20 %	100 %	25 %	67%
Level 2	NA	N A	N A	32 %	20 %	14 %	29 %	30 %	32 %	25 %	33 %	13 %	80 %	0%	75 %	33%
Level 3	NA	N A	N A	31 %	0%	0%	14 %	10 %	41 %	50 %	56 %	53 %	0%	0%	0%	0%
Level 4	NA	N A	N A	11 %	0%	0%	0%	10 %	15 %	25 %	11 %	33 %	0%	0%	0%	0%
<b>Social Studies</b>																
Level 1	N/ A	N A	N A	18 %	N/ A	NA	NA	40 %	N/ A	NA	NA	0%	N/ A	NA	NA	100 %
Level 2	N/ A	N A	N A	54 %	N/ A	NA	NA	40 %	N/ A	NA	NA	27 %	N/ A	NA	NA	0%
Level 3	N/ A	N A	N A	23 %	N/ A	NA	NA	10 %	N/ A	NA	NA	53 %	N/ A	NA	NA	0%

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

Level 4	N/ A	N A	N A	5%	N/ A	NA	NA	10 %	N/ A	NA	NA	20 %	N/ A	NA	NA	0%
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**SUMMARY:** Students with Disabilities increased for ELA in level 1 by 9 and 1 for level 2; a decrease in levels 3 & 4 are also noted. In Math & Science, little change was made with the highest being an increased in Science level 2. The students in the gifted program for ELA increased in level 2 and 3 (+5, +6) but declined in 1 & 4 (+5, -14). In Math, the students decreased in Level 1 and Level 4 and increased in level 2 and 3. Science had an increase in level 2 by 7, and a decreased in level 3 (9) and 4 (5). EL students increased in level 1 by 3 and 4 by 3 and decreased level 2 and 3 by 3 & 4.

Percent of 3<sup>rd</sup> graders who were proficient or distinguished on the 2018-2023 EOG Assessments.

Subject	2022-2023	2021-2022	2020-2021	2018-2019
English Language Arts	30%	26%	7%	38%
Reading Grade Level or Above		49%	33%	74%
Mathematics	27%	24%	10%	36%
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A

Summary of GA Milestones Data: **(Include 1-3 sentences highlighting the overall major findings.)** For ELA, an increase of 14 was noted and Math by 3%.

Percent of 4<sup>th</sup> graders who were proficient or distinguished on the 2018-2021 EOG Assessments.

Subject	2022-2023	2021-2022	2020-2021	2018-2019
English Language Arts	21%	10%	26%	31%
Reading Grade Level or Above		37%	46%	60%
Mathematics	25%	28%	31%	39%
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A

Summary of GA Milestones Data: **(Include 1-3 sentences highlighting the overall major findings.)** In ELA students increased greatly by 11% and decreased slightly in Math from 28 to 25.

Percent of 5<sup>th</sup> graders who were proficient or distinguished on the 2018-2021 EOG Assessments

Subject	2022-2023	2021-2022	2020-2021	2018-2019
English Language Arts	10%	26%	24%	41%
Reading Grade Level or Above		57%	54%	69%
Mathematics	10%	17%	12%	44%
Science	15%	20%	20%	42%
Social Studies	N/A	N/A	N/A	28%

Summary of GA Milestones Data: **(Include 1-3 sentences highlighting the overall major findings.)** 5<sup>th</sup> grades students this year scored lower than last year's students by 16%, 7% in Math and 5% in Science.

**HMES FY23 BEHAVIOR REPORT**

<b>Behavior</b>	<b>No. of Events 2022-2023</b>
Banned Item	1
Bullying	2
Campus Disturbance	5
Classroom Disruption	12
Disobedient and disrespectful	3
Disorderly Conduct	1
Disrespectful	2
Fighting	17
Fighting on the bus	5
Hitting a teacher	1
Hitting another student	1
Inappropriate behavior	20
Inappropriate bus behavior	5
Inappropriate device	1
Inappropriate hitting	2
Inappropriate Striking	25
Inappropriate touching	2
Inappropriately striking another student on the bus.	1
Inappropriately touching	1
Inciting	2
Indecent Exposure	1
Intimidating a student	1
Misbehavior on the bus	15
Misbehavior on the playground.	4
No following classroom rules	1
Obscenity	2
Pushing students	1
Rule 13: Banned Object	1
Taking another student's money.	1
Threatening and Bullying	2
Verbally attacking a student.	1
<b>Total</b>	<b>139</b>

**Summary:**

There were 62 instances of incidences involving striking and fighting. Misbehavior on the bus and classroom disruption are of significant concern. We will monitor these behaviors for comparison on next years report.



# **FY23 Heard-Mixon Milestones Sub-Group Performance**

## **ELA**

### **3rd Grade English Language Arts**

#### **Percentage of Students Scoring in Each Achievement Level**

<b>Group</b>	<b>Mean Scale Score</b>	<b>Beginning Learner (290-474)</b>	<b>Developing Learner (475-524)</b>	<b>Proficient Learner (525-579)</b>	<b>Distinguished Learner (580-705)</b>	<b>Proficient (Levels 3&amp;4)</b>
All Students	481	46%	23%	23%	7%	30%
Female	496	37%	24%	26%	13%	39%
Male	462	58%	23%	19%	0%	19%
Asian/Pacific Islander	-	-	-	-	-	-
Black, Non-Hispanic	485	44%	19%	31%	6%	37%
Hispanic	450	57%	43%	0%	0%	0%
White, Non-Hispanic	486	45%	24%	21%	10%	31%
Multiracial	417	100%	0%	0%	0%	0%

### **4th Grade English Language Arts**

#### **Percentage of Students Scoring in Each Achievement Level**

<b>Group</b>	<b>Mean Scale Score</b>	<b>Beginning Learner (290-474)</b>	<b>Developing Learner (475-524)</b>	<b>Proficient Learner (525-579)</b>	<b>Distinguished Learner (580-705)</b>	<b>Proficient (Levels 3&amp;4)</b>
All Students	481	48%	31%	15%	6%	21%
Female	501	31%	34%	24%	10%	34%
Male	464	64%	27%	6%	3%	9%
Asian/Pacific Islander	496	50%	0%	50%	0%	50%
Black, Non-Hispanic	482	50%	30%	17%	3%	20%
Hispanic	480	50%	25%	0%	25%	25%
White, Non-Hispanic	475	48%	38%	10%	5%	15%
Multiracial	499	33%	33%	0%	33%	33%

### **5th Grade English Language Arts**

#### **Percentage of Students Scoring in Each Achievement Level**

<b>Group</b>	<b>Mean Scale Score</b>	<b>Beginning Learner (290-474)</b>	<b>Developing Learner (475-524)</b>	<b>Proficient Learner (525-579)</b>	<b>Distinguished Learner (580-705)</b>	<b>Proficient (Levels 3&amp;4)</b>
All Students	485	33%	57%	10%	0%	10%

Female	475	44%	56%	0%	0%	0%
Male	492	26%	57%	17%	0%	17%
Asian/Pacific Islander	488	33%	33%	33%	0%	33%
Black, Non-Hispanic	479	40%	48%	12%	0%	12%
Hispanic	491	25%	75%	0%	0%	0%
White, Non-Hispanic	489	25%	70%	5%	0%	5%
Multiracial	489	50%	25%	25%	0%	25%

**Summary of Data:**

The average score for all grade level was at the Developing Level.

30% of 3<sup>rd</sup> graders were proficient

**Math**

**3<sup>rd</sup> Grade Mathematics**  
**Percentage of Students Scoring in Each Achievement Level**

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	493	35%	38%	26%	1%	27%
Female	494	32%	42%	24%	3%	27%
Male	491	39%	32%	29%	0%	29%
Asian/Pacific Islander	•	-	-	-	-	-
Black, Non-Hispanic	491	34%	38%	28%	0%	28%
Hispanic	466	57%	43%	0%	0%	0%
White, Non-Hispanic	502	28%	38%	31%	3%	34%
Multiracial	461	100%	0%	0%	0%	0%

**4<sup>th</sup> Grade Mathematics**  
**Percentage of Students Scoring in Each Achievement Level**

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	495	36%	39%	23%	2%	25%
Female	496	34%	41%	24%	0%	24%
Male	493	38%	38%	22%	3%	25%
Asian/Pacific Islander	518	0%	75%	25%	0%	25%
Black, Non-Hispanic	494	40%	37%	23%	0%	23%

Hispanic	475	50%	50%	0%	0%	0
White, Non-Hispanic	493	35%	35%	25%	5%	30%
Multiracial	502	33%	33%	33%	0%	33%

### 5<sup>th</sup> Grade Mathematics

#### Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	475	52%	38%	8%	2%	10%
Female	469	64%	36%	0%	0%	0%
Male	479	43%	40%	14%	3%	17%
Asian/Pacific Islander	490	33%	67%	0%	0%	0%
Black, Non-Hispanic	467	60%	36%	0%	4%	4%
Hispanic	477	50%	38%	13%	0%	13%
White, Non-Hispanic	482	45%	40%	15%	0%	15%
Multiracial	477	50%	25%	25%	0%	25%

#### Summary of Data:

35% of 5<sup>th</sup> graders scored at the Beginning Learner level.  
 25 % were at the proficient level.  
 35% of 4<sup>th</sup> graders scored at the Beginning Learner level.  
 10 % were at the proficient level.  
 52% of 5<sup>th</sup> graders scored at the Beginning Learner level.  
 10 % were at the proficient level.

## Science

### 5<sup>th</sup> Grade Science

#### Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	478	45%	40%	13%	2%	15%
Female	465	52%	48%	0%	0%	0%
Male	488	40%	34%	23%	3%	26%
Asian/Pacific Islander	473	33%	67%	0%	0%	0%
Black, Non-Hispanic	460	60%	24%	16%	0%	16%
Hispanic	496	13%	88%	0%	0%	0%

White, Non-Hispanic	493	40%	40%	15%	5%	20%
Multiracial	489	50%	25%	25%	0%	25%

**Summary of Data:**

The average mean in Science was at the developing Learner Level.

15% of students scored at the proficiency level.

45% of students scored at the Beginning Learner Level. 2% were Scored at the Distinguished Learner Level.

