

Success at Harbins Elementary Gwinnett County Schools



- Details of Study**
- Early Intervention Program
 - 10 Kindergarten students
 - 7 boys and 3 girls
 - Supplemental instruction
 - 90-Day study
 - 40 minutes per day



Bridget Saldana
Early Intervention Program Teacher - Kindergarten
Harbins Elementary | Gwinnett County Public Schools, GA

The Early Intervention Program (EIP) | Georgia DOE
Designed to serve students who are at risk of not reaching or maintaining academic grade level.



Results of the Early Intervention Program using Alive Studios' Supplemental Resources

	Before Boot Camp Percentage Known	After Boot Camp Percentage Known	
Uppercase Letters (26)	33%	86%	Over 2x
Lowercase Letters (28)	28%	74%	Over 2x
Uppercase Letter Sounds (31)	15%	57%	Over 3x
Lowercase Letter Sounds (31)	13%	53%	Over 4x

*"This program is HIGHLY engaging!
I have enjoyed using a letter/sound acquisition
program that gets kids excited."*

~ Bridget Saldana



1. Tell us about the students who were in this case study.

Answer: I was asked to lead the Early Intervention Program for Harbins Elementary. There were ten children who qualified to be in the program: I had seven boys and three girls, none of whom were ELL.

2. How did you use Alive Studios' resources with the children?

Answer: I did one letter lesson every day (schedule permitting and sometimes we had to do two days due to timing). We did the circle chart daily, used the alphabet chart daily, used Letters alive with sentences, and then the writing practice, followed by receiving the Zoo Baby Animal Badges for their necklace each day.

4. What are the ELA Skills that you measured with your students to prove success in this Study?

Answer: Uppercase and Lowercase Letter Recognition as well as Letter Sound Recognition by Uppercase and Lowercase

5. Overall, how did you and the students like Alive Studios' supplemental resources?

Answer: The program was HIGHLY engaging. My kiddos loved the interactive piece and were eager to meet our newest zoo addition each day. The use of the sentences about what each animal "is" and "can" do routinely helped them to build up their sight words and reinforced important concepts of print. As we are beginning our reading groups, I can see that they need less support reading left to right as in the past and have many more sight words, including their color words which is not normally the case. As we have been doing shared writing, they are much more familiar with beginning with a capital letter and the use of a period. I have enjoyed using a letter/sound acquisition program that gets kids excited. The system has been a great supplement to the strategies we were already using.

