



FEDERAL PROGRAM GUIDANCE

N O V E M B E R 2 0 1 8

OFFICE OF FEDERAL PROGRAMS



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Vision

All Aviators will graduate prepared for life, college and careers.

Mission

Our mission is for all students to reach their fullest potential and become productive citizens through staff who establish high expectations, a safe, positive and engaging learning environment, and content that supports critical thinking, collaboration, communication and creativity.

Aviator Profile

Communicators - Ask thoughtful questions, listen well and are able to clearly and concisely express their thoughts and ideas.

Collaborators - Are able to compromise and work with people of all personality types and backgrounds to reach a common goal.

Critical thinkers - Have the ability to analyze and assess complex problems or situations and produce logical conclusions or solutions.

Creative innovators - Use imaginative and unique ideas to develop more efficient and effective methods of problem solving.

Caring citizens - Have selfless attitudes and strive to build stronger communities through civic pride, volunteerism and community involvement.

Courageous risk takers - Are not afraid to take chances in order to accomplish something greater or facilitate change, whether it involves their career, finances, personal life or society.



EVERY AVIATOR, EVERY DAY

Reppin' That



VALUE	BEHAVIOR	OUTCOME
HIGH PERFORMANCE We teach and learn at high levels	<ul style="list-style-type: none">• Think before we act• Own our work• Learn, Improve, Succeed	<i>All Aviators reach maximum Altitude</i>
LEADERSHIP We are engaged in the learning process at all levels	<ul style="list-style-type: none">• Be on target• Follow through on what we say• Act decisively	<i>All Aviators influence the course of others positively</i>
CARING CITIZENS We treat all people with respect and dignity	<ul style="list-style-type: none">• Seek first to understand• Speak our truth - even when it's hard• Care for and support those around us	<i>All Aviators earn trust</i>



TITLE 1: AN OVERVIEW

Purpose:

Title I, Part A (Title I) of the Every Student Succeeds Act (ESSA), provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to ensure that all children can achieve academic success. Title 1 is a federally funded program designed to help qualified students achieve proficiency in mastering Ohio's challenging academic achievement standards. The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and at a minimum, reach proficiency on challenging state academic achievement standards and assessments. Eligible entities receive Title I funds based primarily on U.S. Census data of low income students; however, services are provided to students identified as having the greatest need for assistance and most at risk of failing challenging state academic achievement standards. Our District offers schoolwide assistance programs for students who are identified for service. Currently Alliance Early Learning School, Parkway Elementary, Rockhill Elementary, Northside Intermediate and Alliance Middle School are schoolwide Title 1 buildings. We receive Title 1 funds to supplement instructional services at these buildings.

Title 1 Services:

The Title 1 program is a combination of pullout and push-in. Push-in means that the students participating in the Title 1 program remain in the general education classroom; the Title 1 teacher goes into the classroom to provide extra support. Pullout is moving the student to another classroom setting for small group or individual instruction. In both settings the instruction is supplemental. This means that the students receive instruction based upon educational needs using research-based strategies and/or interventions.

Staff:

Parents have the right to know the professional qualifications of the Title 1 Staff who instruct their child. This is called the 'Parents Right to Know'. The following is a list of what parents are entitled to know by law about their child's teacher:

- Whether the Ohio Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Ohio Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under the state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and if they do, their qualifications.

If you would like to receive any of this information, please call the Human Resources Department at 330-821-2100, extension 1216 or email fleischerce@alliancecityschools.org.

Parent Involvement:

Each schoolwide assistance building has developed its own Parent Involvement Plan. Each school also has a Parent Involvement Committee. Please see the BOE District Policy on page 9. Title 1 requires that an annual public meeting be held to disseminate information about the program. Our District also plans Title 1 Family Nights to provide an opportunity for families to learn how student learning in literacy and mathematics can be supported at home. Each year, we ask parents to complete a survey that helps us identify the strengths and weaknesses of our current federal programs and make revisions as needed for the next year. Parents of Title 1 students are informed that their child is eligible to receive services by Title 1 staff.



Shared Responsibility:

A school-student-parent compact outlines how the staff, student, and parent share the responsibility for student achievement when a child is enrolled in the Title 1 program. See the example on page 11. Ongoing communications between parents and the school, such as parent-teacher conferences, progress reports, phone calls and emails help keep the parent informed about student progress. Alliance City Schools is committed to two-way communication.