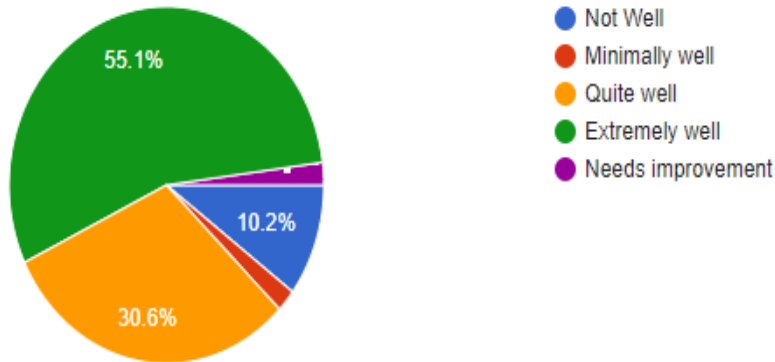
## HMES Parent Survey Results for FY 23

## Communication

1. How well do you feel the school creates a welcoming environment for parents?

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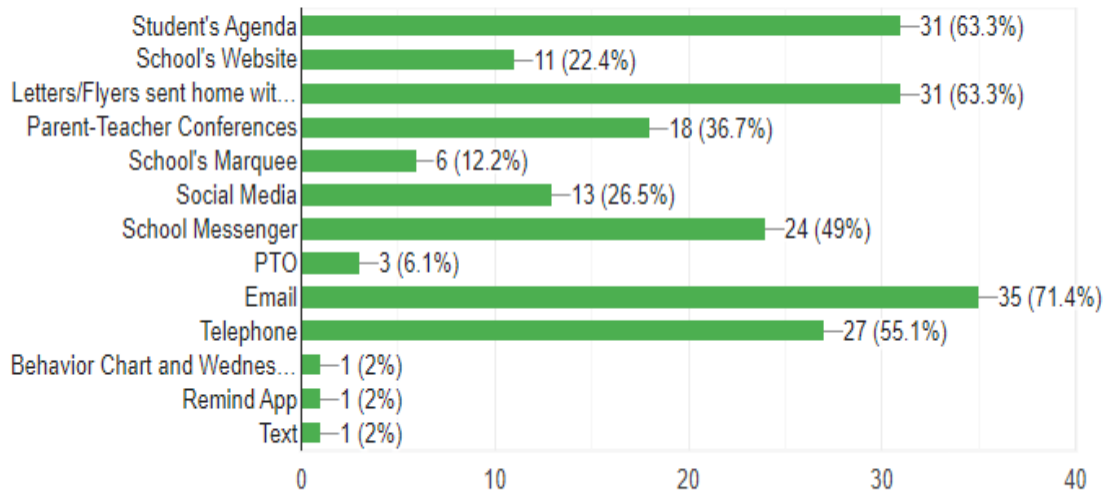
49 responses



2. What is the most effective way to get information to you? (Check all that apply)

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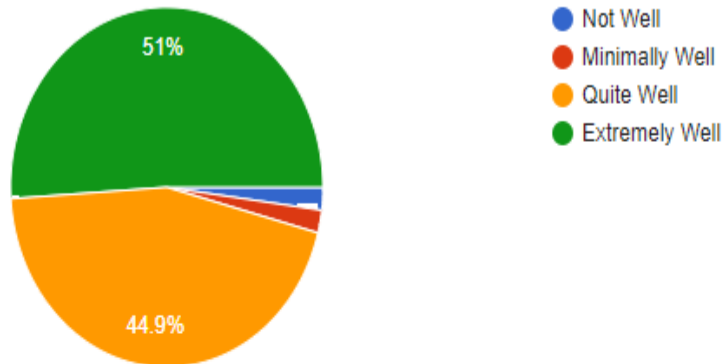
49 responses



3. How well does your child's school provide information that is easy to understand?

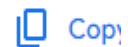


49 responses

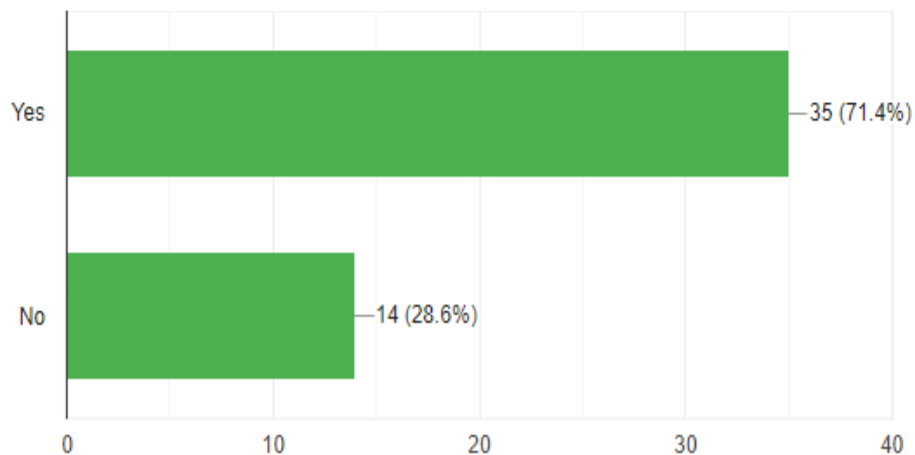


### Parent Involvement Workshops

4. Did you attend any of the Parent and Family Engagement Meetings this school year?



49 responses



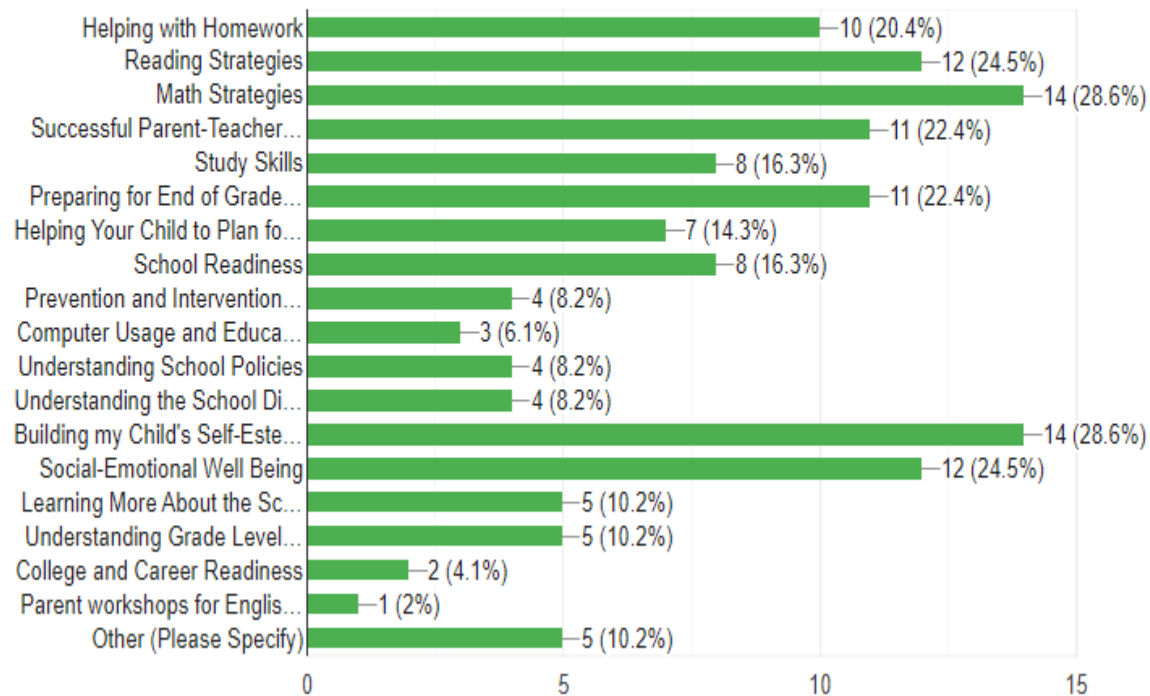


5. If yes, please indicate the types of workshops in which you would be interested.

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Check all that apply.

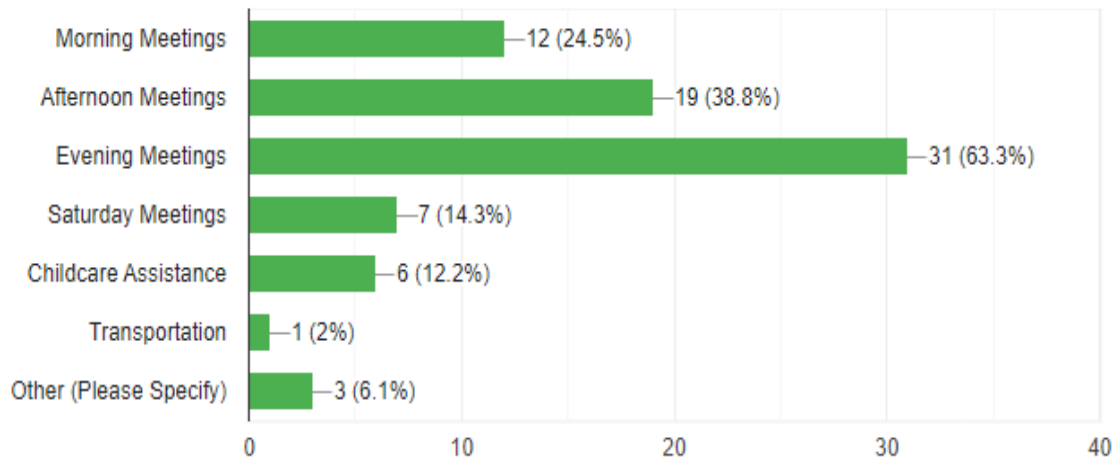
49 responses



6. We would like to offer flexible meeting times. Which of the following would enable you to participate in parent engagement meetings/workshops, parent conferences, and school activities? (Check all that apply.)



