



Sales Training

June 11, 2019 Meeting



AGENDA

10:15 – 1:30

- Outcomes and Expectations
- What's New – Games, INSIGHT
- What's Different
- Q & A
- How to Sell
- Wrap Up and Questions



IgniteTM
by hatch

Did you know...?

40% of students entering kindergarten fall below national standards in literacy skills? The gap remain at age 10 and continues through high school. **YOU have the power to change that!** And Ignite by Hatch can help!



helps teachers

ASSESS individual progress of each student
CUSTOMIZE lessons to skill levels
MEASURE success and track progress
INVOLVE parents in student education

Ignite by Hatch **SAVES YOU TIME** and
HELPS STUDENTS LEARN!



What's New – The Student Experience

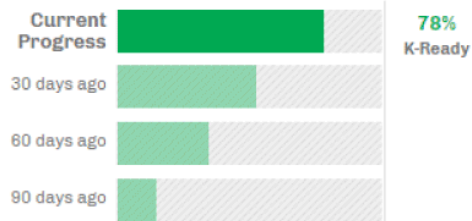
Log-in	<ul style="list-style-type: none">• Selects their picture and can log-in at school or from parent's device at home
Imagery and animation	<ul style="list-style-type: none">• Modern characters, photos, and animations
Avatars and customization	<ul style="list-style-type: none">• Students create a buddy (avatar) and can then customize the avatar's appearance (clothing, accessories) after completion of a game set
Choice	<ul style="list-style-type: none">• Students are given the opportunity to choose between 2 game options presented to them at the start of a game set
Interactive game mechanics	<ul style="list-style-type: none">• Multiple options – touch, tap, drag, swipe – to support different levels of fine motor skill development and to encourage interaction• Game inputs, i.e. multiple tapping, increases level of animation
Rewards	<ul style="list-style-type: none">• Students play a game set (3 games) and get a star between each game. At the end of the game set they can choose a customization for their avatar.
Micro-feedback	<ul style="list-style-type: none">• Micro-feedback increases engagement and helps with understanding the game



The Tree House: Where Students get to choose the game they want to play

Current Class Progress [?]

This is the **average progress** of your class:



[View Class Progress Report ▶](#)

Play Schedule [?]

These students should play today.

- Sarah H. | 0 minutes played
- Valentina R. | 3 minutes played
- Camila G. | 4 minutes played
- Alejandro L. | 4 minutes played

[View Play Time Report ▶](#)

Small Group Activity [?]

These students need practice with **Alphabet Knowledge**



[View Activity](#)

[Next Activity](#)

[View All Small Group Activities ▶](#)

Progression Issues [?]



Self-Identity



Emergent Writing

[View Issues to Take Action ▶](#)

Average Play Time [?]

Over the last **7 days** children played:

9 minutes

In order to reach k-readiness by year's end students should play **30 minutes each week.**

[View Play Time for All Students ▶](#)

Teaching Strategies^{GOLD}

72%

of students are matched to GOLD profiles.

Total Documents Sent:

78304

[Manage GOLD Connection ▶](#)

Class Overview

Print Report

Switch to iStartSmart Skills 

Progress to K-Readiness

■ Average Skill Progress ■ Progress Issue Detected ■ Progress in Spanish

Press a student's name or progress bar to view their progress in each skill.

Subdomain: All Subdomains

Do you find this report useful?



Student Name	Average Skill Progress	Progress Issue Detected	Progress in Spanish	Total Progress
Sheree W.	29%	0%	0%	29%
David G.	18%	0%	0%	18%
Cesar M.	16%	0%	0%	16%
Henry K.	16%	0%	0%	16%
Jack B.	16%	0%	0%	16%
Daniela R.	14%	0%	0%	14%
Maya T.	14%	0%	0%	14%
Miguel C.	11%	0%	0%	11%
🔒 Sophia V.	7%	7%	0%	7%
Luis S.	0%	0%	0%	0%

Progression Issues Report

Progression Issues

Progression Events

A skill is marked as challenged for a child who answers less than 50% correctly during a game. To help, try pressing the "Classroom Activity" button, which leads to a non-technology lesson specific to that skill.