Federal and State Grant Funds:

Alliance City Schools submits funding applications for a variety of state and federal grants each year. These grants range from student programs to staff development. Part of the application process sometimes requires the District to seek input from Alliance Community members. If you would like to submit ideas or be a part of a committee if required, please send a notice in writing to the following address:

Superintendent
c/o Kim Reber, Federal Programs Coordinator
Alliance City Schools
200 Glamorgan Street
Alliance, OH 44601

Additional Federal and State Grant Funds

Title II-A

This program is intended to increase student academic achievement by improving the quality of teachers and principals by:

- increasing the number of highly qualified teachers in classrooms and reducing class size;
- increasing the number of highly qualified principals and assistant principals in schools;
- and, increasing the effectiveness of teachers and principals by holding local educational agencies and schools accountable for improvements in student academic achievement.

Title II, Part A provides agencies with the flexibility to use these funds to create ways to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders.

Continuing to improve student achievement and ensure that all students graduate prepared for life, college and careers requires that our teachers continually participate in professional development to hone their skills. Some professional development for the District is paid for with Title II-A funds. In addition, in grades one through three there may be a need for students to receive more individualized attention and instruction. Therefore, at times, Title II-A pays for a teacher to reduce class size in grades one, two or three.

Title III

This program is designed to improve the education of limited English proficient children and youth by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youth. Funds are distributed to states based on a formula that takes into account the number of immigrant and limited English proficient students in each state.

Here at Alliance City Schools, Title III funds support students for whom English is a second language. These funds are utilized to provide assessment and curriculum materials for students that are not proficient with the English Language. Title III funds are administered to our District through the Stark County Educational Service Center.



Title IV-A

These funds are for student support, academic achievement and enrichment. The District coordinates these services to provide after school intervention and enrichment for students attending Parkway and Rockhill Elementary Schools and Northside Intermediate School.

Title VI-B IDEA

A school district must use Part B funds only for the excess costs of providing special education and related services to children with disabilities except where IDEA specifically provides otherwise. These funds are to be used for the purpose of providing for the education and services of students with a disability, to strengthen education, drive reforms and improve results for students' ages 3 through 21. These funds may be used to help provide instruction, support, intervening services, etc.

These are supplementary special education funds. Services are coordinated with the Special Education Department to provide the most appropriate program for all special needs students. Title 1 and Title VI-B work together to address the needs of all students and to maximize their learning potential.

IDEA Early Childhood Special Education

Districts and schools must use Part B 619 funds (also called Early Childhood Special Education funds) only for the excess costs of providing special education and related services to children with disabilities ages 3-5, except where IDEA specifically provides otherwise. These funds may support children ages 3-5 with grade levels of either preschool or kindergarten.

Title 1 services are coordinated with Special Education Services to provide the most appropriate programs for all students in early childhood. The programs work together to address the needs of our youngest students to give them the best possible start.

ECE - Public Preschool Grant

The Early Childhood Education Grant provides high-quality preschool services to eligible children in order to prepare children for success in kindergarten. The state-funded grant is awarded to preschool programs that are required to provide comprehensive services that support a child's growth and learning using developmentally appropriate practices.

The purpose of ACS' program is to involve children in learning activities appropriate for their developmental stage and to prepare them for the transition between preschool and kindergarten. A Preschool Coordinator is assigned and coordinates preschool with public kindergarten classes. These monies help fund our preschool, making preschool available to students of low income families, providing educational opportunities, so all children get off to a great start in their school career.



Perkins

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), define career and technical education (CTE) as organized educational activities that offer a sequence of courses that:

- provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
- provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than remedial course) that meet the requirements of this subparagraph; and
- include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

At ACS, Perkins funds support Career Technical education at Alliance High School to support students ensuring that they receive a high-quality career technical education so they will graduate with relevant knowledge, skills, proficiency and credentials to continue their career tech path in college or go right into the working field.