49 responses

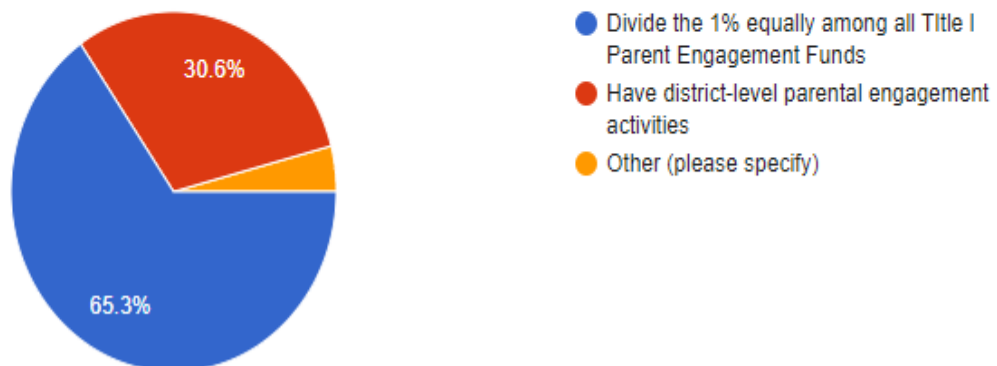


### Title I Parent Involvement Funds

7. How do you think Newton County School System should use the 1% required title I Parent Involvement Funds?



49 responses

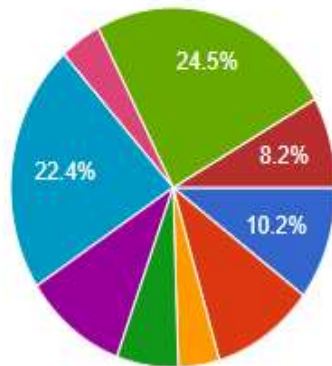


## Building Staff Capacity

8. What would you like teachers to know when working with parents in the efforts to raise student achievement?

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49 responses



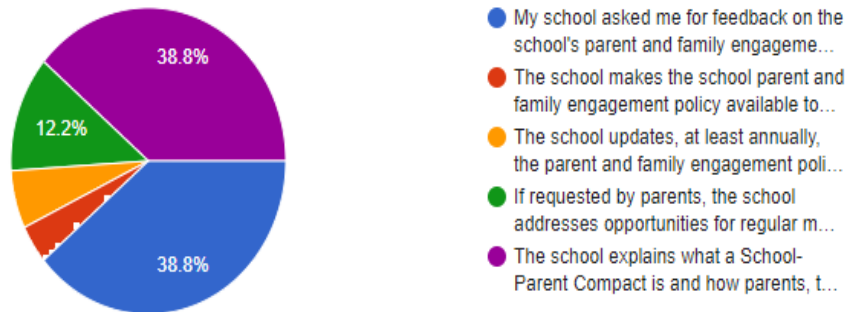
- How to create a welcoming environment
- How to communicate with parents
- How to reach out to parents
- How to value parents' input
- How to build parent partnerships
- How to remove barriers between home and school
- How to host productive and informative meetings
- How to develop and connect family engagement
- Other (Please Specify)

## School's Plan to Engage Families

### 9. School's Plan to Engage Families

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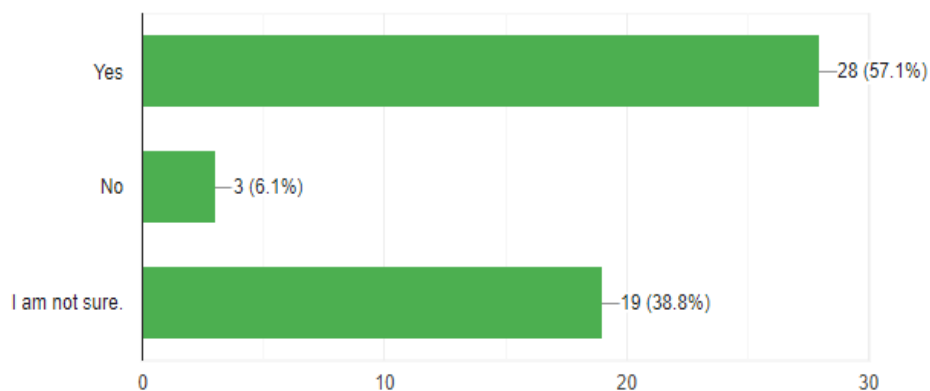
49 responses



### 10. Do the goals in the school-parent compact capture areas in which your child may need help to improve?

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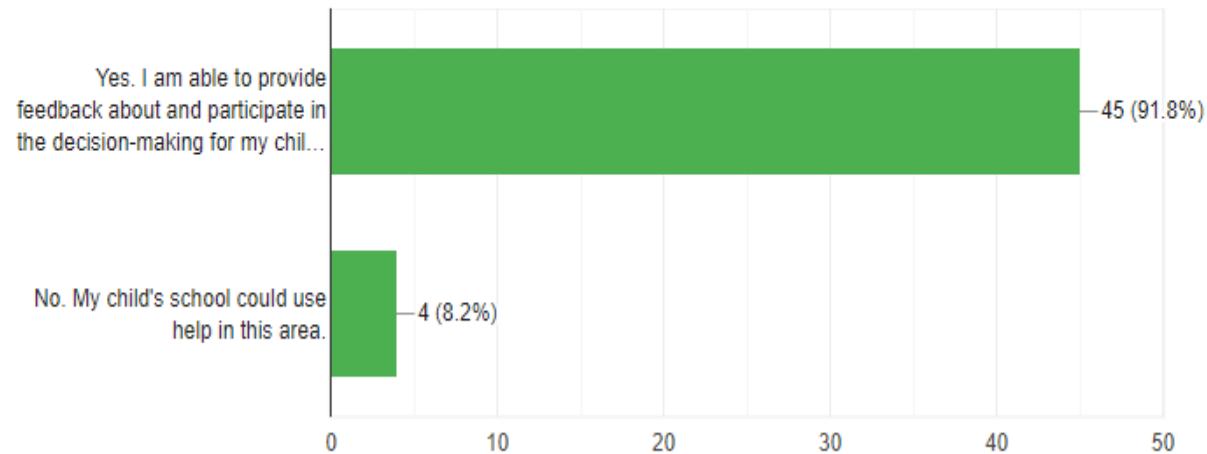
49 responses



12. Do you have the opportunity to provide feedback about and participate in decision-making about your child's education?

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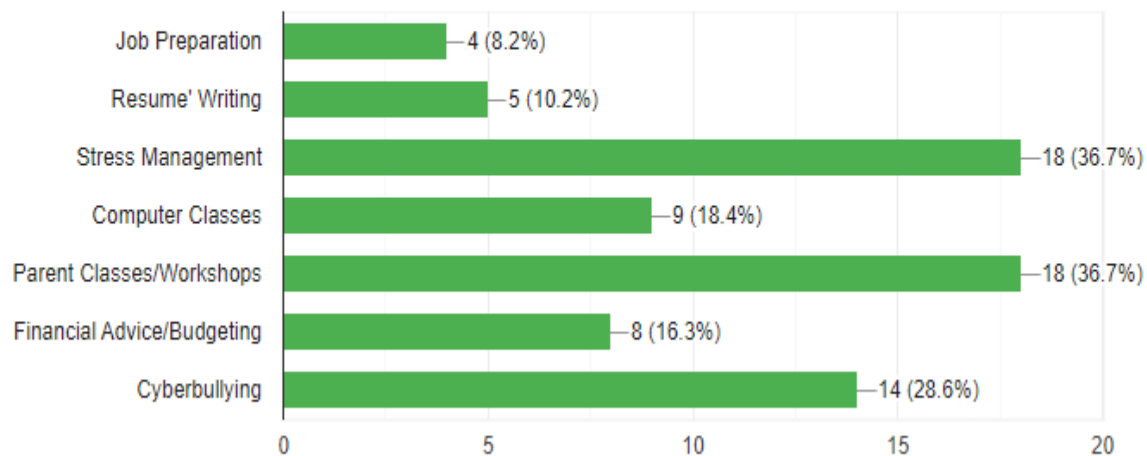
49 responses



14. Which of these classes would you attend if we were able to offer them?

[Copy](#)

49 responses



**Parent Survey Results Summary:**

**Communication:**

55.1% parents stated the school creates welcoming environment **extremely well**

30.6% parents stated the school creates welcoming environment **quite well**

Parents stated the most effective way to send information is through **student agenda's 63%**; **letters/flyers 63.3%**; **school messenger 49%**; **Email 71.4%** and **telephone 55.1%** above the other ways.

Parents stated 51% of the information provided was **extremely easy** to understand and 44.9% stated it **quite well** to understand.

Parents Involvement workshops were attended by **71.4% of parents** throughout the year.

Parents stated the types of workshops in which they are interested in receiving **Math Strategies (28.6%)**, **Building my Child's Self-Esteem (28.6%)**, and **Social-Emotional Well Being (24.5%)**.

Parents stated they would like flexible meeting times offered during the evening (63.3%) and afternoon (38.8) to enable greater participation

Parents recommend that Newton County School System should use the 1 % required title 1 funds **equally among all Title 1 Parent Engagement Funds (65.3%)** and **district-level parental engagement activities (30.6%)**.

Parents would like teachers to know **(1) How to value parents' input (24.5%)**; **(2) How to remove barriers between home and school (22.4%)**; **(3) How to create a welcoming environment (10.2%)**.

Parents engage families in the School's Plan **asking parents for feedback (38.8%)** and school **explaining the School's Plan (38.8%)**.

Parents who stated the goals in the school compact captured areas in their child who may need help to improve were (YES-57.1%) and (I'm not sure -38.8%).

Parents stated **(91.8%) Yes, they are provided the opportunity to provide feedback and participate** in decision-making about their child's education.

Parents stated they would **attend the following classes** if they were offered: (1. Stress management 36.7%); (2. Parent class/workshop 36.7%); (3. Cyberbullying 28.6%).

### Why are students not performing well in Math?

ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>Limited use of productive struggle.</li> </ul>	Increase student centered lessons with an emphasis on productive struggle. Provide professional learning for teachers.
<ul style="list-style-type: none"> <li>Students aren't applying the use of CRA independently.</li> </ul>	Continue the use of manipulatives to help students transition from concrete to representative models when problem solving as well as using supportive programs like IXL and Brainingcamp.
<ul style="list-style-type: none"> <li>Mathematical connections are not being made.</li> </ul>	Educators will implement research based daily Number Talks in Math instruction.