Thursday, May 23		Skill challenged	% Correct	
Sophia V.	10:15 a.m.	Alphabet Knowledge	20%	Classroom Activity
Sophia V.	10:12 a.m.	Physical Science	10%	Classroom Activity
Bliss Q.	10:02 a.m.	Blending	10%	Classroom Activity
Bliss Q.	9:55 a.m.	Earth Science	30%	Classroom Activity
Bliss Q.	9:50 a.m.	Comparing Quantities	20%	Classroom Activity
Fergus M.	9:48 a.m.	Measurement	10%	Classroom Activity
Fergus M.	9:45 a.m.	Concepts of Print	30%	Classroom Activity

Wednesday, May 22		Skill challenged	% Correct	
Felicia K.	9:55 a.m.	Addition	10%	Classroom Activity
Felicia K.	9:50 a.m.	Community Awareness	30%	Classroom Activity
Felicia K.	9:48 a.m.	Spatial Relations	20%	Classroom Activity
Fergus M.	9:45 a.m.	Emergent Writing	10%	Classroom Activity

Tuesday, May 21		Skill challenged	% Correct	
Sophia V.	10:02 a.m.	Vocabulary	10%	Classroom Activity
Jacob H.	9:55 a.m.	Self-Care	30%	Classroom Activity
Bliss Q.	9:45 a.m.	Listening & Understanding	20%	Classroom Activity
Fergus M.	9:41 a.m.	Physical Science	10%	Classroom Activity

Sunday, May 20
No events

Saturday, May 19
No events

Friday, May 18		Skill challenged	% Correct	
Mary B.	10:11 a.m.	Vocabulary	30%	Classroom Activity
Stella R.	9:52 a.m.	Receptive Language	20%	Classroom Activity
Bliss Q.	9:47 a.m.	Counting & Numeral Recognition	10%	Classroom Activity
Charlotte N.	9:43 a.m.	Segmenting	30%	Classroom Activity

[See All Skill Activities](#)

Psst. Did you know you can play a challenged skill with a student using Guided Practice?



Child Progress ?



Milo Fitzpatrick



[View Skill Progress ▶](#)

Practice Together!

You can support skill progress by practicing these skills:



Social Studies



Science & Technology

[View Skill Activities ▶](#)

Child Gallery ?



- **Ignite Domains** – Is equivalent to SSA 'Skill Families'
- **Ignite Sub-domains** – A new higher level learning objective that contains a group of related skills
- **Ignite Skills (with levels)** –
 - Each skill is a scaffolded objective under its corresponding sub-domain
 - Not directly scaffolded with a separate set of opportunities per skill level like in SSA
 - A skill and a game will not always be 1:1 as it is in SSA
 - Opportunities within each game are scaffolded rather than having a different set of opportunities for each skill level (like SSA)

Ignite Example:

- **Domain** – Mathematics
- **Sub-Domain** – Counting and Numeral Recognition — *Verbally reciting the number list without the presence of physical objects and recognizing written numerals from 1 to 10*
- **Skills/Skill Levels** -
 1. *Beginning:* Listens to verbal counting up to 10
Number words are said in the correct order and with or without pausing between words.
 2. *Emerging:* Repeats/recites number words aloud up to 20; in the correct order (and with pauses between each word)
 3. *Intermediate:* Repeats/recites the number words backwards in the correct order from 10 to 1
 4. *Accomplishing:* Names which number comes directly before or after in the count list
 5. *Proficient; Kindergarten Ready:* Recognizes written numerals from 1 to 10

ISS-SSA - Skill Families & Skill Development Areas

Shell Squad Adventures Skills

28-36 Months

Phonological Awareness	Alphabet Knowledge	Language Development	Numeric Operations	Logic & Reasoning
Sentence Segmenting Initial Sounds Blending Compound Words Segmenting Compound Words Onset Rime Deleting Onset and Rime Blending Sounds in Words	Letter Recognition	Language Vocabulary Spatial Skills Measurement	Counting Foundations Numeral Recognition Sequence Counting Objects in a Set Addition Subtraction Addition Up to Ten Subtraction from Ten	Common Shapes Sorting Patterning