Title 1 and Classroom Teacher Coordination

The following activities represent classroom teachers and Title 1 Teacher/Tutor coordination activities:

- All students in a Title 1 building are monitored multiple times throughout the year to determine academic levels and skill deficits. They are then grouped together by academic performance data.
- Classroom teachers and Title 1 Teachers/Tutors work together to determine student's educational needs and services that will be provided to students who are struggling to address their individual needs. Title 1 Teachers/Tutors are given information from grade level and department meetings to help determine services and interventions for students.
- Intervention and/or enrichment services are delivered using the District's Response to Intervention Model (RTI).
- Classroom Teachers and Title 1 Teachers/Tutors meet to plan and align instruction, interventions/enrichments and core content standards for all students.
- Grade Level/Department meetings are held to discuss specific children's progress.
- Classroom Teachers and Title 1 Teachers/Tutors share information about student progress based on formative and summative data, iReady scores and instruction.
- Classroom Teachers and Title 1 Teachers/Tutors work with their Building Leadership Team, Administrators, and District Leadership to evaluate the building's progress towards stated goals and the effectiveness of implemented strategies and services. When determined needed, revisions are made to address the building and student needs.
- Suggestions for working effectively with parents are shared with classroom Teachers and Principals at the Title 1 schools. Our goal is to build partnerships between home and school. Parents are notified quarterly of their child's progress.



BOE Policy

Section 2000 Program

Title PARENT AND FAMILY INVOLVEMENT

Numberpo2111

Status Active

Adopted September 21, 1993

Last Revised December 15, 2009

2111 PARENT AND FAMILY INVOLVEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decisionmakers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

In accordance with statute and the State Board of Education Parent and Family Involvement Policy, use of the term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

In cultivating partnerships with families and communities, the Board is committed to the following:

A. Relationships with Families

1. cultivating school environments that are welcoming, supportive, and studentcentered; 4
2. providing professional development for school staff that helps build partnerships between families and schools; 2,3, 4
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; 2,3
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. 3

B. Effective Communication

1. providing information to families to support the proper health, safety, and wellbeing of their children;
2. providing information to families about school policies, procedures, programs, and activities; 2,3, 4
3. promoting regular and open communication between school personnel and students' family members; 1,
4. communicating with families in a format and language that is understandable, to the extent practicable; 2,3
5. providing information and involving families in monitoring student progress; 3
6. providing families with timely and meaningful information regarding Ohio's academic standards, State and local assessments, and pertinent legal provisions; 2,3,4
7. preparing families to be involved in meaningful discussions and meetings with school staff. 2,3,4

C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their children's school activities; 1,3
2. supporting other needs, such as transportation and child care, to enable families to participate in schoolsponsored family involvement events. 3,4



D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at home learning and success in school; 1,2,3,4
2. working with families to establish learning goals and help their children accomplish these goals; 1
3. helping families to provide a school and home environment that encourages learning and extends learning at home. 1,2,4

E. Involving Families in Decision Making and Advocacy

1. involving families as partners in the process of school review and continuous improvement planning; 3,4
2. involving families in the development of its Districtwide parent involvement policy and plan, and distributing the policy and plan to families. 2,3,4

F. Collaborating with the Community

1. building constructive partnerships and connecting families with communitybased programs and other community resources; 2,3,4
2. coordinating and integrating family involvement programs and activities with District initiatives and communitybased programs that encourage and support families' participation in their children's education, growth, and development. 2,3,4

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

1Indicates R.C. 3312.472 State Requirements

2Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

3Indicates Title I Section 1118 parent involvement requirements

4Indicates State Board Parent and Family Involvement Policy recommendations

Legal 1

Indicates R.C. 3312.472 State Requirements

2Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

3Indicates Title I Section 1118 parent involvement requirements

4Indicates State Board Parent and Family Involvement Policy recommendations

R.C. 3313.472



Example

SCHOOL/PARENT/STUDENT COMPACT

ROCKHILL ELEMENTARY SCHOOL

2018/2019

This compact is simply an agreement between the school, parent(s)/guardian(s), and students. This compact is sent out every year by all of the buildings in our district. Please sign the bottom of this form and return it to the school. If you have any questions, please phone the school office.

Learning can take place only when there is a combination of interest, effort and motivation. We should all be committed to student's progress and we pledge to do our best to build a partnership to help each student achieve high standards. This compact is an agreement to share responsibility for student achievement and work together toward this goal.

As a parent/guardian I agree to...

- Be sure my child attends school daily and on time with necessary materials;
- Be an active partner and communicate regularly with school staff;
- Establish a time and place for homework and verify that it is completed;
- Be sure my child is rested, fed and properly dressed;
- Support the school in their efforts to maintain proper discipline.

As a student I agree to...

- Attend school regularly and be on time;
- Work hard to do my best in class;
- Complete and return homework assignments;
- Follow the school rules for conduct;
- Ask questions when I do not understand something;
- Respect myself as well as others.

As a teacher I agree to...