		Implement writing about learning and students share time to explain how they solved problems. Increase use of frameworks and exemplars to build rigor.
<b>SMART Goal:</b> To increase Math proficiency in grades K-5 by 3% over the next year as measured by common and formative assessments, including FastBridge.		
Why are students not performing well in <b>ELA/Reading</b> ?		
<b>ROOT CAUSE</b>		<b>HOW TO ADDRESS CONCERNS</b>
<ul style="list-style-type: none"> <li>Small, guided reading groups were not conducted consistently.</li> </ul>		Data driven guided reading groups will be created during lesson planning and conducted daily with greater consistency.
<ul style="list-style-type: none"> <li>Inability to construct responses to paired text.</li> </ul>		Increase opportunities to construct responses and write across the curriculum through a variety of Research Based Intervention Strategies, professional development, and technology integration.
<ul style="list-style-type: none"> <li>Deficit in phonics fluency and word recognition.</li> </ul>		Increase opportunities to practice literacy skills using a variety of Research Based Intervention Strategies, professional development, and technology integration.
<ul style="list-style-type: none"> <li>Deficit in vocabulary acquisition.</li> </ul>		Immerse students in Informational text to increase Lexile levels and grade level reading and vocabulary as well as the use of online programs or technology enhanced resources.
<b>SMART Goal:</b> Increase the performance rate for students in grades K-5 in ELA by 3% as measured by common and formative assessments including FastBridge, with specific focus on comprehension in all genres.		
Why are students not performing well in <b>Science</b> ?		
<b>ROOT CAUSE</b>		<b>HOW TO ADDRESS CONCERNS</b>
<ul style="list-style-type: none"> <li>Students lack content specific background/prior knowledge which impedes their ability to learn new information that is potentially relevant for acquiring new knowledge</li> </ul>		Integrate technology including BrainPOP and Flocabulary, utilize interactive notebooks, informational print resources, and word walls, and implement hands-on activities to build background knowledge and vocabulary in the classroom.
<ul style="list-style-type: none"> <li>Limited resources to support Science standards</li> </ul>		Purchase Science standards-based resources and access Nearpod, and Discovery Ed.
<ul style="list-style-type: none"> <li>Students lack making real-life connections to Science</li> </ul>		Incorporate field trips and guest speakers related to Science standards.
<b>SMART Goal:</b> Increase the performance rate for students in grades 5 in Science by 3% as measured by the Georgia Milestones Assessment with specific focus on Earth & Physical Science.		

Why are students not performing well in **Social Studies**?

ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>Students lack content specific background/prior knowledge which impedes their ability to learn new information that is potentially relevant for acquiring new knowledge</li> </ul>	Integrate technology, including BrainPOP and Flocabulary, Total Motivation, informational print resources, and hands-on activities to build background knowledge and vocabulary in the classroom. Provide opportunities for field trips and guest speakers.
<ul style="list-style-type: none"> <li>Limited resources to support Social Studies standards</li> </ul>	Purchase Social Studies standards-based resources and access Discovery Ed. and Nearpod.

**SMART Goal:**

Seventy-five percent of students in grades 1-5 will progress, meet, or exceed the overall Social Studies standards or achieve a minimum score of 70 as a final grade for the subject.

Why are students not performing well in **Behavior**?

ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>Lack of exposure to consistent expectations for school behavior.</li> </ul>	<p>Routines and rituals reinforced and revisited often; rewards and consequences in place in every classroom; Follow School-wide Discipline Plan; implement PBIS</p> <p>Use SEL as a resource to support appropriate behaviors.</p>
<ul style="list-style-type: none"> <li>Lack of Social Emotional regulation and coping skills.</li> </ul>	<p>Social Groups to improve regulation skills. Resources such social stories, flannel boards, story books, and Professional Learning books. Cool down corner items that include sensory devices.</p>

**SMART Goal:** Decrease the number of occurrences which result in ISS or OSS by 3%.



## 2. Schoolwide Reform Strategies Section 1114(b)(7)(A)(i iii)(I V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State's challenging academic standards;
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

### MATH GOAL

To increase Math proficiency in grades K-5 by 3% over the next year as measured by FastBridge assessments.

### OVERARCHING MATH PROGRAM

Heard-Mixon Elementary School teachers use EnVision and the Georgia Department of Education Math Frameworks and Exemplars to provide students with practice of math concepts using many hands-on experiences that enable students to gain mastery of crucial mathematical skills. EnVision Math also incorporates opportunities for students to work in a variety of cooperative learning situations and provides each student with internet access to many resources that can be used at school or home.

**Person(s) Responsible:** Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, School Technology Assistant

**Evaluation Methods:** Lesson Plans: Observations, Informal/Formal Assessments, Usage Reports, Report Card Grades

**Timeline for Implementation:** August 2023-May 2024

### Describe the evidence based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/ Practice (If Title I Funded, Logic Model is required)	Funding Source	Resources Needed
Help students recognize and articulate mathematical concepts and notation. (Tier 2 Moderate)	Use a variety of research-based intervention strategies and technology integration including BrainPOP, Flocabulary, IXL, and NearPod <b>Logic Model Required:</b> ☒	Title I, Part A	BrainPop Flocabulary NearPod Computer/Laptops/Ipads Brainingcamp
Teach students how to use visual representations. (Tier 1 Strong)	Continue the use of manipulatives to help students transition from concrete to representative models when problem solving as well as using supportive programs like IXL <b>Logic Model Required:</b> ☒	Title I, Part A	Manipulatives Paper Virtual Manipulatives Pencils Ink Braining camp IXL

Help students recognize and articulate mathematical concepts and notation. (Tier 2 Moderate)	Educators will implement research based daily Number Talks in Math instruction. Implement writing about learning and students share time to explain how they solved problems. Increase use of frameworks and exemplars to build rigor. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds Title 1, Part A	Number Talk Books Exemplars
Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (Tier 1 Strong)	Students will receive online assistance with building background knowledge and increasing vocabulary in Math to help with constructed responses. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I, Part A	Software/Total Motivation Software Computers Books IXL Nearpod Flocabulary Brainpop Braining Camp
Systemic Instruction: Prepare problems and use them in whole-class instruction. (Tier I Strong)	Instructional supplies will be used to support the implementation of evidence based instructional strategies and programs. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I, Part A	Notebooks, paper, pencils, ink, post-it notes, glue, crayons, markers, graphic organizers, foldables
Assist students in monitoring and reflecting on the problem-solving process. (Tier 1 Strong)	IXL is a standards based comprehensive program that will aid in reinforcing skills taught to students. IXL will provide class and individual reports with item analysis, usage, and trouble spots that allow teachers to get the specific information they need to differentiate instruction for their students. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I, Part A	IXL subscription
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster And Homeless</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		We will work with the Foster Care and Homeless Liaison will work with schools to support the goals of improving educational outcomes for homeless and foster care students.	
<b>English Learners</b>		<b>Migrant</b>	



ELA/READING GOAL			
Increase the performance rate for students in grades K-5 in ELA by 3% as measured by FastBridge assessment.			
OVERARCHING ELA/READING PROGRAM			
Heard-Mixon Elementary School teachers utilize the Phonics kits, Next Step Guided Reading, and Scholastic reading program. These research-based programs encompass all areas of literacy and address the six components of a balanced reading program. These programs link classroom instruction with everyday experiences, authentic literature, and all other areas of the curriculum. County-developed and Scholastic reading program that coordinate the Next Step Guided Reading with Learning Focused strategies and the Georgia Standards of Excellence are also used. This provides usable and clearly organized units that incorporate all the elements needed to provide effective student instruction.			
Person(s) Responsible:	Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant		
Evaluation Methods:	Lesson Plans, Observations, Informal/Formal Assessments, Report Card Grades		
Timeline for Implementation:	August 2023-May 2024		
Describe the evidence based action steps to be taken to achieve the goals.			
Evidence Based Strategy Evidence Level	Intervention/ Practice (If Title I Funded, Logic Model is required)	Funding Source	Resources Needed
K-3rd: Select texts purposefully to support comprehension development. (Tier 4 Has Rationale)	Data driven guided reading groups will be created during lesson planning and conducted daily with greater consistency. <b>Logic Model Required:</b> ☒	Title I, Part A	Leveled Text, books, ink, paper
Provide intensive small group reading interventions. (Tier 3 Promising)	Increase opportunities to construct responses and write across the curriculum through a variety of Research Based Interventions Strategies, professional development, and technology integration, including BrainPOP. <b>Logic Model Required:</b> ☒	Title I, Part A	Paper Pencil Reading Passages BrainPop Software Flocabulary sub. NearPod subscription Chromebooks, laptops, charging carts IXL
Create an engaged community of writers. (Tier 4 Has Rationale)	Increase opportunities to practice literacy skills and vocabulary development using a variety of Research Based Intervention Strategies, professional development and technology integration. <b>Logic Model Required:</b> ☒	Title I, Part A	Paper Pencil Ink Reading Passages

			Flocabulary Software EPIC Complete suite of STARFALL k-2 Scholastic story works Accelerated reader Individualized Students Books for classroom libraries.
Provide extensive and varied vocabulary instruction. (Tier 3 Promising)	Increase opportunities to practice literacy skills using a variety of Research Based Intervention Strategies, professional development, and technology integration, including IXL. <b>Logic Model Required:</b> ☒	Title I, Part A	Computers Books Paper Ink EPIC Complete suite of STARFALL k-2 Scholastic story works Accelerated reader
K-3rd: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Tier 4 Has Rationale)	IXL is a standard based comprehensive program that will aid in reinforcing skills taught to students. IXL will provide class and individual reports with item analysis, usage, and trouble spots that allow teachers to get the specific information they need to differentiate instruction for their students. <b>Logic Model Required:</b> ☒	Title I, Part A	IXL subscription
<b>Economically Disadvantaged</b>		<b>Foster And Homeless</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		We will work with the Foster Care and Homeless Liaison will work with schools to support the goals of improving educational outcomes for homeless and foster care students.	
<b>English Learners</b>		<b>Migrant</b>	
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.		We will work with the District's Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.	



SCIENCE GOAL			
Increase the performance rate for students in grades 5 in Science by 3% as measured by the Georgia Milestones Assessment.			
OVERARCHING SCIENCE PROGRAM			
Heard-Mixon Elementary School teachers use McGraw-Hill Science. These materials facilitate student learning and promote investigation of the world around them. A county-provided curriculum map helps to align units of study in these areas with reading experiences. It also ensures that transient students experience continuity in instruction when they move to other schools within Newton County.			
Evaluation Methods:	Lesson Plans, Observations, Informal/Formal Assessments, Report Card Grades		
Timeline for Implementation:	August 2023-May 2024		
Person(s) Responsible:	Administration, Instructional Coach, and classroom teachers, Media Specialists, Technology Specialist, School Technology Assistant		
Describe the evidence based action steps to be taken to achieve the goals.			
Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	BrainPop Software Professional Development Hands-on science consumables for experiments Newton County Curriculum
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Flocabulary and NearPod will be used by classroom teachers to engage students and develop core literacy skills through the use of standards-based videos, instructional activities, and student creativity tools to supplement instruction. Logic Model Required: <input checked="" type="checkbox"/>	Title I, Part A	Flocabulary Software NearPod Software Chromebooks Charging carts Brainpop Discovery Ed. IXL
Provide engaging learning experiences. (Tier 4 Has Rationale)	Informational Print resources and hands-on-activities will be utilized to assist teachers while	Title I, Part A	Science Kits Informational Texts Newton County Curriculum

	<p>they work with students in small/flexible groups to provide opportunities for students to make authentic connections with self, text, and the world as it relates to scientific concepts. Students experience the content in other subjects and participate in experiments, which allows them to test their hypotheses and build.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>		
Provide engaging learning experiences. (Tier 4 Has Rationale)	<p>Incorporate field trips and guest speakers to supplement instruction and allow students to make real-world connections to science.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I, Part A	Guest Speakers Newton County Curriculum Exhibits, museums, or other venues
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster And Homeless</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.	
<b>English Learners</b>		<b>Migrant</b>	
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.		We will work with the District's Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.	
<b>Race/Ethnicity/Minority</b>		<b>Students With Disabilities</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.	