36-41 Months

Phonological Awareness	Alphabet Knowledge	Language Development	Numeric Operations	Logic & Reasoning
Sentence Segmenting Initial Sounds Blending Compound Words Segmenting Compound Words Onset Rime Deleting Onset and Rime Blending Sounds in Words	Letter Recognition	Language Vocabulary Spatial Skills Measurement	Counting Foundations Numeral Recognition Sequence Counting Objects in a Set Addition Subtraction Addition Up to Ten Subtraction from Ten	Common Shapes Sorting Patterning

41+ Months

Phonological Awareness	Alphabet Knowledge	Language Development	Numeric Operations	Logic & Reasoning
Sentence Segmenting Initial Sounds Blending Compound Words Segmenting Compound Words Onset Rime Deleting Onset and Rime Blending Sounds in Words	Letter Recognition	Language Vocabulary Spatial Skills Measurement	Counting Foundations Numeral Recognition Sequence Counting Objects in a Set Addition Subtraction Addition Up to Ten Subtraction from Ten	Common Shapes Sorting Patterning

Scaffold Level Key



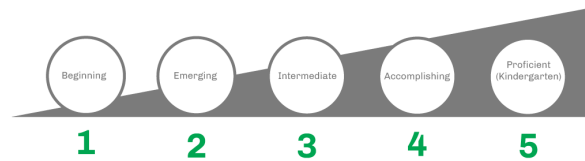
Tutorial Emerging Developing Developed Completed

Scope & Sequence

The Domains are listed from left to right in order of their appearance in the scaffold.

Domains	Social Studies	Science & Technology	Social-Emotional Development	Language & Communication	Physical Development	Mathematics	Phonological Awareness & Phonics
Sub-Domains	<ul style="list-style-type: none"> Self-Identity Community Awareness 	<ul style="list-style-type: none"> Life Science Physical Science Earth Science Simple Tools & Technology 	<ul style="list-style-type: none"> Emotional Functioning Social Problem Solving 	<ul style="list-style-type: none"> Listening & Understanding Receptive Language Vocabulary Expressive Language Concepts of Print Emergent Writing 	<ul style="list-style-type: none"> Self-Care Nutrition Health & Safety 	<ul style="list-style-type: none"> Counting & Numeral Recognition Set Counting & Cardinality Comparing Quantities Ordering Quantities Addition Subtraction Spatial Relations Geometry Measurement Classification & Data Patterns & Algebra 	<ul style="list-style-type: none"> Segmenting Alliteration Alphabet Knowledge Blending Rhyming Comprehension

Each Sub-Domain contains 5 different skills that increase in difficulty. At least one game (sometimes more) presents each skill.