- Show that I care about all students;
- Provide high quality instruction in a supportive learning environment;
- Make classroom rules and discipline plans clear to students and parents;
- Provide homework assignments that will reinforce classroom instruction;
- Communicate and partner with families to support students' learning;
- Notify parents of any change in attendance, achievement, grades or behavior.

As a principal I agree to...

- Encourage all staff to welcome parents/guardians to the school and invite their participation at meetings, parent-teacher conferences and all special activities.
- Provide an environment that enhances learning and allows for positive communication between the teacher, parent/guardian and student.

We agree to RESPECT each other in carrying out this compact.

Please cut at the line above and return the bottom of this sheet. Thank you!

We have read this compact and agree by signing below to carry out our responsibilities as stated in the compact.

Teacher: _____ Principal: _____

Parent: _____ Student: _____



CORE INSTRUCTIONAL PROGRAMS FOR ENGLISH LANGUAGE ARTS (ELA)

SUCCESS FOR ALL FOUNDATION: READING ROOTS, GRADES PK-1 GETTING ALONG TOGETHER, GRADES 1-5

Success for All Schoolwide Programs are whole-school comprehensive programs for schools that want a schoolwide plan to increase student achievement. Success for All Targeted Programs have a narrower focus for schools that have identified targeted areas for improving student achievement. Targeted Programs are based on the same research-proven core elements as our whole-school programs, but provide focused strategies for improving a single subject area. These targeted intervention programs are affordable, easy to implement and proven effective in boosting student achievement.

Reading Roots is a 90-minute comprehensive program that targets the needs of beginning readers. It is a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension.

Getting Along Together is a program developed by the Success for All Foundation, Harvard University, and the University of Michigan that helps students build social and emotional skills (SEL) and apply them both in and out of the classroom. *Getting Along Together* has a three-pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Collectively, these skills and strategies create a peaceful school environment where students are empowered to manage their own behavior, decrease conflict, and increase receptivity to learning. *Getting Along Together* helps students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems.

All SFA programs ensure that students, parents, teachers, and administration are aligned to be a part of the solution, and successful. Both the schoolwide and the targeted programs share the same core elements.

Reprinted from SFA website: <http://www.successforall.org/>

McGRAW-HILL EDUCATION: WONDERS, GRADES 2-5 WONDERWORKS, GRADES 4-5

The *Wonders* literacy programs provide students equity of access to rich texts and rigorous instruction - whether in the core classroom, an English language learner, or benefiting from intervention support. Through research-tested strategies, purposeful technology, and powerful data that informs instruction, *Wonders* supports efforts to guide students to success.

Wonders connects the classroom to core standards, inspiring literature, and the world with this comprehensive literacy program. *Wonders* is a comprehensive K-6 ELA/ELD program built on new standards. Through its intentional instruction, inspiring content, and purposeful technology, *Wonders* prepares all students for college and career in the 21st century.

WonderWorks is a flexible literacy intervention program, grounded in research, that provides scaffolded support designed to accelerate students back to grade level. *WonderWorks* links intervention to the core *Wonders* content, reinforcing the same essential question, topic, skills, and strategies. Through research-based, data-driven, systematic instruction, the program rapidly accelerates students back to grade level instruction. Daily diagnostic checks provide teachers with prescriptive data to drive instruction. *WonderWorks* complements any English Language Arts curriculum.

Reprinted from MHE website: <https://www.mheducation.com/home.html>



PEARSON: MY PERSPECTIVES, GRADES 6-8

My Perspectives ELA is a Grades 6-12 student-centered curriculum that provides a connected approach to improving student learning and achievement. It values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Pearson program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *My Perspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

Students will encounter authors' perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *My Perspectives*, they will formulate - and defend - their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

My Perspectives...

- promotes student ownership of their learning through goal setting, student choice, and reflection
- encourages social collaboration
- links together knowledge, skills and learning behaviors
- is backwards designed from defined learning outcomes with learning activities, instruction, and assessments-- always feeding back to the Performance Tasks and Performance-Based Assessment
- provides opportunities to personalize for learning in response to student performance and need

My Perspectives is built around the standards and focuses on a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, *My Perspectives* transforms the classroom of today into a dynamic learning environment that prepares each student for college and career success.