SOCIAL STUDIES GOAL			
Seventy-five percent of students in grades K-5 will progress, meet, or exceed the overall Social Studies standards or achieve a minimum score of 70 as a final grade for the subject.			
OVERARCHING SOCIAL STUDIES PROGRAM			
Heard-Mixon Elementary School teachers use Gallopade and Social Studies Weekly resources. These materials facilitate student learning and promote investigation of the world around them. A county-provided curriculum map helps to align units of study in these areas with reading experiences. It also ensures that transient students experience continuity in instruction when they move to other schools within Newton County.			
Evaluation Methods:	Lesson Plans, Observations, Informal/Formal Assessments, Report Card Grades		
Person(s) Responsible:	Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant		
Timeline for Implementation:	August 2023-May 2024		
Describe the evidence based action steps to be taken to achieve the goals.			
Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Activating strategies are teaching strategies that prepare students for learning. Students are prepared for learning by activating an overview of the upcoming learning experience, their prior knowledge, and the necessary vocabulary. <b>Logic Model Required:</b> ☒	Title I, Part A	BrainPop Software Discovery Ed. IXL Flocabulary Nearpod School Supplies (paper, pencils, markers, etc.)
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Flocabulary and NearPod will be used by classroom teachers to engage students and develop core literacy skills through the use of standards-based videos, instructional activities, and student creativity tools to supplement instruction. <b>Logic Model Required:</b> ☒	Title I, Part A	Flocabulary & NearPod Software Chromebooks Charging carts
Grades 4-5: Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong)	Informational Print resources and hands-on-activities will be used to assist teachers while they work with students in small/flexible groups to provide opportunities for students to make authentic connections with self, text, and the world as it relates to scientific concepts. Students experience the content in other subjects and participate in experiments, which allows them to test their hypotheses and build. <b>Logic Model Required:</b> ☒	Title I, Part A General Funds	Informational Leveled Text Studies Weekly School Supplies (paper, pencils, markers, etc.) Field trips Guest Speakers

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

<b>Economically Disadvantaged</b>	<b>Foster And Homeless</b>
We will provide additional support to students based on individual student needs via supplemental academic programs.	We will work with the Foster Care and Homeless Liaison will work with schools to support the goals of improving educational outcomes for homeless and foster care students.
<b>English Learners</b>	<b>Migrant</b>
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District's Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students. We currently do not have any Migrant students in our school.
<b>Race/Ethnicity/Minority</b>	<b>Students With Disabilities</b>
We will provide additional support to students based on individual student needs via supplemental academic programs.	Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.

**PARENT AND FAMILY ENGAGEMENT PROGRAM**

<b>Evaluation Methods:</b>	Lesson Plans, Observations, Informal/Formal Assessments, Report Card Grades
<b>Person(s) Responsible:</b>	Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant
<b>Timeline for Implementation:</b>	August 2023-May 2024

**Describe the evidence based action steps to be taken to achieve the goals.**

<b>Intervention/Strategy/Practice</b> (If Title I Funded, a Logic Model is required.)	<b>Funding Source</b>	<b>Resources Needed</b>
We will offer parent and family engagement events, including parent conferences, at times that are convenient for parents. Parents will receive strategies and tools to assist their children with fundamental skills at home. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I, Part A	Light Snacks Parent Workshop Materials Paper Pens Ink Consumables for workshops
We will offer in-person and continuous support and training to teachers to assist teachers in building the capacity to work with parents as equal partners. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I, Part A	Parent Workshop Materials Paper Pens Ink
Parents Make a Difference and Parent Calendars are research-based newsletters and tip sheets that provide practical, proven information for parents, on a comprehensive array of school success topics. The documents will be posted on our school's website and located in our parent resource room and main office. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	General Funds Title I, Part A	Parents Makes a Difference

<p>A Parent Resource Room will be open to parents throughout the week and on parent nights. The Parent Resource Room provides parents with resources for check-out to reinforce the skills that students may need to improve achievement.</p> <p><b>Logic Model Required:</b> <input checked="" type="checkbox"/></p>	<p>Title I, Part A</p>	<p>Consumable Reading, Math, Science and Social Studies Books &amp; Answer Keys</p> <p>Informational Resources</p>
<p>Parents are an integral part of student success and keeping them informed of their child's progress is an important responsibility. As such, communication folders will be used to support our efforts in ensuring parents are informed of their child's growth.</p> <p><b>Logic Model Required:</b> <input checked="" type="checkbox"/></p>	<p>Title I, Part A</p>	<p>Folders Copy paper ink</p>
<p>Remind will be used to further support the school's efforts in activating and sustaining two-way communication between students, families, and educators. Teachers will use this tool to reach out to parents and improve communication with families and students to build partnerships to support academic success.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	<p>General Funds</p>	<p>Remind Subscription</p>
<p>We will provide continuous communication to parents and families in the quest of achieving academic success for all students to ensure that learning continues beyond the school day.</p> <p><b>Logic Model Required:</b> <input checked="" type="checkbox"/></p>	<p>Title I, Part A</p>	<p>Copy paper Ink Printer Scanner Remind School Messenger</p>

OTHER INSTRUCTIONAL METHODS			
Use effective instructional methods that increase the quality and amount of learning time. <ul style="list-style-type: none"><li>○ increase the amount and quality of learning time, such as providing an extended school year, before or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</li><li>○ increase the amount and quality of learning time, such as class-size reduction teachers, supplemental teachers, paraprofessionals, etc.</li></ul>			
<b>Evaluation Methods:</b>		Informal and Formal Assessments, PL Calendar, Observations, Report Card Grades, Logic Models	
<b>Timeline for Implementation:</b>		August 2022-May 2023	
<b>Person(s) Responsible:</b>		Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant	
Describe the evidence based action steps to be taken to achieve the goals.			
Evidence Based Strategy Evidence Level	Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	Instructional Coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data Driven Instruction. The Instructional Coach will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. <b>Logic Model Required:</b> ☒	Title I, Part A	Chart Paper Pens Paper Ink Sticky Notes Highlighters Markers PL Supplies
	The 21 <sup>st</sup> Century Afterschool Program will increase the amount and quality of learning time to help provide enrichment and academic achievement. <b>Logic Model Required:</b> ☐	21 <sup>st</sup> Century Funding	Manipulatives
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Title I Parent Contact will serve as the liaison between the school and the district. The Title I Contact will be used to assist the principal in carrying out the requirements of the Parent Involvement Program to provide parents with academically based strategies to help support parent involvement beyond the school day. <b>Logic Model Required:</b> ☒	Title I, Part A	Chart Paper Pens Paper Ink Sticky Notes Highlighters Markers PL Supplies Printer
Adapt instruction to individual and small group needs. (Tier 3 Promising)	EIP Teachers will provide additional instructional support to students who are performing below grade level in reading and math, obtaining the necessary academic skills to reach grade level performance. <b>Logic Model Required:</b> ☐	General Funds	Chart Paper Pens Paper Ink Sticky Notes Highlighters Markers PL Supplies

PROFESSIONAL LEARNING			
Evaluation Methods:	Informal and Formal Assessments, PL Calendar, Observations, Report Card Grades, Logic Models		
Timeline for Implementation:	August 2023-May 2024		
Person(s) Responsible:	Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant		
Describe the evidence based action steps to be taken to achieve the goals.			
Evidence Based Strategy Evidence Level	Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	The Instructional Coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Standards of Excellence and Data Driven Instruction. The Instructional Coaches will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. <b>Logic Model Required:</b> ☒	Title I, Part A	Chart Paper Pens Paper Ink Sticky Notes Highlighters Markers PL Supplies Subs
	New Teachers will participate in district-funded BEST Teacher Program to work with a school-based mentor in the efforts to assist with day-to-day routines in addition to provide job-embedded professional learning that focuses on new-teacher issues. <b>Logic Model Required:</b> ☐	General Funds	Trainings based on teacher need
Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	Selected teachers will participate in professional learning through Griffin RESA based on identified area of need. <b>Logic Model Required:</b> ☐	General Funds	Subs
Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	District-level Instructional Coaches will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Standards of Excellence and Data Driven Instruction. The Instructional Coaches will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. <b>Logic Model Required:</b> ☐	General Funds	Trainings
Make data part of an ongoing cycle of instructional	PLCs will be used to support student achievement. PLCs will focus on results, create a culture of collaboration, and	Title I, Part A	Professional learning books

improvement. (Tier 4 Has Rationale)	ensure that students learn. We will use this model of planning to discuss student work and results and explore evidence-based practices that support student achievement. <b>Logic Model Required:</b> ☒		
<b>TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM</b>			
<b>Evaluation Methods:</b>	Informal and Formal Assessments, PL Calendar, Observations, Report Card Grades, Logic Models		
<b>Timeline for Implementation:</b>	August 2023-May 2024		
<b>Person(s) Responsible:</b>	Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant		
<b>Describe the evidence based action steps to be taken to achieve the goals.</b>			
	<b>Intervention/Strategy/Practice</b> (If Title I Funded, a Logic Model is required.)	<b>Funding Source</b>	<b>Resources Needed</b>
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	iPads – We will use iPads in classrooms by using Math and ELA Apps that are grade-level specific in the efforts to build basic foundational skills and remediation skills through interactive learning. <b>Logic Model Required:</b> ☒	Title I, Part A	iPads iPad cart
Adapt instruction to individual and small group needs. (Tier 3 Promising)	Interactive Panels provide ways to show students anything that can be shown on a computer. Additionally, interactive whiteboards allow teachers to record instruction and post the material for review by students later. This is a very effective instructional strategy for students who benefit from repetition. <b>Logic Model Required:</b> ☐	General Funds	Interactive Panels Portable Computers
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Laptops and iPads, Interactive Panels (Mobile Stands, Portable Computers, keyboard replacement) will be used for research, writing, and to provide students access to the software that offers additional support in the areas of ELA/Reading and Math. Laptop Carts, Mice, Chargers, Printers, headphones, poster maker, and Wacom Input Devices are necessary accessories in	General Funds	Laptops Mobile Stands Chromebooks Charging carts Mice Chargers Printers Headphones Interactive panels

	the learning environment so that teachers and students can benefit from the use of instructional technology during cooperative learning and individualized instruction. <b>Logic Model Required:</b> <input type="checkbox"/>		Portable Computers iPads keyboards Wacom Input Devices Poster Maker Poster maker supplies Professional learning for all equipment
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	Informal and Formal Assessments, PL Calendar, Observations, Report Card Grades, Logic Models		
	August 2023-May 2024		
	Administration, Instructional Coach, classroom teachers, Media Specialists, Technology Specialist, and School Technology Assistant		
Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions. (Tier 3 Promising) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Tier 3 Promising)	Routines and rituals reinforced with rewards and consequences in place in every classroom	General Funds District Funds	Positive Behavior Incentives
	Follow School-wide Discipline Plan	General Funds	Positive Behavior Incentives
	Begin implementing Positive behavioral interventions and supports, year 1.	General Funds	Positive Behavior Incentives

### BUILDING FAMILY FRIENDLY SCHOOLS

In the section below, describe strategies to build family-friendly schools by providing high-quality customer service.