Ignite™ by Hatch Aligned to GOLD® Objectives

SOCIAL-EMOTIONAL	LANGUAGE	LITERACY	MATHEMATICS
1. Regulates own emotions and behaviors	8. Listens to and understands increasingly complex language	15. Demonstrates phonological awareness, phonics skills, and word recognition	20. Uses number concepts and operations
a. Manages feelings	a. Comprehends language	a. Notices and discriminates rhyme	a. Counts
b. Follows limits and expectations	b. Follows directions	b. Notices and discriminates alliteration	b. Quantifies
c. Takes care of own needs appropriately	9. Uses language to express thoughts and needs	c. Notices and discriminates discrete units of sound	c. Connects numerals with their quantities
2. Establishes and sustains positive relationships	a. Uses an expanding expressive vocabulary	d. Applies phonics rules and knowledge of word structure to decode text	d. Understands and uses place value and base ten
a. Forms relationships with adults	b. Speaks clearly	16. Demonstrates knowledge of the alphabet	e. Applies properties of mathematical operations and relationships
b. Responds to emotional cues	c. Uses conventional grammar	a. Identifies and names letters	f. Applies number combinations and mental number strategies in mathematical operations
c. Interacts with peers	d. Tells about another time or place	b. Identifies letter-sound correspondences	21. Explores and describes spatial relationships and shapes
d. Makes friends	10. Uses appropriate conversational and other communication skills	17. Demonstrates knowledge of print and its uses	a. Understands spatial relationships
3. Participates cooperatively and constructively in group situations	a. Engages in conversations	a. Uses and appreciates books and other texts	b. Understands shapes
a. Balances needs and rights of self and others	b. Uses social rules of language	b. Uses print concepts	22. Compares and measures
b. Solves social problems	COGNITIVE	18. Comprehends and responds to books and other texts	a. Measures objects
PHYSICAL	11. Demonstrates positive approaches to learning	a. Interacts during reading experiences, book conversations, and text reflections	b. Measures time and money
4. Demonstrates traveling skills	a. Attends and engages	b. Uses emergent reading skills	c. Represents and analyzes data
5. Demonstrates balancing skills	b. Persists	c. Retells stories and recounts details from informational text	23. Demonstrates knowledge of patterns
6. Demonstrates gross-motor manipulative skills	c. Solves problems	d. Uses context clues to read and comprehend texts	SCIENCE AND TECHNOLOGY
7. Demonstrates fine-motor strength and coordination	d. Shows curiosity and motivation	e. Reads fluently	24. Uses scientific inquiry skills
a. Uses fingers and hands	e. Shows flexibility and inventiveness in thinking	19. Demonstrates writing skills	25. Demonstrates knowledge of the characteristics of living things
b. Uses writing and drawing tools	12. Remembers and connects experiences	a. Writes name	26. Demonstrates knowledge of the physical properties of objects and materials
	a. Recognizes and recalls	b. Writes to convey meaning	27. Demonstrates knowledge of Earth's environment
	b. Makes connections	c. Writes using conventions	28. Uses tools and other technology to perform tasks
	13. Uses classification skills		SOCIAL STUDIES
	14. Uses symbols and images to represent something not present		29. Demonstrates knowledge about self
	a. Thinks symbolically		30. Shows basic understanding of people and how they live
	b. Engages in sociodramatic play		31. Explores change related to familiar people or places
			32. Demonstrates simple geographic knowledge
			THE ARTS
			33. Explores the visual arts
			34. Explores musical concepts and expression
			35. Explores dance and movement concepts
			36. Explores drama through actions and language
			ENGLISH LANGUAGE ACQUISITION
			37. Demonstrates progress in listening to and understanding English
			38. Demonstrates progress in speaking English

Aligns to:

- 25 Objectives
- Or -
- 41 Items



KEY	
✓	Ignite Sync
✗	Photo or Video
△	Outside of our Age Range
○	Teacher Notes



Game Selection & Progression rules

- **Progression is linear** - there is a specific order the games are displayed which moves the students between domains and sub-domains rather than keeping them in a single domain or sub-domain scaffold
- **Shorter games** – games are now considerably shorter than SSA targeting 3-5 minutes per game to complete
- **Game set** - games are displayed in sets of three before the students are provided a reward (a choice of gear for their buddy)
- **Game choice:** students choose where they start their game set (game 1 or 2); If they pick 1, then their set is 1,2,3- if they pick 2 their set is 2,1,3



Game Selection & Progression rules

- **Positive progress** – students that answer 80% or more questions correctly in a game will pass that game and move to the next game in the system
 - **Lock** – students that get less than 80% correct in a game will be locked out of that game for a day then allowed to attempt it again the next day
 - Alerts will be designed in Insights and by email to tell the teacher when a child locks in a game once, and when it has happened multiple times.
 - **Progression Considerations** – to determine the next three games that a student will play the system
 1. Excludes games the student has passed with 80% or more correct
 2. Excludes games that the student has been locked out of in the last 8 hours
 3. Excludes games that the student has not yet passed all game prerequisites with 80% or more correct
- No games available?** – The system will remove the exclusion on 'passed games' and allow the child to play games they have previously passed with 80% or more correct



Game Area

Manage Children

Guided Practice

View Reports

Hatch Hub

Today's Suggested Play Schedule ?

Billy J.



Needs a photo to play!

Add One Now

Carlin B.



Needs a photo to play!