Reprinted from Pearson website: <https://www.pearson.com/us/prek-12.html>

HOUGHTON MIFFLIN HARCOURT: READ 180, GRADES 4-8 SYSTEM 44, GRADES 4-5

As the leading blended learning solution, *READ 180*® helps students who are two or more years behind become active, accomplished readers. By bringing teachers, families, and adaptive technology together, it meets students on their unique paths to provide a truly personalized experience. Developed using the latest cognitive neuroscience, *READ 180* changes the brains of struggling readers by helping different parts work together more effectively. With a fresh, intuitive experience, the new *READ 180* is in a class by itself.

With its blended learning approach, *READ 180* gives everyone in the classroom the unique tools they need to thrive anytime, anywhere. Students and teachers can customize the learning experience using informative assessments and a flexible rotation model that combines traditional and online instruction.

By placing students in the driver's seat, *READ 180* motivates struggling readers to take an active part in their



success. Through structured, systematic instruction, students gain independence in the classroom as they explore content that excites them - opening the door for a new relationship with reading.

Technology is a powerful engine in making personalized learning effective, but teachers hold the key to ensuring that students embrace lifelong learning. That's why *READ 180* places teachers at the heart of the program's implementation. With an army of tools at their fingertips - outlined in the Blended Learning Handbook go-to guide - teachers can do what they do best: teach with confidence and purpose.

For students who need more support overcoming reading challenges, our System 44® companion program can be integrated seamlessly into the *READ 180* classroom. By focusing on three key components, *System 44* delivers just-in-time intensive intervention and a supportive learning environment that the most challenged readers urgently need.

System 44's instructional model is holistic, providing everything students and teachers need for simple, clear instruction and classroom engagement, including digital tools, real-time data, implementation support, and professional learning. *System 44* is designed to address the instructional needs of teachers while helping students meet the rigorous expectations of new standards and assessments.

Reprinted from HMH website: <https://www.hmhco.com/programs/read-180-universal>

CORE INSTRUCTIONAL PROGRAMS FOR MATHEMATICS

GREAT MINDS: EUREKA MATH, GRADES PK-5

The material *Eureka Math* is based on was originally created through a partnership with the New York State Education Department. Their expert review team, including renowned mathematicians who helped write the new standards, progressions, and the much-touted "Publisher's Criteria," strengthened an already rigorous development process.

Eureka Math was written by a team of teachers and mathematicians who took great care to present mathematics in a logical progression from grade PK-12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, *Eureka Math* will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

While many curricula and textbooks on the market today describe themselves as being "aligned" with the new standards, the content is virtually unchanged from the past. Publishers have merely associated elements of the outdated content with various new standards. *Eureka Math* was developed specifically to meet the new standards and is the only comprehensive curriculum fully aligned with the standards for grades K-8, according to EdReports.org.

It's not enough for students to know the process for solving a problem; they need to understand why that process works. Teaching mathematics as a "story," *Eureka Math* builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

Reprinted from Great Minds website: <https://greatminds.org/math/about-eureka>



HOUGHTON MIFFLIN HARCOURT: GO MATH!, GRADES 6-8

Engaging today's students, *GO Math!* provides a wealth of differentiated instruction resources across interactive platforms. The 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) transforms planning and teaching and develops mathematical understanding in students. *GO Math!*'s focused, balanced, and rigorous instruction encompasses the intent of the math standards. Supported by the best available digital course management and presentation tools, teachers are able to facilitate in-depth understanding of standards-based content. Performance Tasks are available to be used as assessments or capstone activities for students to demonstrate their understanding of concepts.

GO Math! provides a seamless path to ensure that students can access content at appropriate levels of depth and rigor. A wealth of resources for the classroom and beyond provide the tools students need to embrace math and succeed in high-stakes assessments.

GO Math!'s teaching tools enable teachers to deeply engage students, meeting them where they are and gradually improving their conceptual understanding, fluency, and application. The *Teacher Edition* is organized by learning progressions and supports standards-based instruction through explanation of best practices and directions detailing how to incorporate program components. The *Personal Math Trainer (PMT)* enables teachers to determine students' learning style, pace, and needs to target individualized assignments. The *Online Teacher Edition* provides point-of-use Questioning Strategies, teaching tips, additional activities, and Professional Development videos. Formative and Summative assessments ensure students get the support they need and make progress.

GO Math! has been rigorously tested in the classroom, and the results, complemented by the Harvard University Center for Educational Policy study, show significant achievement gains.

Reprinted from HMH website: <https://www.hmhco.com/programs/go-math>



Alliance City Schools

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