Front Office Staff:

The office is the area in which our visitors, parents, and students receive the first impression of our school. It is our responsibility to create a welcoming, yet professional climate.



The front office staff will:

- Greet and welcome all visitors, students, and staff with respect and dignity.
- Use a professional, welcoming tone in all communications with families.
- Promptly acknowledge visitors in the office.
- Update information for visitors posted in the office.

Administrators:

The administration of Heard-Mixon emphasizes the partnership between parents and the school community.

The administrators will:

- Use a professional, welcoming tone in all communications with families.
- Create an environment that values and includes the diverse cultures in the school and community.

Classroom Teachers:

Heard-Mixon recognizes that our students and families respond to courtesy and respect.

Classroom teachers will:

- Use a professional, welcoming tone in all communications with families.
- Contact families and welcome them to open house, and other school functions and activities.
- Use multiple modes of communication (phone, email, notes, websites, agendas, messaging apps, etc.) to keep families informed.

Counselors:

Heard-Mixon understands the value of family-school-community collaboration for student development, well-being, and learning.

The school counselor will:

- Use a professional, welcoming tone in all communications with families.
- Provide programs and resources for students with various emotional, personal, educational needs as well as support for their family needs.

Other Faculty/Staff:

Heard-Mixon recognizes that our students and families respond to courtesy and respect.

The faculty and staff will:

- Use a professional, welcoming tone in all communications with families.
- Provide clear directions/signage for visitors in the building.
- Update information for visitors posted throughout the building.



**2. Schoolwide Reform Strategies** Section 1114(b)(7)(A)(i iii)(I V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such

c). address the needs of all children in the school, but particularly the needs of those at risk of not meeting the

i). counseling, school-based mental health programs, specialized instructional support services and

Heard-Mixon strives to meet the needs of all students through the implementation of a volunteer mentoring program. The counselor has established specific needs-based groups, as well as monthly classroom lessons to meet student needs. The counselor also holds individual and group-based sessions as needed.

ii). preparation for and awareness of opportunities for postsecondary education and the workforce,

Heard-Mixon provides students with opportunities and information regarding college and careers in a variety of settings such as field trips to NCCA, 4-H Career Demonstrations, Career Day, and College & Career Fair. The counselor also provides instruction to support career choices through classroom guidance lessons. Students are also encouraged to participate in Service Clubs such as: Boys2Men, Art Club, Student Ambassadors, and Jr. Beta.

iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early

Heard-Mixon implements strategies and interventions for academic deficiencies, behavior, and speech through the Response to Intervention/Multi-Tiered System of Support program, which includes open communication with parents. We offer additional support through counseling, local agencies, tutoring, mentoring, EIP services, MTSS Specialist, and special education services. Tutoring and mentoring services include, but are not limited to school staff, parents, and community members.

- We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Root Cause	Professional Learning to Address Root Cause
<p>ELA:</p> <ul style="list-style-type: none"> <li>• Students demonstrate an inability to construct responses to paired texts.</li> <li>• Students demonstrate an inability to read an on grade level text due to lack of reading fluency.</li> <li>• Teachers/Paras lack training on informational texts; an understanding of the correlation</li> </ul>	<p>Professional learning will include:</p> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Wahpol Phonics Inventory and phonics kits</li> <li>• Next Step Guided Reading</li> <li>• Technology Integration</li> <li>• Illuminate</li> <li>• Instruction using nonfiction leveled texts</li> <li>• Vocabulary and background knowledge</li> <li>• Lexile Level Knowledge/leveled texts</li> <li>• Research based instructional strategies</li> </ul>

between AR and Lexiles and NSGRA	<ul style="list-style-type: none"> <li>Implementation of small groups</li> </ul>
<p>Math:</p> <ul style="list-style-type: none"> <li>Teachers are not providing students with many opportunities for productive struggle.</li> <li>Students are unable to apply the CRA models independently.</li> <li>Number talks have not been modeled consistently and as a result students are not thinking through and talking aloud about their work.</li> </ul>	<p>Professional learning will include:</p> <ul style="list-style-type: none"> <li>Data analysis</li> <li>Effective use of Exemplars and other math problem solving strategies</li> <li>Number Talks</li> <li>CRA math model</li> <li>Technology Integration</li> <li>Illuminate</li> <li>Research based instructional strategies</li> <li>Implementation of small groups</li> </ul>
<ul style="list-style-type: none"> <li>We have included teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways. . . <i>Response</i></li> </ul> <p>Professional development activities focus on the use of academic assessments and instructional programs. The teaching staff uses the results of standardized tests, universal screening, progress monitoring, class work, etc. to identify areas of strengths and weaknesses for students. Professional development opportunities are then planned to build the knowledge base and capacity of all teachers and staff to address student needs.</p> <ul style="list-style-type: none"> <li>We have devoted sufficient resources to carry out effectively the professional development activities <u>recruit</u> and <u>retain</u> effective teachers, particularly in high need subjects in the following ways.</li> </ul> <p>Heard-Mixon works closely with district office staff members who are responsible for attending educational recruitment fairs. When an opening occurs or a new position is created, feedback is solicited from members of grade level teams, programs/departments, and the School Improvement Leadership Team concerning specifications of duties, responsibilities, and qualifications of the prospective employee. Newton County district office recruiters will not consider applications of individuals who do not or cannot meet the requirements of highly qualified professionals. Frequently an effort is made to recruit student interns who have demonstrated outstanding teaching during their internship at Heard-Mixon. Top candidates for positions meet with the principal and a small committee of teachers and parents for an interview prior to recommendation for employment.</p> <p>Once employed, efforts are made to retain teachers by providing them with peer-mentors and opportunities to participate in on-going professional development specifically for new teachers or staff induction. Instructive feedback is provided to new teachers and staff by the administrators following classroom observations or during scheduled conferences throughout the school year.</p> <p>New teachers attend an orientation conducted at the Central Office to review curriculum, school procedures and teaching methodologies. These meetings continue during the school year. Newton County also trains</p>	

master teachers as Teacher Support Specialists to mentor new staff. Heard-Mixon also assigns a mentor at each level to support new staff.

### **Strategies Used to Ensure the Recruitment and Retention of Highly Qualified Teachers/Staff**

#### **Recruitment**

- County Office Human Resources Department sponsors job fairs
- County Office posts all job vacancies on Teach Georgia web site
- School utilizes team interview process for greater input
- School recruits from a pool of college/university student teachers

#### **Retention**

- Teacher Support Specialists (TSS) assigned to new staff
- County Office provides on-going training with Teacher Induction Program (TIP)
- Mentors assigned in school to new staff
- Weekly grade level planning sessions support
- New Teacher celebrations and receptions

v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

#### ***Response:***

Members of the Heard-Mixon faculty and staff understand that the transition of children into our school from various settings can and should be a major positive milestone. To make entry into the school as smooth as possible, a variety of activities are conducted.

- HMES has one general education pre-kindergarten classroom and one special education pre-kindergarten classroom. Both pre-kindergarten teachers are included in all professional development opportunities. Pre-kindergarten teachers hold an orientation for parents at the beginning of the school year. The school works with many organizations so that families know about Pre-K registration for the lottery funded classes.
- HMES posts registration information on the school website and throughout the community at local churches and businesses. Local daycare and Head Start programs receive annual announcements about enrollment opportunities. Children with special needs are identified through Babies Can't Wait and referred to our Special Needs Pre-K program. Pre-K students are assessed using developmental skills checklists so that children needing support can be identified before going to kindergarten. Pre-K students visit kindergarten classrooms and are introduced to the teachers prior to the end of the year. Kindergarten Roundup is a county-wide initiative that takes place every spring. Kindergarten Roundup gives parents an opportunity to register their children for kindergarten classes.
- Transition to Middle School - Fifth grade students are provided with a variety of opportunities to make a smooth transition to middle school. Students currently take a field trip to their county assigned middle school during late spring. This field trip is led by middle school students and includes a tour of the school, courses offered, schedules, and other information specific to middle school.

- Transition from Private Schools and Enrollment Throughout the School Year- Students who enroll at Heard-Mixon Elementary from private schools and those entering throughout the school year are provided an orientation to the school, including a tour of the facility. Students and their parents meet with an administrator to review school policies and the students' records, if available, to determine grade level placement. In the absence of academic records, these students are given a screening test using grade level benchmarks in order to determine placement. Students are introduced to their grade level homeroom teacher and are assigned a peer assistant, if desired.

**3. Schoolwide Plan Development Section 1114(2)(B) (i iv)**

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

*Response:* Heard-Mixon's initial Title I School-wide Plan is developed over the course of one school year. The planning process is facilitated by the principal and assistant principal. The Leadership Team, with feedback from all stakeholders, reviews and updates the Title I Plan throughout the year as a part of the school improvement planning process.

- b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

*Response:* The school leadership team, composed of grade-level teachers, support staff and administrators participated in Title I annual revision planning. Then other stakeholders - (HMES Faculty & Staff/School Council/PTO, parents) were provided an opportunity to review the preliminary draft Title I Plan and provide feedback before the plan was finalized.

- c). Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

*Response:* We will monitor our Title I Plan regularly by reviewing data and making adjustments to prioritize our needs with input from all stakeholders. The Title I Plan will be posted on our school's website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan.