Add One Now



21%

Time this Week: 0 min



8%

Time this Week: 3 min



K-Ready! ★

Time this Week: 4 min



60%

Time this Week: 6 min



30%

Time this Week: 9 min



82%

Time this Week: 11 min



60%

Time this Week: 16 min



60%

Time this Week: 32 min



What's Different – Stakeholder Functionality

Role	Old	New
Super Admin	Role doesn't exist	The super admin role is <u>view only</u>. They can view <u>aggregate data</u> reports from several orgs – permission from each org is required – but cannot add new entries (role is more restrictive than org admin; not the same as being an admin of two orgs)
Org Admin	<p>Have the ability to:</p> <ul style="list-style-type: none"> • View all schools, classes, and students in aggregate for the entire org • Add /edit /view schools, classes, school admin users, teacher users, students, devices • Move students between classes and assign students to classes, carry over students from a prior school year, • Assign devices to classes • Activate or re-activate a HatchSync license for the organization • Unlock students who are locked out of skills • View archive reports, organization overview report, School overview report, school comparison report over time, device overview report • View only a student's first name and first initial of their last name and their age and no picture • View a Utilization Panel indicating how many of their schools have recently used iStartSmart and the % of classes in their schools that have students added. They can view further details regarding the number of sessions in the last 7 days and the average child progress to k-readiness for the school • View the Org k-readiness at a high level, and then drill down to view each school or to filter by a specific skill • View the number of active devices in their organization and drill down further to see on a school level the number of devices that have not recently sync'ed • View number of students with progression issues in their schools and drill down to see the number locked and regressed by school • View the average play time of the students in their schools over the last 7 days then drill down to view the average per school and view the total play time of the students in each school • If the org has a HatchSync License, view the % of students matched to GOLD profiles and how many total documents were sent, and drill down to view the # of teachers, classes, students, %matched and docs sent per school. 	<p>The org administrators play a really big and important role now. They will be required to add teachers for teachers to activate the product.</p> <p>In addition to all current functionality, org admins can now</p> <ul style="list-style-type: none"> • Import schools, school admins, teachers, students and assign them to classes • <u>Move students from one school to another within the same org</u> • Edit / manually override imported data • New dashboard in INSIGHTS - can now see <ul style="list-style-type: none"> • how many times the school admin logs in • Org utilization; org readiness toward k-readiness; progression levels within schools • More detail on TSG – entire view of schools – can drill down and compare schools



Administrative

Feature	Old	New
Reporting application	RMS; it will continue to work at the same URL for customers that have SSG. However, the new UI will no longer be in "Preview" mode. When there are only SSG sessions then the reports will display in the current style with the Skill Families and skills as that is the format of the data	<ul style="list-style-type: none"> • Insights at the same URL • The teacher will be presented with a toggle switch between Ignite and SSA/SSG data when Insights detects that there are SSA/SSG sessions and Ignite sessions indicating that students are actively using SSA/SSG and Ignite. • The default will be to display Ignite domains, sub-domains, skills
Archived data	<ul style="list-style-type: none"> • ISS only data in RMS • ISS data will be archived again this year. The reset policy around classes, children, class to device assignment and teachers has not been finalized yet • - Carry over of a child and their progress into Ignite will not be supported since the skills and games will be different 	<ul style="list-style-type: none"> • Archive reports showing last year's and prior years progress data will be available in Insights and will display in the SSA/SSG style of skills and skill levels (since that is the format of the data) • Ignite data in Insights – will be archived next year • SSA data in Insights – will be archived next year
Data import	Only one organization can import data in the current system.	<ul style="list-style-type: none"> • Data can be imported using predefined CSV templates or manually entered through the Insights UI or Ignite app interface • Imported data / transactions will be logged with the importers name, data and time stamp • Any org or school admin can import data into their org or school
Parents viewing child's data	No access today	<ul style="list-style-type: none"> • Registered parents/guardians will be able to view their child's progression reports, drawings, and time in the games only if their child is playing an Ignite game.
Database	RMS database	<p>The updated RMS database now accommodates new data collection and features:</p> <ul style="list-style-type: none"> • New views that make it easier to understand and access the data – i.e. bar charts (old views will exist for viewing SSG data) • New reports because the scope, sequence, scaffolding is different • More privacy
Student's drawings to support the Social Studies Domain	No drawing will be available for view if the child is not using Ignite. SSA/SSG games do not have the student drawing and do not save drawings	Repository for saved drawings, with interface for teachers and parents to view and print the drawings
New org setup	Initial creation of the org and the org admin happens by a Hatch coworker	<ul style="list-style-type: none"> • Via CSV or manual input • Import can be performed by the org or school admin or Hatch admin
Emails and alerts	Emails and alerts triggered by conditions	Completely redesigned emails and alerts triggered by conditions/events



Questions?



Let's Do This





Pricing for Ignite



Questions?