- d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format;

*Response:* The school wide Title I plan is posted on the school's website. The plan is emailed and uploaded to OneDrive for review by the NCSS Title I Director and the NCSS Central Office Staff. Hard copies are available in the school office and the media center for parents who do not have access to the internet and for community members.

- e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable;

We coordinate and integrate available resources and programs to include Title I, Part A, 21st Century Program, Title III, Title IV, Title IX, food and nutrition programs, and other local and state programs to create comprehensive supports aimed to promote school improvement while increasing student achievement.

**4. ESSA Requirements to Include in the Schoolwide Plan Sections 1112(b)(10) 1116 (b)(1)**

*Response:*

All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. Heard-Mixon **School will** provide full opportunity for the participation of parents and family members by...

**Linked to Learning Meetings**

- We will provide assistance to parents regarding understanding the state standards, state and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.

**Annual Title I Parent Orientation**

- Invite all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

**Accessibility**

- We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.

**Annual Parent Input Meeting**

- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school's website, in our front office or parent resource room.

**Coordinating Programs**

- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children

**Flexible Meeting Times**

- We will offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.

**Other Reasonable Support**

- Providing such other reasonable support for parental involvement activities, as parents may request.

b). If a middle or high school, describe how the school will implement strategies to facilitate effective

i. through coordination with institutions of higher education, employers, and other local partners; and

*Response:* (Not applicable to HMES)

- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

*Response:* (Not applicable to HMES)

**5. Evaluation of the Schoolwide Plan 34 CFR § 200.26**

- a). Address the regular monitoring and implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
- c). Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

*Response:* We plan to evaluate our plan yearly using data from the State's assessments, other student performance data, including perception data to determine if the schoolwide program has been effective in addressing the areas of need. We will use the Title I Program Evaluation and Logic Model evaluations to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our Comprehensive Needs Assessment. We will revise our plan during the Annual Summer Planning meeting and as new data becomes available revealing a need to implement new strategies and interventions to ensure continuous improvement.

We are using evidence-based or other effective strategies to improve student achievement through the use of logic models.

**See Appendix for Software Logic Model** (All software programs must have a separate logic model)

**See Appendix for Instructional Coach Logic Model**

**See Appendix for Title I Tutoring Program Logic Model**

**See Appendix for Title I Class Size Reduction Logic Model**

**See Appendix for Title I Supplemental Teacher Logic Model**

**See Appendix for Title I Paraprofessional Logic Model**

**See Appendix for Professional Learning**

**See Appendix for Behavior Logic Model**

**See Appendix for Building Parent Capacity Logic Model**

**See Appendix for Building Staff Capacity Logic Model**

**See Appendix for Parent Survey**



## IXL Implementation Plan

<b>Goal:</b>	Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24 in Reading and Math.	
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	IXL is a standards based comprehensive program that will aid in reinforcing skills taught to students. IXL provides class and individual reports with item analysis, usage, and trouble spots that allow teachers to get the specific information they need to differentiate instruction for their students.	
<b>Intervention Population:</b>	Students scoring below grade level according to IXL program diagnostic performance.	
<b>Person(s) Responsible:</b>	Teachers	
Current Research Available that demonstrated rationale that suggests it may work: <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>		
Measuring the Impact of IXL Math and IXL Language Arts in Georgia Schools. <a href="https://www.ixl.com/research/Impact-of-IXL-in-Georgia.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Georgia.pdf</a>		
IXL Design Principles: Core Features Grounded in Learning Science Research <a href="https://www.ixl.com/research/IXL_Design_Principles.pdf">https://www.ixl.com/research/IXL_Design_Principles.pdf</a>		
Measuring the Impact of IXL Math and IXL Language Arts in Smarter Balanced States <a href="https://www.ixl.com/research/The-IXL-Effect-Smarter-Balanced-States.pdf">https://www.ixl.com/research/The-IXL-Effect-Smarter-Balanced-States.pdf</a>		
IXL Improves Math Skills for 4 <sup>th</sup> Grade Students in Title I School <a href="https://www.ixl.com/research/IXL-Improves-Math-Skills-in-Title-I-School.pdf">https://www.ixl.com/research/IXL-Improves-Math-Skills-in-Title-I-School.pdf</a>		
<b>Action Steps:</b>		
<ul style="list-style-type: none"><li>Teachers will receive training on IXL platform, and the reports generated from IXL.</li><li>Teachers will use the program as an intervention tool to build students’ background knowledge around Math and Reading concepts.</li><li>The Diagnostic screener will be administered to students.</li><li>Groups can be formed based on diagnostic performance data. (Small group, intervention, EIP, enrichment and extended learning opportunities).</li><li>IXL will be used 2-3 times each week.</li></ul>		
<b>How will success be measured?</b>	Success will be measured via software usage report, and a 3% scaled score growth on Fastbridge Assessment. The school theorizes that this program is needed due to a lack of Reading & Math background knowledge and student achievement will show an increase in the mastery of content.	
<b>What are the outcomes or milestones that will evaluate success?</b>	The end of the year outcomes will be measured by Fastbridge assessment. Fastbridge data will show growth of a minimum of 3% in Reading and Math.	
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b>	<b>September 2023</b>
	<b>Mid-Year:</b>	<b>January 2024</b>
	<b>End of Year:</b>	<b>May 2024</b>



**Evidence-Based Evaluation**

**Due June 15, 2024**

SOFTWARE: BRAINPOP	
MODEL	RESPONSES
<b>Goal:</b>	Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24.
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	BrainPOP engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, and more.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b> <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>	
<b>A Study of the Effectiveness of BrainPOP – Executive Summary</b> <a href="https://educators.brainpop.com/printable/study-effectiveness-brainpop-executive-summary/">https://educators.brainpop.com/printable/study-effectiveness-brainpop-executive-summary/</a> <b>The Effectiveness of Brain Pop</b> <a href="https://educators.brainpop.com/printable/study-effectiveness-brainpop-full-report/">https://educators.brainpop.com/printable/study-effectiveness-brainpop-full-report/</a> <b>RTI and Brain Pop</b> <a href="https://educators.brainpop.com/funding/research-resources/rti-and-brainpop/">https://educators.brainpop.com/funding/research-resources/rti-and-brainpop/</a> <b>Fluency Games and BrainPOP</b> <a href="https://educators.brainpop.com/printable/fluency-games-brainpop/">https://educators.brainpop.com/printable/fluency-games-brainpop/</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<b>HMES (K-5)</b>
<b>Person Responsible:</b>	Administration, Instructional Coach, Teachers Instructional Paras, Other Support Staff
Implementation Plan of Action:	
<b>Response:</b> <ul style="list-style-type: none"> <li>Teachers will use the program to enhance student engagement and to support the delivery of instruction.</li> <li>Students will use BrainPOP software to develop academic skills in ELA, Math, Science, and Social Studies.</li> <li>Software usage will be monitored through lesson plans and classroom observations.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured by a 3% scaled score growth on Fastbridge Assessment. The school theorizes that this program is needed due to a lack of ELA & Math background knowledge and student achievement will show an increase in the mastery of content.
<b>What are the outcomes or milestones that will evaluate success?</b>	The end of the year outcomes will be measured by Fastbridge assessment. Fastbridge data will show growth of a minimum of 3% in Reading and Math.
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b> October 2023 <b>Middle of Year:</b> January 2024 <b>End of the Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due June 15, 2024</b>

<b>SOFTWARE: Nearpod—Flocabulary</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24 in Reading and Math.
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	Nearpod/Flocabulary will be used by classroom teachers to engage students and develop core literacy skills through the use of standards-based videos and instructional activities that cultivate literacy across the curriculum.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Assisting students struggling with reading: Response to Intervention (RTI) and Multi-Tier intervention in the primary grades.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</a></p> <p>A Study Of Flocabulary's The Word Up Project Program's Influence On State Reading/ Language Arts Test Scores: A Treatment And Control Group Design  <a href="https://flocabulary.s3.amazonaws.com/pdfs/flat/state-test-study-summary.pdf">https://flocabulary.s3.amazonaws.com/pdfs/flat/state-test-study-summary.pdf</a></p> <p>Marzano, R. J., Pickering, D., &amp; Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<b>HMES (K-5)</b>
<b>Person Responsible:</b>	Administration, Instructional Coach, Teachers, Instructional Paras, Other Support Staff
<b>Implementation Plan of Action:</b>	
<b>Response:</b> <ul style="list-style-type: none"> <li>Teachers will use the program to enhance student engagement and to support the delivery of instruction.</li> <li>Students will use Nearpod/Flocabulary software to develop academic skills in ELA, Math, Science, and Social Studies.</li> <li>Software usage will be monitored through lesson plans and classroom observations.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured by a 3% scaled score growth on Fastbridge Assessment in reading and math. The school theorizes that this program is needed due to a lack of ELA & Math background knowledge and student achievement will show an increase in the mastery of content.
<b>What are the outcomes or milestones that will evaluate success?</b>	The end of the year outcomes will be measured by Fastbridge assessment. Fastbridge data will show growth of a minimum of 3% in Reading and Math.
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b> September 2023 <b>Middle of Year:</b> January 2024 <b>End of the Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due June 15, 2024</b>

TITLE I INSTRUCTIONAL COACH	
MODEL	RESPONSES
<b>Goal:</b>	Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24 in Reading and Math.
<b>Intervention/Strategy/Practice:</b>	The Instructional Coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data Driven Instruction. The Instructional Coach will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<b>Response:</b> Instructional Coaching By: Lucy Steiner, Julie Kowal <a href="http://www.readingrockets.org/article/instructional-coaching">http://www.readingrockets.org/article/instructional-coaching</a>  Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.	
<b>Intervention Population:</b>	Instructional coach works with all of our teachers on a variety of instructional-related topics.
<b>Person Responsible:</b>	Principal, Instructional Coach
<b>Implementation Plan of Action:</b>	
<b>Response:</b> <ul style="list-style-type: none"> <li>Gather baseline data from the fall Fastbridge Assessment.</li> <li>Instructional coach meets once weekly to lead grade-level PLCs, focusing on topics including instructional strategies, instructional planning, and data analysis.</li> <li>Instructional Coach completes walk-throughs to assess instructional needs.</li> <li>Instructional Coach also works with teachers on an individual basis to provide support. They provide individual professional learning and instructional modeling as needed.</li> <li>Gather Fastbridge data in the spring to evaluate this program.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Administrator participation in (and evaluation of) PLCs led by an instructional coach will be one way the success of this position is measured. Fastbridge data will be an additional measure of the successful impact of this position.
<b>What are the outcomes or milestones that will evaluate success?</b>	The end of the year outcomes will be measured by Fastbridge assessment. Fastbridge data will show growth of a minimum of 3% in Reading and Math.
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b> August 2023 <b>Middle of Year:</b> January 2024 <b>End of the Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due June 15, 2024</b>

PROFESSIONAL LEARNING	
MODEL	RESPONSES
<b>Goal:</b>	Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24 in Reading and math.
<b>Intervention/Strategy/Practice:</b>	<p>Professional Learning opportunities will be provided by the school and district to increase teachers' capacity to plan and rigorous and relevant learning activities.</p> <p>Professional Learning on will be provided on PLCs that focus on results, create a culture of collaboration, and ensure students learn.</p>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Marzano, R. J., Pickering, D., &amp; Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.</p> <p>Five Phases of Professional Development :North Central Regional Educational Laboratory  <a href="http://www.readingrockets.org/article/five-phases-professional-development">http://www.readingrockets.org/article/five-phases-professional-development</a></p> <p>A review of research on the impact of professional learning communities on teaching practice and student learning by Vicki Vescio, Dorene Ross, and Alyson Adams  <a href="http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf">www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	<p>Strong Evidence <input type="checkbox"/></p> <p>Moderate Evidence <input type="checkbox"/></p> <p>Minimal Evidence <input type="checkbox"/></p> <p>No ESSA Rating Exist: <input checked="" type="checkbox"/></p>
<b>Intervention Population:</b>	Administration and certified teachers
<b>Person Responsible:</b>	Instructional Coaches, Administration
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Gather information through walkthroughs, observations, classroom data, and surveys to determine professional learning needs</li> <li>2. Determine which staff will benefit from the professional learning session</li> <li>3. Identify objectives and measurable evidence for building teacher capacity and student achievement.</li> <li>4. Specify additional learning opportunities and follow-up sessions to support implementation; plan for differentiated opportunities when necessary</li> <li>5. Identify and allocate resources to properly support professional learning</li> <li>6. Determine how professional learning will be evaluated</li> </ol>	
<b>How will the success be measured? What is the school's theory of change for this intervention?</b>	<ul style="list-style-type: none"> <li>• Sign in sheets from each Professional Learning activity</li> <li>• Walkthrough Forms/Data</li> <li>• Evaluation Forms</li> <li>• FastBridge Assessment Data</li> </ul>
<b>What are the outcomes or milestones that will evaluate success?</b>	<p><b>Beginning of Year:</b> Fifty percent of the teachers will implement strategies demonstrated in Professional Learning based on the 1<sup>st</sup> nine weeks Instructional Coach walkthroughs.</p> <p><b>End of Year:</b> Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24.</p>
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> August 2023

	<b>Mid-Year:</b> January 2024
	<b>End of Year:</b> May 2024
	<b>Due June 15, 2024</b>
<b>Evidence-Based Evaluation</b>	

Instructional Supports, Books and Supplies	
MODEL	RESPONSES
<b>Goal:</b>	Students in grades K-5 will show at least a 3% increase on Fastbridge scale score from Fall 23 to Spring 24 in Reading and math.
<b>Intervention/Strategy/Practice:</b>	Incorporating technology and informational and Literary books into teaching and learning practices
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Why Do We Need Technology Integration?: The myriad benefits of integrating technology into the classroom. <a href="https://www.edutopia.org/technology-integration-guide-importance">https://www.edutopia.org/technology-integration-guide-importance</a></p> <p>Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf</a></p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf</a></p> <p><u>How to Get the Benefits of Interactive Notebooks in Digital Formats</u>  <a href="https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats">https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
<b>Person Responsible:</b>	Classroom Teacher, Paraprofessional, Administration
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Collect baseline data using formal and informal assessments.</li> <li>2. Establish benchmarks for the year.</li> <li>3. Incorporate the use of technology, books (informational and literary), and instructional supports into teaching and learning practices through various instructional practices to include:               <ol style="list-style-type: none"> <li>a. Whole Class Instruction- Whole class instruction brings teachers, techniques, students, and a shared learning goal together via direct, explicit instruction</li> <li>b. Small Group Instruction- Small group instruction usually follows whole group instruction to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio.</li> <li>c. Flexible Grouping-Flexible Grouping ensures that students are receiving instruction that is tailored to their individual needs. The groups change according to the results of informal/formal assessments. This model of instruction emphasizes intervention rather than remediation</li> <li>d. Extended Learning – Extended learning refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.</li> </ol> </li> <li>4. Progress monitor to analyze student learning and to assess effectiveness of the learning tools.</li> </ol>	

5. Adjust teaching and learning practices.
6. Progress monitor to analyze student learning and to assess effectiveness of the learning tools after adjustments
7. Complete a final assessment of student learning.
8. Communicate progress with parents, administrators, and other related staff.

<b>How will the success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured using formal and informal assessments. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be evaluated based on the meeting of the intervention/strategy goal.
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b> August 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due June 15, 2024</b>



TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
<b>Goal:</b>	To have at least 33% of parents participate in primary building parent capacity activities as measured by parent meeting attendance by the end of the 2023-2024 school year.
<b>Intervention/Strategy/Practice:</b>	<b>Building Parent Capacity using Primary and Secondary Resources</b>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region  <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf</a></p> <p>Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships  <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Convene an annual parent orientation that informs parents about the Title I Program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.</li> <li>2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school by implementing purposely-designed parent and family engagement opportunities that impact student achievement, providing interpreters for parents of EL students, and offering flexible meeting times.</li> <li>3. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that shares strategies and activities linked to the skills/focus areas in the efforts to build the capacity of the parents to complete the strategies/activities with their child effectively.</li> <li>4. Provide continuous communication to parents via / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal <b>or</b> newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships in a format and language that parents can understand.</li> <li>5. Provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children.</li> <li>6. Host schoolwide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success.</li> <li>7. Inform and invite parents to our Parent Resource Room that provides parents and families with a variety of materials (books, tip sheets, manipulatives, strategy cards, etc.) and resources to help support specific academic needs.</li> <li>8. Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the schoolwide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP.</li> </ol>	

## HEARD MIXON ELEMENTARY SCHOOL 2023 2024

<b>How will success be measured? What is the school's theory of change for this intervention?</b>	<p>We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program.</p> <p>We theorize that parents will become supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement.</p>
<b>What are the outcomes or milestones that will evaluate success?</b>	Higher grades and test scores, high school attendance, greater likelihood of graduating from high school, better chance of postsecondary enrollment, and fewer discipline issues.
<b>Evidence-Based Evaluation (Due June 15, 2024)</b>	

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

<b>TITLE I PARENT ENGAGEMENT PROGRAM</b>			
<b>MODEL</b>		<b>RESPONSES</b>	
<b>Goal:</b>		To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2023-2024 school year.	
<b>Intervention/Strategy/Practice:</b>		<b>Building Staff Capacity using Primary and Secondary Resources</b>	
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>			
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf</a>  Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>			
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>		Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>	
<b>Intervention Population:</b>		<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	
<b>Person Responsible:</b>		<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>	
<b>Implementation Plan of Action:</b>			
<b>Primary Method</b> In-Person Faculty Meeting	1 <sup>st</sup> Nine Weeks	Due by August 30 of each school year	Powerful Partnerships: Staff Parent and Family Engagement Orientation
<b>*Secondary Method</b> Handouts, Tip Sheets, Videos	2 <sup>nd</sup> Nine Weeks	Due by the end of the 2 <sup>nd</sup> nine weeks	Optional tools to address topics identified with the assistance of parents.
<b>Primary Method</b> In-Person Faculty Meeting	3 <sup>rd</sup> Nine Weeks	Due by January 31 of each school year	Powerful Partnerships: Building Powerful Partnerships: School Parent Compacts
<b>*Secondary Method</b> Handouts, Tip Sheets, Videos	4 <sup>th</sup> Nine Weeks	Due by the end of the 4 <sup>th</sup> nine weeks	Optional tools to address topics identified with the assistance of parents.
<b>How will success be measured? What is the school's theory of change for this intervention?</b>		We will measure the success by having each participating staff member complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program.  We theorize that our faculty and staff will provide high-quality customer service, honor and recognize families' funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture.	
<b>What are the outcomes or milestones that will evaluate success?</b>		Parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement.  The students' education becomes a shared responsibility.	
<b>Evidence-Based Evaluation (Due June 15, 2024)</b>			

**HEARD MIXON ELEMENTARY SCHOOL 2023 2024**

<b>TITLE I PARENT ENGAGEMENT PROGRAM</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	To have at least 33% of parents that offer input on our Title I Parent and Family Engagement Program as measured by the 2023-2024 Parent and Family Engagement Survey.
<b>Intervention/Strategy/Practice:</b>	<b>Parent Survey</b>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>Offer ongoing opportunities to build the capacity of parents and staff to work together as equal partners by focusing on the following areas: <ul style="list-style-type: none"> <li>Communication</li> <li>Building Parent Capacity Parent Involvement Workshops/Conferences/Activities</li> <li>Flexible Meeting Times</li> <li>Title I Parent Involvement Funds</li> <li>Building Staff Capacity</li> </ul> </li> <li>The Parent and Family Engagement Survey is designed to be a tool that produces family and staff capacity outcomes for Effective Family-School Partnerships that support student achievement and school improvement.</li> </ol>	
<b>How will the success be measured? What is the school's theory of change for this intervention?</b>	
We will measure the success of these sessions by having at least 33% of our parents and family complete survey at the end of the 2023-2024 school year. We theorize that parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students' education becomes a shared responsibility.	
<b>What are the outcomes or milestones that will evaluate success?</b>	
<b>Family and Staff Capacity Outcomes School and Program Staff Who Can:</b> <ul style="list-style-type: none"> <li>Honor and recognize families' funds of knowledge</li> <li>Connect family engagement to student learning</li> <li>Create a welcoming and an inviting school culture</li> </ul>	<b>Families who can negotiate multiple roles</b> Supporters Encouragers Monitors Advocates Decision Makers Collaborators
<b>2020-2021 Student Enrollment</b>	<b>372</b>
<b>2020-2021 # of Parents who took the survey</b>	<b>89</b>
<b>2021-2022 Student Enrollment</b>	<b>394</b>
<b>2021-2022 # of Parents who took the survey</b>	<b>215</b>
<b>2022-2023 Student Enrollment</b>	<b>413</b>
<b>2022-2023 # of Parents who took the survey</b>	<b>49</b>
<b>2023-2024 Student Enrollment</b>	
<b>2023-2024 # of Parents who took the survey</b>	